The pragmatics of filled pauses : data from Swedish

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ABSTRACTS

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10th INTERNATIONAL PRAGMATICS CONFERENCE

ABSTRACTS

CONTENTS

Except for abbreviated forms of abstracts that were too long and a number of diacritics that went wrong in the process of multiple conversions of electronic files, the abstracts printed in this booklet are in the form in which they were submitted. In order to keep the size within reasonable limits, reference lists were taken out systematically; they can easily be obtained from the authors (whose institutional addresses and/or e-mail addresses are to be found at the end of the printed version of this set of abstracts).

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PLENARY LECTURES

Douglas Biber, *Merging corpus linguistic and discourse analytic research goals: Discourse units in biology research articles*

The present study introduces a research approach that combines corpus-linguistic and discourse-analytic perspectives to analyze the patterns of discourse organization in a large corpus of biology research articles. First, texts are segmented into vocabulary-based Discourse Units using computational techniques. Then, the basic types of Discourse Units in biology research articles are identified, based on their primary linguistic characteristics (using Multi-Dimensional analysis). These Discourse Unit Types are interpreted in functional terms, and then used to analyze the internal organization of research articles (i.e., as a sequence of Discourse Units, shifting among various Discourse Unit Types).

William Hanks, *Fieldwork on deixis*

Research in recent decades has demonstrated that natural languages are rich with indexicality, including deictics (this, that, here, there, now, etc.), pronouns, evidentials, markers of stance, stylistic repertoires keyed to contexts, and a host of effects sometimes called social deixis. Once considered marginal to the work of linguists, indexicals have turned out to be at the heart of pragmatics. Yet, the very generality of the phenomenon makes it difficult to study. The pragmatic distinctions marked by indexicals run the gamut from perceptual access to referents to social relations among the parties to talk. The comparative literature has begun to grow, but there are still relatively few sustained descriptions of how classes of indexicals are actually used, especially in non-western languages. This paper outlines a framework for the study of deictics, one class of indexicals. It focuses on the kinds of field data required in order to determine the basis of deictic distinctions in any language. It also argues for a pragmatics of deixis based on in-depth ethnographic study of individual languages, actual deictic usage and metalinguistic interpretations of native speakers.

Jan-Ola Östman, *'The Nordic' today: Glocalization and/or self-colonization*

The presentation paints a pragmatic picture of the area in which Gteborg, the site of the 10th International Pragmatics Conference, is located. It is well known that Sweden is part of Scandinavia, with Denmark and Norway as the other core members. And most of Sweden also belongs to the Circum-Baltic (linguistic) area. These are (largely) geographically defined (cf. the Scandinavian Peninsula and the Catchment area of the Baltic Sea), and they have clear linguistic corollaries (genetic and areal characteristics, respectively).
But for the people in the area, there is another concept that is equally important: Norden, the north. This is geographically based (as, vaguely, the North of (western) Europe), but its ethnographic and conceptual importance (for its members) is defined in cultural and political terms.
After a geographic, linguistic and cultural positioning of Norden, the presentation will briefly note the history behind the concept of the Nordic and turn to an evaluation of Nordicity today: how it is expressed (e.g., in interviews and other forms of discourse), whether there is a common ideology

behind it, and what the future may bring.

During the last decade a number of large pan-Nordic projects have investigated the effects of recent changes in Norden and how (if at all) these have affected the identity of the members (including states and other organizations as members). These changes include (a) membership in the European Union (by a majority of the member states); (b) the introduction of the euro (by a minority); (c) the effect of Anglo-American culture and English (is there a real threat or are the members involved in self-colonization?); (d) the official recognition of minority cultures and languages in the respective state legislatures; and (e) national decisions of (lessened) importance of teaching the cultures and languages of ones Nordic neighbors at school. I will discuss the impact of these changes on the Nordic community in the light of recent research findings.

As a community, Norden has always been glocalized; even with the demands of marketization, tradition and identity still play a role in the Nordic ideology. However, the romantic ideologies of tradition are constantly being reworked, reinterpreted and reused as are of course the rational counter-ideologies of marketization. The ideology of glocalization has thus kept the Nordic alive, and variably keeps asserting itself in the different speech communities of Norden today. (Notice, e.g., that the Local Site Committee for this very conference also has members from the other Nordic countries.)

As in other similar culturally-defined communities around the world, we are up against the question of whether the (linguistic) expression of Nordicity will make a difference in the future or whether Norden is on its way to become a virtual conversation piece in the subject category of the good old days.

Susan Herring, *The Pragmatics of Computer-Mediated Communication: Prospectus for an Emerging Research Agenda*

The theme of this conference, "computational pragmatics," can be construed to embrace the pragmatic analysis of language data produced via computer networks and mobile technologies-what I term the pragmatics of computer-mediated communication (CMC). While a growing number of studies address pragmatic aspects of CMC, numerous gaps remain in what could and should be addressed under such a rubric, and its scope in relation to other linguistic approaches to CMC has yet to be clearly defined. In this talk, I consider the utility of distinguishing a research agenda that focuses on the pragmatics of CMC and what such an agenda might encompass. I then outline an agenda that attempts to synthesize and systematize the potential contributions of pragmatic theory, empirical language-focused CMC research, and innovative analytical methodologies, including computer-assisted techniques for visualizing patterns in online communication. The proposed approach is illustrated with recent studies of speech acts in multimodal virtual worlds, topic development in chat, and politeness in online discussion forums. I conclude by identifying research gaps in need of future attention.

Udaya Narayana Singh, *The pragmatics of a linguistic landscaping & The New Linguistic Survey of India (NLSI)*

If pragmatics is defined in terms of the gap between the sense of the words and expressions and the sense which the speakers want to convey, it has an interesting parallel in the way a large-scale linguistic survey tries to rummage through piles of attitudinal expressions to arrive at the right decision vis--vis a countrys linguistic landscape. In Census enumerations, when asked what ones mother tongue was, or what are the other tongues (s)he knew, the response would vary from a record of what the informant actually used to what (s)he thought (s)he used. From a huge number of language labels and claims to statuses for what the interviewees thought about themselves, the Census arrives at a set of classified names of languages through a process of rationalization that tries to translate the attitudinal surveys into a scenario from which educationalists, linguists,

historians and social workers need to decipher the nature of actual expression patterns. The study of how ones social context especially, a fractured multi-layered language practices, influences both enumeration and interpretation is also crucial. In this setting, hardcore linguistic surveys and typological comparisons assume paramount importance to understand the total picture of a geo-space.

Language has always been used both for self-identification as well as a resource for the construction of knowledge and social capital. In the last one hundred years in India, however, there has been a significant growth in understanding of the complexity of issues of linguistic mapping, and in correlating linguistic and socio-political facts. At the national level, the quantum and quality of information about languages has seen an increasing elaboration viz., the steady escalation of the number of languages and linguistic categories (such as mother tongues vs. other tongues) ever since the first Census in 1891, and the inclusion of information about bi/-multilingualism. At the level of the individual/group, language is not simply a means of comparative identification, but a means by which to secure self-expression, education, and access to resources. The original *Linguistic Survey of India* (abbreviated as *the LSI*) was supervised by Sir George Abraham Grierson (18511941), an Irish philologist posted in India as a part of the then British India administration at the instance of his Orientalist friends like Max Muller, Monier-Williams, Hoernle, Barth, Bendall and others, who had adopted a special resolution at the Congress of Orientalists in Vienna (1886) urging him to convince the then British government to invest in a large-scale survey to unravel the mystery of the east. Grierson produced a monumental document, spanning over 19 volumes between 1894 and 1927, of the grammatical sketches of many modern Indian vernaculars. To this day, this was regarded as the most important attempt to bring out the extent of Indian linguistic diversity, the complexity of language classification and linguistic description, and the underlying common linguistic, social, and cultural traits across language families of India. All subsequent census documents, until the Census of India 2001 have taken this study as the base, and built on the larger picture upon that work. Although historically, traditions of text creation, grammar and primer writing (as well as the preparation of gazetteers and other official documentation) had existed in India, it was only after this detailed corpus-based longitudinal study that a picture of the creative and intellectual energies of the expression systems of the Indian people found a place in records.

The linguistic theory-building activity will hopefully get a huge boost from what is known as *the NLSI* (or, the *New Linguistic Survey of India*, 2007-2017) activities being undertaken by a consortium of institutions in India due to begin by mid-2007. The survey will involve the participation of individuals/communities that speak these languages, in the gathering of the data as well as creation of resources. It is obvious that the time for *NLSI* is ripe now, as the last one hundred years of research on various aspects of human languages have transformed our understanding of language in significant ways. The tools, techniques, and survey instruments available today were unthinkable in Griersons days. The theoretical advances in linguistics, pragmatics and visual anthropology as well as the overall growth of social sciences have equipped us to take up the challenges of providing a thoroughly professional description of the entire linguistic space of our country. Simultaneously, the advances in language technology and mass communication now locate language as a service, thereby posing new challenges to a perpetuation and maintenance of Indias linguistic diversity. The *NLSI*, by providing rigorous description of all mother-tongues of India, will provide the bases for a uniform access to these scientific advances.

To recall the extent of diversity or the gaps and challenges, India is a country that speaks in 1576 "rationalized" mother tongues and in 1796 "other mother-tongues" the terms as used in the Census documents. Even if we restrict the number of languages in India to those spoken by over 10,000 speakers, we still have 114 languages according to the 1991 Census. Some speech communities are as large as 338 million (as in the case of Hindi), while there are many smaller ones with as few as 10,144 speakers, as in the case of Maram in Manipur. India occupies about 2.4% of the world"s land surface with a total land-area, but houses 16% of the world"s population. In India, 146 speech varieties are beamed through radio networks, 69 are used in schools, and newspapers are brought out in 101. By the Census 1961 estimate, there are 1,652 mother-tongues in India including 103

foreign mother tongues (*Census 1961 & Enigma* 1972: *p. xv*). There are different theories about how many of these mother tongues qualify to be described as independent languages. Even Grierson"s LSI had identified 179 languages and 544 dialects. The Census reports of 1921 had shown 188 languages and 49 dialects (1921 census). Out of these mother-tongues, 122 (2001 Census), 184 (Census 1991) or at least, 112 (Census 1981 figure) had more than 10,000 speakers. Add to that the mother-tongues below 10,000 speakers, and we will get over 1200 of them by todays count.

In a country that prides itself for the fact that the worlds largest number of languages have been consistently returned by its Census enumerations, the NLSI will conclusively demonstrate the standards India sets for responsible and responsive governance, dignity and respect for diversity. In terms of its multidisciplinary objectives, the proposed *NLSI* will be unique, and the variety and depth of its outcomes will prove invaluable for scholars from different disciplines, such as linguistics, Indian languages, demography, anthropology, sociology, economics, statistics, information sciences & technology, creative writing, comparative literature and translation studies. In terms of its participatory methodology, the *NLSI* will also set a new example for a means of knowledge creation that draws on shared individual and community resources and yields outcomes that can be accessed for the betterment of the individual as well as the community. India had been standing on a kind of *plurality square* (Khubchandani, 1997) on the cross-roads of language, literature, culture, and social practice, during the last few millennia, trying to negotiate its pathways by blending a number of seemingly opposite options - experimenting in speaking, celebrating, singing, dancing, living and performing in all aspects of life. As a result, India has emerged as a unique cultural space that has absorbed numerous religious and philosophical thoughts, different practices of life as well as countless number of speech varieties.

This diversity must be preserved and perpetuated, especially if credence is to be given to the speculations of Mark Pagel, the bio-mathematician (from the Division of Zoology, School of Animal and Microbial Sciences, University of Reading), who had predicted that out of 6,000 odd distinct human languages spoken all over the world, only 10 per cent would survive the first half of this new century. Given that the developing and under-developed countries house close to 90 per cent of this stupendous figure, it paints a bleak picture for many Indian languages and their speakers. With these languages, their rich cultural heritage as much as they are preserved in speech behavior will also disappear. The original *LSI* provided information that was frequently partial and incomplete, and which had questionable relevance for an understanding of Indian linguistic diversity. Questions have also been raised about the reliability of its data, its neglect of the languages of South India, and in the North-East, and its failure to provide quantitative and qualitative information of bilingualism and multilingualism.

It is in this context that the trends on the national and international scene since Independence call for a new linguistic survey of the country. The first is the remarkable growth in language studies by scholars (both Indian and foreign) from various perspectives descriptive, historical, sociolinguistic, anthropological, and others. Such descriptions and surveys, both small and large scale, have extensively augmented our knowledge of the language situation of India, showing it to be far more variegated and complex than what Griersons LSI recorded. The second is the increasing importance the creation of linguistic atlases has assumed worldwide.

Most importantly, the collective contribution of language studies over the century is the evidence that India is unique in terms of its language diversity, nature and spread of multilingualism, rich and varied socio-cultural history and heritage, literary output, inter-lingual exchange, and common linguistic and sociolinguistic practice and features across a large number of languages of different language families. The maintenance and co-existence of a large number of languages and speech varieties is a living testimony of the vast language heritage of India and its more than two thousand years old tradition of pragmatic and practical multilingualism. Finally, the last century has refined the study of language in a manner that has made it possible to link the discipline with the study of biodiversity, history, sociology, geography, and demography. The new questions that these linkages have brought to the fore include the factors that determine the change and diffusion of languages,

the growth of bi- and multilingualism, the areal diffusion of linguistic features and the distance between speech and language varieties. These connections have also been brought into focus by the *People of India* survey (1986-1992). By initiating a systematic investigation of these questions, the *NLSI* will provide answers that will be invaluable to language planning endeavors in South Asia. If one were to write a slogan that should drive generations of scholars to take serious look at the issues of Linguistic Landscaping of India, one would have to say - To empower languages to empower people, because development of each ethnic group will have to go hand in had with the progress we make in protecting, promoting and developing its expression systems. In one sense then, the *NLSI* would try to reduce the gap between the linguistic identity claims and the language practices.

Yorick Wilks, *Pragmatics and dialogue phenomena: are they essentially connected?*

How much is linguistic pragmatics essentially connected to dialogue rather than text, given that definitions of pragmatics are not usually such as to distinguish between dialogue and prose? The concrete context of the talk is large EU consortium project COMPANIONS, whose aims I will briefly set out: that of building persistent conversational agents as interfaces to the Internet, persistent in that they would appear to know their owner, his or her tastes, beliefs and interests. It is clear that such a project needs above all a robust approach to computational conversation, and a section of the talk is devoted to a brief history of computational dialogue systems and how far their success has depended on tackling phenomena that seem pragmatic, on any definition. The argument of the talk is that there could be no such agents without some progress in areas conventionally considered pragmatic, and that those who (still) believe that such phenomena can be modelled by extensions of the statistical methods of speech research are wrong, powerful as their methods and successes are. This because adequate modelling will require not only notions of belief (which speech research methods can now begin to model, much to the surprise of many) but also **point-of-view pragmatics**. I take the inclusion of this phenomenon as the touchstone for any ambitious dialogue pragmatics, and argue that pragmatic theories that lack it, such as relevance theory, cannot even be candidates for such modelling. I will describe what I mean by point-of-view pragmatics, and argue that it is difficult to produce a minimalist version of such a theory for a practical system, but it is necessary to continue to try, as we are doing in the COMPANIONS project.

PANELS & PANEL CONTRIBUTIONS

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.

PANEL

Elisabeth Ahlsén & Mick Perkins, *Pragmatics and Communication Disorders*

Pragmatics can be applied to communication disorders in many different ways and communication disorders can provide important insights into pragmatic principles and strategies, especially with respect to trouble in face-to-face communication. The talks in the panel will address "Adaptation" as a central theme from different theoretical perspectives and applied to different diagnoses, for example, aphasia, traumatic brain injury, autism, severe dysarthria and other language and communication disorders.

Contributions

[Ahlsén Elisabeth]
Anneli Bergström, *Using non-speech contributions to transfer information in conversation – a description of four persons with severe aphasia*

Persons with severe non-fluent aphasia do to a different extent use non-speech contributions to transfer information. This can occur as deictic gestures where little information is provided or as (sometimes) more informative contributions with the use of drawings, some writing or as iconic gestures. Data from a study with four persons with aphasia (severe non-fluent) and a conversational partner will be presented. The study has a single subject design with multiple baselines. The participants act as their own controls. Intervention was conducted in three different phases with language assessments pre-treatment and at the end of each phase. A follow-up assessment was done approximately one month after the last assessment. The dyads have regularly video recorded themselves during work with different tasks. Information gathered from the assessments and from the video recordings is used for analysis to follow the ability to transfer information.
Three different phases were used for intervention. The focus of phase I was verbal production. Intervention was directed towards spoken production with the help of contextual repetition priming. A group was used for intervention in phase II and the participants worked on their ability to transfer information when they had difficulties producing spoken words using alternative modalities. The group setting gave the subjects the opportunity to get feedback on their use of non-speech contributions as well as observing others using non-speech. In phase III the participants with aphasia and their conversational partners worked together with the researcher.
Analyses of video recordings showed a change in the use of non-speech during the conversations. Results from the analyses will be presented together with results from the assessments. Different patterns were seen in the four subjects.

[Ahlsén Elisabeth]
Jack Damico, *The evolution of compensatory adaptations in an aphasic individual*

This presentation employs conversation analysis (CA) and interviewswith an individual with aphasia and his spouse to describe the evolution of several compensatory strategies in the conversational performance of this individual with aphasia.
It was the intent of this investigation to determine whether distinct compensatory strategies are established and

employed by the individual with aphasia when linguistic limitations due to the aphasia necessitate extra-ordinary efforts to sustain conversational success. Further, this investigation attempted to determine if changes to these strategies occurred and why.

Based upon severalaudiotapes samplesof the individual during conversations before the stroke and then several taken approximately six months,twelve months, and twenty four months post onset, the trajectory of several specificpatterns of interaction employed strategically to overcome communicative limitations were examined.Using a comparative analysis across the pre-onset samples and the post-onset samples, 11 strategies developed and employed between six months and twelve months post-onset were identified and then a subset of these (five) were analyzed, detailed and then followed as they continued to change over the second year post-onset.

Changes in frequency of occurrence, locus of usage, and effectiveness of the strategies were documented with actual CA data. Opinions regarding these strategies were obtained via both interviews and lamination discussions while listening to audiotapes with the individual with aphasia and his spouse. The data suggest that these strategies change and often disappear as their effectiveness and the necessity for these adaptations are modified with experience and with recovery of function. These data are discussed from an emergent design perspective.

[Ahlsén Elisabeth]
Ulrika Ferm, *Using language in social activities at home: A study of interaction between caregivers and children with and without disabilities*

How we communicate and what we talk about depend on individual interests and premises for interaction, who we talk with and the type of activity we are engaged in. This session presents a study that examined how caregivers and children with and without severe speech and physical impairments adapted to different social activities at home. The overall purpose of the study was to investigate how severe restrictions in speech and motor functions in a child may influence interaction and hence a childs possibilities for development of language, cognition and self-identity. Two focus dyads including caregivers and children with severe impairments and two comparison dyads including caregivers and children without impairments participated in the study. Thirty-eight video recordings of the four dyads interacting at mealtime and during game-playing, picture-drawing, teeth brushing and story reading were analyzed using the framework of activity-based communication analysis (Allwood, 2000). The interactions were approached from both quantitative and qualitative perspectives and different sub-sets of data were involved in four sub-studies that explored how the dyads handled the activities, communicated, used their communication aids and fulfilled different interaction goals.

An important finding of the study was that the communication of the focus dyads was mostly unaided. Independent of the type of activity the focus dyads were engaged in, communication was closely tied to immediate and activity related needs. Communication rarely extended beyond the here and now and the focus dyads did not engage in the type of extended discourse that was common between caregivers and children in the comparison dyads. From a Vygotskian perspective (e.g., Vygotsky, 1986) the focus children functioned within restricted developmental zones that did not match their cognitive capabilities. The focus children had few means to take the lead in interaction and although the caregivers guided the children concerning existing functions, they offered their children little guidance towards more challenging communication. In this presentation, an overview of how the dyads interacted in the different activities will be given and discussed along themes such as activity influence, communicative content, interaction goals and strategies, use and function of communication aids in daily living and home as an arena for children's development.

[Ahlsén Elisabeth]
Pernille Holck, *Interaction during intervention – Conversations between Professionals and Children with Cerebral Palsy*

Clinical experience have indicated that children with physical disability often show signs of pragmatic problems, e. g. to keep to the topic, give relevant contributions to the conversation, adjust to the interlocutor and to be sensitive to the social context and implicit conversational rules. One of several contributing causes could be limited opportunity spending time and playing with other children, hereby losing an important occasion for practising social interaction in a more egalitarian setting.

Pragmatic competence in combination with brain damage is a very complex issue. Children with cerebral palsy can have cognitive impairment affecting their pragmatic competence. Yet there are children with cognitive impairment who do not show any signs of pragmatic problems. Physical disability causing speech- and language impairment can further complicate the picture.

The aim of the study is to try to find environmental factors that potentially can affect the childs pragmatic ability. Hypothetically adults in the childs environment may involuntarily enhance the potential pragmatic problems of the child, by giving too much support and not providing the child with the communication challenges which typically developing children are confronted with. To a large extent impaired pragmatic ability may contribute to a lack of participation in society. Participation emerges through interplay between the individual and the environment.

Eight 5; 11- to 10; 9-year-old children with cerebral palsy were videotaped in an intervention situation together with

their physiotherapist (PT) and speech-language therapist (SLT). The parents and the childrens teachers completed the Childrens Communication Checklist (CCC) independently. The material was transcribed and quantified according to the principles of CHAT (MacWhinney 2000), and analysed with a kind of conversation analysis, Initiative Response analysis (Linell et al. 1998).

The results show fewer differences between the PTs and the SLTs than expected. However, it could be seen that the PTs tended to dominate the dialogues quantitatively, that is they talked more, whereas the SLTs tended to dominate interactionally by asking many questions. The SLTs had more structured conversations with focus on intervention, whereas the PTs more devoted themselves to casual small talk, something children with pragmatic problems need to practice on. For the SLTs, communication is the ends as well as the means, whereas for the PTs communication is one means among others.

The results raises questions concerning related issues as power and communication, politeness strategies and parenting/professional styles. The professionals seem to have very divergent views on these matters, perhaps partly due to varying degrees of unawareness. Several clinical implications can be drawn. A significant implication is the importance of an increasing awareness of ones own interactional style and professional strategies, and what the consequences of these might be.

[Ahlsén Elisabeth]
Anu Klippi, *Long-term adaptation to aphasia*

It is commonly agreed that the period of spontaneous recovery of aphasia is about one year (e.g. Kertesz 1993). It is also known that language intervention can positively influence on the course of recovery from aphasia (e.g. Robey 1998). However, there are very few studies on the evolution of the communicative and language skills in people with aphasia, after their speech language therapy has been terminated. In addition, our knowledge of adaptation to long-term chronic aphasia is very limited. The presentation will consider the turn construction practices of a person with aphasia (JS) during the period of 19 years. The speech of JS was very slow and laborious and he had severe problems in word finding and in formulating propositions. In conversation, he frequently used single word utterances both in topic-initiation turns and in responsive positions. His scores in the Western Aphasia Battery did not change much during the follow-up period. However, JS had been clearly able to develop his communicative and conversational skills during the fourteen years without speech language therapy. He was able to produce significantly longer utterances with verb constructions compared to the frequent single word utterances in earlier data. The nature of the changes in JSs language use will be discussed.

The results of this study contradict for instance the results of Mazzoni et als (1992) study that investigated spontaneous evolution of aphasia and in which the comprehension skills recovered best, and expression skills showed lower recovery, especially in non-fluent aphasia.

[Ahlsén Elisabeth]
Camilla Lindholm, *Laughter responses in dementia interaction*

This study investigates how elderly with dementia and their professional caregivers use laughter as a device to deal with problems related to speaking and understanding of speech. Laughter, it is shown, is one of the varying techniques that patients and their conversational partners can use to overcome the interactional problems caused by dementia.

I use the term *dementia* to refer to a group of symptoms causing changes severe enough to impair a patients ability to interact socially. The data for this study consist of 46 minutes of game-playing situations, used to stimulate the elderly peoples memory. The method used is conversation analysis.

The study shows how the elderly recurrently laugh to acknowledge communication difficulties, showing awareness of, and compensating for, their failing competency. The professional caregivers, i.e. their healthy co-participants, are shown to use slightly different response strategies to the laughter sequences initiated by the patients, either making the interactional shortcomings part of the conversational interaction, or avoiding referring to the lapse explicitly. The differences in response strategies are discussed as reflecting the caregivers professional identities involving a varying degree of routinization. Joint patient laughter also occurs and is developed in different contexts.

[Ahlsén Elisabeth]
Tom Muskett, Mick Perkins & Judy Clegg., *Compensatory adaptation as a collaborative achievement during conversational interaction: evidence from autism spectrum disorder*

Difficulty with contextually appropriate language use is a defining feature of autism spectrum disorder (ASD). Most accounts of ASD suggest that such communication difficulties either directly emerge from underlying cognitive deficits (e.g. deficits in discourse production reflecting an impaired understanding of listeners prior knowledge) or are a consequence of processes of compensatory adaptation (e.g. use of formulaic constructions to bypass expressive language limitations). However, these hypotheses have been criticised for reducing social communication to

dependence on an individuals cognitive, communicative or neurological competency. Consequently, it has been argued that traditional accounts of language use difficulties associated with ASD fail to acknowledge that communication invariably takes place within interactions involving more than one person, which in turn take place within wider social and cultural contexts. Therefore, to gain a better understanding of the difficulties demonstrated by this population, it is arguably important to complement existing hypotheses with research that shifts the domain of enquiry from the individual to the socio-cultural.

The analytical approach of Conversation Analysis (CA) provides an ideal methodology for exploring such issues. CA takes a fundamentally socio-cultural angle as a starting point for analysis by positing that conversational interaction is a collaborative social achievement, and that individuals demonstrate their understanding and appreciation of what has happened in an interaction and the wider context in which it is taking place through the organisation of their contributions to it. In this presentation, such analysis will be applied to conversational interactions involving a child diagnosed with ASD and two different adult interlocutors. However, in contrast to similar previous research, the focus of analysis will be on the interaction styles of the adults rather than the child. Discussion will focus on the ways in which the adults organise and co-ordinate their contributions to conversation with the child, which aspects of the childs language and communication are responded to in conversation, and the strategies that are used by the adults to deal with inappropriate language on behalf of the child. It will be demonstrated that the success of the childs social communication depends on real-time collaboration between adult and child; hence, compensatory adaptation can be respecified in CA terms as a jointly-managed achievement, which partly depends on the wider socio-cultural context in which interactions are situated.

[Ahlsén Elisabeth]
Michael R. Perkins, *The synergy between intrapersonal and interpersonal adaptation*

This discussant session aims to draw together a number of themes from the other papers in the panel on Pragmatics and Communication Disorders. These papers tend to focus either on adaptation within the individual with a communication impairment e.g. how a linguistic or cognitive problem may lead to greater use being made of gesture or between individuals e.g. how someone with aphasia may rely on prompting by their conversational partner in order to facilitate lexical retrieval. This paper will focus on both perspectives simultaneously, and will examine the extent to which manifestations of cognitive and linguistic impairment both influence, and are influenced by, interaction within the communicative dyad.

[Ahlsén Elisabeth]
Bitte Rydeman, *Constructing vocabularies for different activities in communication aids based on spoken language corpora*

Using a Voice Output Communication Aid (VOCA) can be an important supplement to other ways of expression for persons with severe speech- and language limitations. But it is not unproblematic to communicate with the help of a device, particularly not in direct conversations when you formulate your message as you go along. In a conversation you have to make your contribution fast and this is hard to achieve when you use a communication aid. Through different strategies, such as word prediction and abbreviation expansion, the use of the device can be facilitated so the user doesn"t have to write every letter that is to be spoken [1]. Another way is to use stored words and phrases that swiftly can be retrieved when needed. The technical advances in recent years have made it possible to combine different solutions to tailor the technical aids to the needs of different users. One way to do that is to differentiate between different communicative goals [2]. You can then design vocabularies that are aimed at transactional purposes (such as go shopping) in a different way than those aimed at interaction (social interaction and relationships). To be able to design well functioning vocabularies it is necessary to learn more about the ingredients in every day conversations, and to meet the users" needs of communication aids that can be used in many different situations, more knowledge about conversations in particular activities is needed, as well as knowledge about the factors that affect the interaction in conversations when one of the participants uses a technical communication aid.

The Gothenburg Spoken Language Corpus, with its more than 1.2 million words, contains recordings from many activities [3], among these are activities that are regarded as important for VOCA users, such as conversations in shops, in the doctor"s office, telephone conversations and informal conversations. In a current project we are extracting information from this corpus and using it to develop vocabularies for VOCAs that are aimed at facilitating non-speaking persons communication in different activities. Starting with the activity shop we have used pragmatically oriented techniques to find the relevant utterances to put into the communication aids. We have tried VOCAs with vocabularies that were created this way in role play, and during spring 2006 we are also going to try them in natural situations. The aim is to find out in what ways pre-stored utterances are useful and if they in fact provide VOCA users with efficient and natural means to participate in conversations.

[Ahlsén Elisabeth]

Hannah Sowden, Mick Perkins & Judy Clegg, *Adaptation of a child with autism to different interactional partners*

Autism is a developmental disorder which impacts on the social, communicative and cognitive abilities of the child. Pragmatic abilities are the most severely affected. A child with autism will have limited conversational abilities and may have rigid interaction routines. Although the literature indicates that children with autism find it hard to adapt their interaction to different partners, anecdotal evidence from parents and carers suggest that these children do interact with their main caregiver differently to other interactional partners. This study aims to provide some corroboration for this claim.

A single case study is presented of a child, Nathan, with Autistic Spectrum Disorder (ASD). At the time of the recordings Nathan was aged 2;6 and attending an intervention programme which aimed to facilitate his social and communication abilities. He has been video recorded during an interaction based around a picture book, firstly with a therapist during the programme, and secondly with his mother at home. The use of verbal and non-verbal communication will be examined to demonstrate the ways in which Nathan adapts to the person with whom he is interacting.

In the nursery it is the therapist, Joanne, who controls topic and Nathan is compliant to bids to direct his attention. At the beginning of the interaction Joanne is reading from the book and indicating pictures relevant to the text. However, as the interaction progresses this develops into talk stimulated by the pictures but not constrained by the text. Joanne uses a combination of gesture, pointing and speech to initiate new topics and expand on old ones.

Nathans mother is not such a forthcoming interaction partner. Apparently as a consequence Nathan becomes more active in the conversation by introducing new topics, requesting information and occasionally expanding on ongoing topics. To achieve this, Nathan combines pointing, eye contact and gaze, and verbal elements in order to continue to drive the conversation forward.

Thus it can be seen that with a fully engaged interactive partner Nathan is happy to take a secondary role. He follows topic shift and engages in topic expansion. However, contrary to expectations, Nathan is able to adapt his conversation to allow for a partner who provides less input. Nathan takes a more dominant role; he is adept at changing topic, and requesting names of objects, but finds expansion difficult. Although it is not possible to generalise too far from a single case study, this study indicates that children with autism may have more social sensitivity than previously thought, and that the perceptions of care givers regarding variation in the childs interactions with different carers may also be valid.

[Ahlsén Elisabeth]
Jacqueline Ann Stark, Cecilia Lanyi, Moremi Kamson, Christiane Pons & Zoltan Geiszt, *Interacting in a virtual environment*

In the area of language and cognitive rehabilitation the impact of technological advances on therapy goals and methods on everyday life has dramatically increased. Although individualized therapy provided on a one-to-one basis or in a group setting is always to be preferred, for persons growing up in a computerized world, PC applications, i.e. virtual reality applications are to be considered a useful and stimulating supplement to traditional applications. In this paper we discuss results from an ongoing project aimed at developing a virtual therapy room, its features and relevant possibilities for providing therapy in a virtual environment. In particular we address the rationale for group therapy interactions and evaluate first applications with aphasic clients. The departure point for the virtual reality therapy room is a previous application for a classroom developed for mentally disabled children and the 'Everyday Life Activities (ELA) Photo Series. The development process consists of two steps: 1) the modelling of the objects and agents, i.e. 'avatars' of the virtual world, and 2) the programming of the engine animating the models which bring the therapy environment to life. Photos of the actual therapy room and the participating clients have been adapted and refined using Adobe Photoshop CS2 and UV Mapper Classic and specialized equipment is being used for modelling the objects (3D designer Maya 6.5) and the virtual agents (Poser 6). The software package consists of an Editor and a Viewer. By means of the editor the therapy room is set, including the necessary spatial organization, textures and audio materials. By means of the Viewer the prepared room can be immersed. Language tasks have been developed for use in a virtual group therapy including word-level and sentence-level comprehension and providing descriptions/definitions of objects and activities. Various aspects of interpersonal communication in a group setting which can cause significant difficulties for the participants including turn-taking and various types of possible responses are built into the program to enable aphasic clients to practice responding to several persons at the same time and also asserting themselves, e.g. when requesting for more time to respond and for not allowing other more assertive members of the virtual group to remain quiet. The advantages of the VR applications include the flexibility of the component parts in setting up the virtual therapy room and the possibility of personalizing the agents, i.e. avatars using the faces of the group members and the therapist. In summary we would like to demonstrate the merits of flexible virtual reality applications which allow the therapist/researcher and aphasic client highly personalized solutions for interacting with 'peers' and for practicing several aspects of interpersonal communication in a virtual group therapy setting in a graded fashion.

PANEL

Karin Aijmer, *Contrastive pragmatics*

Panel on contrastive pragmatics There has recently been a revival of interest in linguistic relativity and studying the interface between what is universal and language-specific. It is clear that there is a lot of variation when we compare languages and that both cultural and social factors come into the picture as factors explaining the variation in addition to the different language systems. The panel will bring together a number or researchers who are interested in exploring these questions from different points of view. Several different languages and language pairs will be represented as well as a variety of theoretical perspectives. Some of the research questions are: What are the differences in pragmatic practices such as politeness? Should the differences be explained by the linguistic system or by social and cultural practices? Are there cultural differences in the way in which speech acts (challenging, questioning) are realised? Are there cross-linguistic differences in the realisation of genres or speech events (political debates, TV shows)?

Contributions

[Aijmer Karin]
Anne Barron, *Public information campaigns in the mass media in Germany and Ireland: An insight into government-citizen relations?*

Wear a seatbelt, don""t drink and drive, recycle, don""t smoke, . such are some of the directions we frequently receive from government agencies and other non-commercial bodies attempting to change our attitudes and our behavioural patterns. They are familiar to all; yet, from a linguistic point of view, little research has been conducted on this genre of non-commercial advertising, or more specifically, on public communication in the mass media (cf., e.g., Backer et al. 1992:ix, Berger 2001:292-295, Schweiger/Schrattenecker 2001:236, Slembrouck 1993) . Unsurprisingly, contrastive linguistic research in this area reveals a similar research desideratum.
The present study, situated in the broad field of empirical contrastive rhetoric, and more specifically, of contrastive genre analysis (cf. Connor 1996:126-149, Yajun/Chenggang 2006:13), takes genre as the *tertium comparationis* (cf. Lger 2005:170-171) and investigates public information campaigns in the mass media in Ireland and Germany with the purpose of examining how such communication functions, and whether these conventions differ across cultures. The approach taken is corpus-driven, the corpus consisting of 156 public information texts, encompassing print advertisements, outdoor advertisements and also radio, television and cinema commercials drawn from 24 public information campaigns. 75 of the texts (12 campaigns) were contracted or funded by Irish government agencies or ministries; 81 (12 campaigns) by German government agencies or ministries. The schematic structure of the communicative functions making up the texts is first investigated by means of a move analysis (cf., e.g., Bhatia 1993, 2004, Swales 1990, 2004). Following this step, an in-depth analysis of the move register (i.e. of the language and linguistic patterns) of one particular move, namely the interact with addressees move, is conducted. The question is posed whether cross-cultural differences on this level may be seen as throwing light on government-citizen relations in these different speech communities.

[Aijmer Karin]
Annette Becker, *Modality and heteroglossia in British and German TV interviews*

Speakers regularly use modality and other heteroglossic resources to position themselves intersubjectively. In doing so, they may modify the discursive space for the voices of others. This is particularly relevant in political media interviews, especially in questions with topics that are potentially face-threatening to the interviewees public face, as defined by Bull et al. in their work on British political interviews (Bull et al. 1996). This paper compares the use of heteroglossic resources such as modality in British and German interview questions and discusses the differences in frequency and function. Data are taken from videotaped and transcribed interviews conducted during British and German election night broadcasts, as well as videotaped and transcribed news interviews with Chancellor Gerhard Schrder conducted by news anchors from competing German public channels in the run-up to the Iraq war. Their analysis is based on recent studies in contrastive pragmatics (e.g. House 2004), appraisal theory (e.g. Martin & White 2005) and pragmatically oriented studies on media discourse (e.g. Becker 2005, forthcoming a, forthcoming b; Fetzer & Weizman 2006; Lauerbach 2004; Simon-Vandenbergen 2004), bearing in mind that cross-cultural comparison has to take into account a broad range of contextual factors to arrive at meaningful conclusions.

[Aijmer Karin]

Agnès Celle, *The evaluative function of adverbs: a contrastive English-French study of adverbials in journalistic discourse*

The aim of this paper is to investigate the role of evaluative adverbs in the organisation of journalistic discourse in English and French. The data are mainly extracted from the English and French editions of the *Monde Diplomatique*, which contain both original and translated English and French texts. Evaluative adverbs range from the category of « viewpoints subjuncts » to that of « value judgment subjuncts » as defined by Quirk and Greenbaum (1985 : 566, 612). Morphologically, this class of adverbs is made very productive by affixation in English. Adverbs such as *admittedly*, *understandably* or *unexpectedly* have no equivalent in French and are translated either by verbal periphrases (*il faut reconnaître que* / *on peut comprendre que*) involving subordination or by prepositional phrases (*à ma grande surprise / de façon inattendue*). Although these adverbs exist as a category in French (*curieusement* / *strangely*), they cannot be formed as flexibly as in English. This morphological difference reflects an important functional difference between the two languages. While evaluative adverbs may conflate a predicative function and a modal one in English, they cannot serve such a twofold function in French. At the same time, English evaluative adverbs do not make modal meaning explicit, more specifically as regards the speaker's commitment. This explains why a choice has to be made between one or other of these functions and consequently why the viewpoint has to be identified when evaluative adverbs are translated into French. The fact that modality is expressed in an implicit way with adverbs is undoubtedly exploited in journalistic discourse, allowing the journalist-speaker to sound objective. Paradoxically, evaluative adverbs also contribute to positioning the speaker as regards the addressee by creating an interpersonal relation. In this respect, this paper argues that the strategies adopted in French and in English differ significantly.

[Aijmer Karin]
Bart Defrancq & Bernard Declerck, *Intersubjective positioning in French and English: a contrastive analysis of "ça dépend" and "it depends"*

In this paper we argue that in contexts of intersubjective positioning both integrated and stand-alone instances of *ça dépend (de)*, as well as its English equivalent *it depends (on)* are well on their way into developing as pragmatic markers which function as textually and interpersonally relevant 'contingency hedges' (Moissinac and Bamberg 2004). On a formal level, corpus-based proof for such a treatment is found in typical processes of grammaticalisation, including deletion of the preposition *on* and *de* in syntactically non-conflictive circumstances as in (1) and (2), subject deletion as in (3) and (4), phonological attrition as in (5) and syntactic flexibility with end position, as in (6).
(1) *It depends* what you want to know. G0P538
(2) L1 [...] je ne suis pas tout-à-fait sûr (rire) / mais *ça dépend* quels médias / je crois que les médias écrits euh sont quand-même: / plus policés plus corrigés plus euh revus que les autres. (Valibel)
(3) Somebody else said, well no, if you don"t open the bottle of wine immediately it looks like I said this. accept it Yeah, cos you brought a bottle round here, when really weird. I think it depends. *Depends* on how well you know them, I suppose. (BNC:KPV2123)
(4) je ne sais pas *dépend* s'il était au courant ou pas.
(http://www.liberation.fr/php/pages/pageReactionsList.php?rubId=15&docId=210223&s2=&pp=&next=10)
(5) Bleu, vert ou gris, *sdépend* des jours (http://www.presence pc.com/forum/ppc/LeBistrot/yeux-quelle-couleur-sujet-960-1.htm.)
(6) on va avoir une discussion par-exemple et oui alors on // on parle plus vite quoi ça n/ *ça dépend*. (Valibel)
The analysis, which focuses on data taken from the BNC, the ICAME-collection, Corpaix, Valibel and the WWW, will further elaborate on these phenomena and show that they take up a statistically significant proportion of all attested instances. In addition, it will be pointed out that they appear much more frequently in constellation with it depends and ça dépend than they do with other verbs with fixed prepositions or even with depend and dépendre in other constellations, which further illustrates a process of layering within the wider context of grammaticalisation.
Secondly, the study will show that on a functional level, the pragmatic potential of these strings is not unlike that of other markers of intersubjective positioning, such as you know , I mean , I think , Mind you , etc. and more generally of hedges and markers of expectation and counterexpectation. Just like these markers, the use of it depends and ça dépend "express[es] the speaker's heteroglossic stance, signalling awareness of heterogeneity" (Aijmer-Vandenbergen 2003:1130). In these cases, the interpersonally relevant use of it depends or ça dépend signals potential conflict but at the same time smoothes over abrupt shifts or contrastive viewpoints by presenting subsequent information as an elaboration on - rather than a refutation of - previous accounts. This use as a hedge cannot only appear as a responsive move prospectively announcing a different view, it can also feature as a retrospective comment on one's own verbal output, downtoning the rigidity of one's statement and leaving room for debate as in (6) above.
On the basis of a solid description of the functional potential of ça dépend and it depends in both languages, we will further examine if and to what extent similarities and differences can be attested with respect to the use of these markers, their frequency and the their distributional patterns in the contexts they are used in.

[Aijmer Karin]

Anita Fetzer, *Challenges in contrast*

The communicative act of a challenge expresses the speakers intention not to comply with a previous act which may have been made explicit or presupposed in the local and global contexts. With regard to its sequential status, a challenge is a responsive act which tends to occupy a negotiation-of-validity sequence, or a local communicative project (Linell 1998), rather than a single move only. From an interpersonal perspective, a challenge carries a high degree of face-threatening potential (Brown & Levinson 1987). The contextual configuration of a challenge, it is claimed, obtains for a great number of different contexts and thus may serve as a tertium comparationis in comparative pragmatics.

The goal of this paper is to examine the linguistic realization of the communicative act of a challenge in a discursive frame of reference accounting for both its local realization within a single move and its global realization within a negotiation-of-validity sequence. The analysis is based on a corpus of 18 British and German political interviews (12 short dyadic political interviews and 6 full-length political interviews). The paper falls in three parts:

The first part systematizes the necessary and sufficient contextual constraints and requirements for a communicative act to be assigned the status of a challenge. The second part looks at the linguistic realization of challenges in the British and German data. The results obtained are systematized with respect to (1) the linguistic realization of challenges on the micro level, and (2) their embeddedness in a negotiation-of-validity sequence regarding the linguistic realization of follow-up questions and counter-challenges. The third part looks at context-sensitive constraints for the linguistic realization of challenges in media communication, and here in particular to similarities and differences in the two sets of data.

In the German data, challenges referring a contributions truth value, to the appropriateness of its interactional status and linguistic realization are more frequent. In the British data, challenges referring to the appropriateness of a contributions interpersonal status, interactional status and linguistic realization are more frequent.

[Aijmer Karin]
Marie-Noelle Guillot, *Aspects of L2 pragmatic development in a contrastive perspective: the case of interruptive phenomena in French vs. English*

The study to be presented in this paper is part of a pilot project which has considered factors affecting involvement in multi-party oppositional talk and L2 pragmatic development, with application to turn-management and turn-taking processes across French and English. The paper will concentrate on interruptive phenomena, to be compared in the productions of advanced learners of French before and after a period of residence in a TL country, in relation to a) NS productions, and b) NS and NNS productions in English in similar oppositional group discussions, i.e. a type of interaction relatively poorly represented in interlanguage pragmatics research, as is the French / English language pair generally.Data comprise twelve 30-minute recordings of same format/same topic discussions involving (5 to 8) participants in three types of groups: native English advanced learners of French a) before, and b) after, a compulsory 8-month stay in France, and c) French native advanced learners of English - six groups in all, two for each type, each recorded first in the FL then in their mother tongue.Interruptive phenomena will be analysed using a framework differentiating between affiliative and non-affiliative rapport and power interruptions (based on Goldberg 1990; see Guillot 2005), to assess pragmatic shifts and variations. The work will be set against an earlier study of the discourse particles *mais* and *but* at points of speaker change in the same data, which pointed to significant, but differential, pragmatic shifts in pre- and post-year abroad data (with increased interactional fluency, but also misapprehensions of the pragmatic values of *mais*, conducive to non-nativeness and misguided perceptions of cross-cultural differences). Whether this extends to interruptive phenomena and the impact in this respect of the competing pragmatic and cognitive demands to which these features were traced in the study of *mais* will be questions addressed in the paper.

[Aijmer Karin]
Martin Luginbühl, *Closeness and Distance: The Changing Relationship to the Audience in the American TV News Show „CBS Evening News" and the Swiss „Tagesschau"*

There probably are only a few genres other than TV news where one would expect really globalized text conventions, given the current possibilities for news exchange and globally acting news stations as well as global news and film agencies. A prominent way to think about TV news texts is the notion of Americanization of TV news, i.e. a globalized US-style of news culture. In my paper, I will address the question to what extent the Swiss national TV news show Tagesschau (a show that is representative for European TV news shows in many respects) changed in the direction of a US-style news culture as it is realized in the CBS Evening News and to what extent it realizes an own way of reporting. The corpus analyzed consists of over 70 shows out of seven decades. My analysis will illustrate that the linguistic concept of text types is an extremely helpful concept to analyze the forms of reporting in a detailed and inclusive way and that it is especially helpful in describing the subtleties of the culturally shaped representation of events like the staging of closeness or of distance respectively. At first sight, the comparison seems to support the notion of Americanization: While the Swiss news has been declared in a detached way in the 60 and the 70s, today it also tends to stage actuality and closeness to the event and it aims at including the audience emotionally. But a closer look at the text

type repertoire realized in the compared shows and at the style of the text types illustrates that there remain important differences. Thus I will argue that there are tendencies of homogenization in news reporting, but that cultural differences persist. These differences can be related to findings of comparative textology and politeness research not only confirming these findings, but perhaps also indicating ongoing changes. While in the American TV news show already in the 40s closeness to the audience was stressed, this is the case in Switzerland only since 1980. As this is before the commercialization of the media system in Switzerland, the question arises if this development partly reflects a general change in pragmatic practices in German speaking Switzerland (and in other countries, where similar developments of the TV news can be found, like Sweden) from a communication of distance to one of closeness.

[Aijmer Karin]
Amanda Murphy, *The pragmatics of frequent 4-grams in English and Italian financial writing*

Building on the well-established theoretical principle that a large amount of language in use consists of pre-constructed phrases (Sinclair 1991, Cowie 1998, Biber et al 1999, Fletcher 2002/4, Stubbs 2002), this study starts from the observation of frequent 4-grams headed by prepositions in comparable EnglishItalian corpora of quality financial journalism (approximately 30 million tokens each from *The Financial Times* and *Il Sole 24 ore*). Its central point is the comparison of the pragmatic features that emerge through the recurrent phraseological units of each language in journalistic text regarding finance.
Methodologically, the study is corpus-driven (Tognini-Bonelli 2001)*,* in that there is no presupposition behind the study which expects certain findings. The search for 4-grams was conducted by generating word lists of clusters of 4 words (4grams) using Microsoft Access, and it was noted that a large proportion of the most common 4-grams in both language corpora are headed by prepositions.
The first comparison concerns the relative frequency of the most common 4-grams in the two sets of data, and a vast difference can be noted here, with the tendency to repeat set phrases in the English corpus emerging as much stronger than in the comparable Italian corpus. Secondly, the semantics of the most frequent 4-grams are considered: in both corpora, the six most frequent 4-grams concern numbers (such as *per cent of the, than # per cent, to # per cent* and *di # milioni di* [of x millions of] *, dal # al #* [from # to #] and *a # milioni di* [to # millions of]). This is clearly understandable in texts about finance. Setting aside these particular 4-grams, the study then concentrates on the three most common 4-grams headed by prepositions. In the English corpus they are *at the end of, by the end of, at the same time*, while in the Italian corpus, they are *per la prima volta* (for the first time), *dal punto di vista* (from the point of view of) and *nel caso in cui* (in the case of/if).
Taking the pragmatic perspective on language in use (Verschueren 1995), these 4-grams are analysed for their syntactic position, meaning and function in the texts. Syntactically, the 4-grams headed by prepositions examined in both languages can occur sentence initially as well as in the middle of the clause. Semantically, the three English 4-grams all display a basic concern with *time*. The Italian 4-grams display more varied pragmatic functions: *per la prima volta* (for the first time) is an adverbial pointing out a novelty in whatever position it occurs. *Dal punto di vista* (from the point of view of) sets up views of a problem, which are an alternative to other points of view; *dal punto di vista* thus has an argumentative function, and co-occurs with adverbials such as *comunque* (however), *almeno* (at least). *Nel caso in cui* functions as a locution representing *if* and sets up a hypothetical situation.

[Aijmer Karin]
Dirk Noël & Timothy Colleman, *The distinct development of the English and Dutch 'nominative and infinitive' constructions*

This paper is concerned with the diachronic development of constructions like English *be said/thought/supposed/ to +* infinitive and Dutch *geacht/verondersteld worden te* + infinitive, which are traditionally referred to as *nominative and infinitives* (or NCIs). Both the accusative and infinitive (or ACI; e.g. 1a,b) and the nominative and infinitive (e.g. 2a,b) were popular constructions in 16th and 17th century English and Dutch learned prose (Fischer 1994).
(1)a. [] Sumatra, which the ancients, [], believed to be joined to the continent []. (John Dryden)
b. Josephus erkent deze nederlage te zijn een wraecke. (Joost van den Vondel)
(2)a. The Queen-Mother is said to keep too great a Court now []. (Samuel Pepys)
b. Papier dat geseyd is uyt den Hemel gevallen te sijn.(Anthoni van Leeuwenhoek)
In English, the NCI in parti cular is still very popular and has become a fairly productive (schematic) evidential construction (exemplified in (3) and described in Nol 2001). It has also given rise to a much less productive deontic construction (4).
(3) Shareholders were reported to be concerned about the company's loss of credibility.
(4) You are expected to take adequate steps to protect yourself.
In Dutch, on the other hand, though the NCI at one time looked like developing into the schematic evidential construction existing in present-day English, the ACI/NCI has all but disappeared, leaving behind just two substantive NCI constructions, viz. *geacht worden te* and *verondersteld worden te*, which are primarily used to signal a deontic meaning equivalent with the deontic use of *be supposed/expected to*.

(5) Politici worden niet geacht te spreken over de inhoud van hun ontmoetingen met de koningin.
(6) Een abt wordt verondersteld in zijn abdij te vertoeven.
Fischer (1994) has offered an account of the language-internal factors motivating the different fates of the ACI/NCI in English and Dutch, but does not consider these grammaticalized remnants of the NCI. In addition to charting the post-17th century development of the English and Dutch NCI constructions with the help of historical corpora (the *Corpus of Late Modern English Texts* and a corpus of 17th to19[th] Century literary and academic prose), giving due attention to changes in their functional contributions, this paper will interpret the distinct evolutions of the English and Dutch constructions as evidence for the claim put forward in Nol (2006 , 2007) that grammaticalization needs to be distinguished from schematization.

[Aijmer Karin]
Maria Sivenkova, *Sincerity in Interaction: English-Russian-French parallels*

Among contemporary approaches to cross-linguistic studies, the theory of cultural scripts developed by A.Wierzbicka, C.Goddard and colleagues and the theory of speech acts represent two influential threads of research. In this study, we attempt to combine both approaches with the aim to investigate the communicative act of telling the truth in English, French and Russian. Our interest in this particular communicative act is motivated by a Russian cultural script proposed by A.Wierzbicka on the basis of solid evidence in lexical semantics to explicate "the characteristically Russian preference for and appreciation of frankness of expression, uninhibited by concerns as to whether the thoughts and feelings expressed are confrontational, negative or socially unacceptable", linked with the Russian key word *iskrennost'* (sincerity) (Goddard, Wierzbicka, to appear). In our view, communicative acts of telling the truth provide a vivid example of the interactional setting in which *iskrennost'* and other related cultural key words are manifest. We attempt to show that the analysis of culture-specific concepts placed in interactional setting can help uncover cross-cultural differences.

Our research questions are: What is the sequential organization of the communicative act and Is there supporting evidence for cross-cultural variation in its realization ?

The study is based on 450 dialogue excerpts taken from the 20-21 century drama and fiction in English, French and Russian. The extracts were selected according to the following criteria: 1) the presence of sincere message (sensitive information related to the speaker/hearer); 2) the presence of linguistic structures related to open and honest communication ("frank(ly)", "sincere", "speak one's mind", etc.).

The communicative act of disclosure involves extended multi-unit turns, with a number of supporting moves grouped around the head act. We classify the supporting moves into the following types: preparatory moves (e.g. "I'm going to be frank"), disclaimers, grounds (the speaker's motivation behind the act of sincere communication), commentary, non-disclosure moves. Various combinations of supporting moves create a number of sequential patterns: preparatory move + sincere message, preparatory move + disclaimer + sincere message, preparatory move + ground + sincere message, etc.

Disclaimers (e.g. "I don't want to hurt your feelings, but", "Soit dit sans te vexer")viewed contrastively, demonstrate their greater salience – both quantitative and qualitative – in the Russian corpus. We observed such moves in 28% of Russian examples, whereas in our English and French samples the figures are respectively 12% and 8%. The Russian conversational routines used for mitigation show greater variety both in syntactical structures and the concepts involved. Furthermore, our Russian and French samples contain conversational routines specialized in apologizing for sincere disclosure ("Prostite za otkrovennost' ", "Excusez-moi d'être franc").

The grounds are classified into the following types: efficiency-oriented ("I am speaking in your best interest"), person-oriented ("Vy raspolagaete k otkrovennosti"), role-oriented ("We are all friends here") and situational ("May I be frank, since the moment is convenient?"). Contrastive analysis shows that in our English data preference is given to efficiency-oriented grounds (52%), in Russian – to role-oriented ones, and in French both types of grounds are equally important. The results are consistent with existing views on cultural values and assumptions (cf. practicality and efficiency as American's important value (Kohls 1994), people orientation rather that business orientation as a Russian characteristic (Lewis 2000).

The sequential patterns manifest both universal and culture-specific features. Similarities relate to the most relevant combinations of sequences, whereas the differences concern the number of supportive moves in a pattern. Two- and three-part patterns belong to the most recurrent types of structures in all samples, four-part patterns are only found in French and Russian samples, whereas five- and 6-part patterns are limited to our Russian data. This illustrates, in our view, that truth-telling in English is regarded as a valuable activity per se, thus requiring less preparation and mitigation, whereas longer sequential patterns in French and Russian illustrate participants' greater awareness of possible negative effect of sincere communication on interpersonal relations.

Examples of dialogues are given and other cross-cultural differences in the three samples are discussed.

PANEL

Jens Allwood, *Corpus based pragmatics*

Panel on Corpus Based Pragmatics Pragmatics is concerned with the use of language and with finding principles underlying the use of language. To a surprisingly high degree this work has been (successfully) pursued through arm chair linguistics, ie., through making use of linguistic intuitions, conceptual clarification and to some extent formalization. The question now arises whether the appearance of computerized and automatically analyzable large corpora of written language and transcribed spoken language (increasingly with aligned multimedia/multimodal recordings) means that still further progress can be made in pragmatics through the use of such corpora. In this workshop we would like to address questions like the following: 1. How should corpus based pragmatic research best be done? 2. What kinds of corpus based pragmatic research have been done so far? 3. What are examples of some current studies? 4. What possibilities of interdisciplinary cooperation does corpus based pragmatics offer? 5. What kind of research should we aim for in the future?

Contributions

[Allwood Jens]
Åsa Abelin, *Corpus studies of emotional expressions in spoken language*

This presentation treats the problem of how emotions are expressed and interpreted in spoken interaction. The Gteborg Spoken Language Corpus (GSLC) of approximaely 1, 5 million transcribed words contains codings of the interlocutors different emotional expressions. These emotional expressions are searched for with a web based tool producing e. g. concordances, and the emotional expressions are anlyzed in context. The analyses are also made with respect to different activities, e.g. formal meeting or business negotiation. Some results are that different emotional expressions are displayed in different activities. The function of different emotional expressions in relation to activity will be discussed, as the function of e. g. hesitation, irritation or happiness in e. g. formal meetings or family dinners.

[Allwood Jens]
Nataliya Berbyuk Lindström, *Using corpus for studying intercultural communication:Some comments on communication in Swedish health care system between non-Swedish physicians and Swedish patients and colleagues*

This presentation is based on results obtained in the project Communication and Interaction in Multicultural Health Care initiated in 2003 at the Department of Linguistics, Gothenburg University, Sweden. The purpose of the project is to describe and analyse communication between non-Swedish physicians and their Swedish communicative partners, patients and colleagues, i.e. other physicians, nurses and assistant nurses, focusing on different kinds of difficulties and on positive effects of cultural differences and foreign language usage.
A general overview of the results of the study will be presented. Special emphasis in the presentation will be made on the results of analysis and comparison of two corpora included in the study, the one comprising the transcriptions of video recorded interactions between the non-Swedish physicians and their Swedish patients and the other the transcriptions of interactions between the Swedish physicians and their Swedish patients.

[Allwood Jens]
Barbara Gawronska, *How can monolingual corpora contribute to Machine Translation?*

In the process of translation, pragmatic knowledge is at least as important as the knowledge of the grammar of the source language and the target language. An ideal translation should be pragmatically as close as possible to the source text (Mathesius 1939, Nida & Taber 1969). The choice of translation equivalents depends both on the linguistic and the extralinguistic context. To automate the context-dependent lexical choice in a Machine Translation (MT) system is not a trivial task. An attempt to overcome this problem is statistical MT, where translation probabilities are computed on the basis of parallel aligned corpora (Brown et al. 198X). However, the purely statistical approach to MT has its limitations: parallel aligned corpora are scarce, and not available for all possible language pairs; the miscellaneous nature of many parallel corpora makes their use less suitable for specialized domains; furthermore, the statistical approach functions reasonably well between typologically relatively similar languages, like English and French, but less satisfactory between e.g. a highly inflectional language and an isolating language (Polish-Vietnamese). During the last 5-6 years, a tendency towards combining statistical or example-based techniques with knowledge-based techniques for the purpose of MT has gradually grown stronger (Wahlster 2000, Cole et al. 2001).
Within the knowledge-based MT-paradigm, the main problem is not the lack of language-specific collocation dictionaries (Melcuk et al. 1984, 1988, Benson et al. 1986, Kjellmer 1994), but the shortage of multilingual resources,

where collocations would be linked to their translation equivalents in a way that would be linguistically and computationally consistent. For example, one of the shortcomings of EuroWordNet (Fellbaum 1998, Vossen 1998, Viberg et al. 2002) is the lack of collocational links between nouns and verbs, something that makes it difficult to distinguish between the contentful uses of a verb and its support function in automatic text processing. The Berkeley FrameNet (Baker et al. 1998, Gildea and Jurafsky 2002, Fillmore 2003), will probably provide an alternative to the English WordNet. Still, this is a project that concerns English only. The work presented here may be regarded as a step towards a cross-linguistic, corpus-based representation of collocational links for the purpose of MT.

In a previous study (Dura and Gawronska 2005), we demonstrated how monolingual corpus analysis may contribute to a better understanding, and, consequently, better translation of certain constructions with Swedish gra and Polish robic (DO/MAKE). In the current work, the analysis is extended to the verbs ta and brac (TAKE) and refined by considering the issue of aspect and Aktionsart.

[Allwood Jens]

Cliff Goddard, *Not taking oneself too seriously: A case study in Australian English ethnopragmatics*

In the mainstream speech culture of Australia (as in England, cf. Fox 2004: 62-3), it is culturally proscribed to *take oneself too seriously*. Someone violating this proscription invites being described pejoratively as *intense*, as *up (or on) him/herself*, or as a *wanker*, *bighead*, etc. Someone deemed to be taking him or herself too seriously risks becoming the target of a variety of anti-pretentious speech acts and genres, such as *taking the mickey/piss* and *sending someone up*. This study applies the techniques of ethnopragmatics (Goddard ed., 2006; Wierzbicka 2003) to this domain of Australian English speech culture. For the language-specific lexical items just mentioned (speech-act verbs, value terms, social descriptors), it proposes semantic explications framed in the NSM metalanguage of semantic primes. The broader social attitudes and values which sustain, and are in turn perpetuated by, the relevant discourse practices are captured in the form of cultural scripts (Goddard and Wierzbicka eds., 2004) framed in the same independently-motivated metalanguage. The argumentation is supported by analysis of materials from the ACE corpus of Australian English. The study intersects with a variety of research concerns in pragmatics. It explores the nexus between discourse practices and cultural values and attitudes; it extends previous work (e.g. Wierzbicka 2002, Stollznow 2004) on a national subvariety of Anglo English; and it touches on the area of humour studies, insofar as *taking the mickey/piss* and *the send up* (including the so-called *affectionate send up*) can be seen as culture-related humour genres. More broadly, the study demonstrates how rigorous ethnopragmatic description based on linguistic evidence can articulate an insider perspective on speech practices, and thus provide a explanatory alternative to universalist approaches to pragmatics.

[Allwood Jens]

Peter Juel Henrichsen, *PAROLE - a new style in corpus development for pragmatic studies*

Speech corpora are central resources for pragmatic language studies. We present the newly establishedPAROLE corpus of unscripted speech recorded under near-ideal acoustic conditions (lab recordings).

PAROLE is richly annotated: PoS, phonetics, phonological forms, stress patterns, perceived prosodic contour, F0, intensity, and more. We demonstrate how theoretically predicted pragmatic phenomena can be correlated with acoustic measurements - linking cold facts and inspired theory.

[Allwood Jens]

Erica Huls, Anne-Lies van de Peppel & Carel van Wijk, *The development of a directive repertoire*

Using language is critically dependent on contextual assumptions. Our model of the development of a directive repertoire acknowledges this. Empirically, it explains the puzzling fact that children use indirect directives - i.e., directives which lack an explicit expression of the agent, the requested act and the directive function - from the onset. Theoretically, it is related to the theory of speech acts (Searle 1998) and Ervin-Tripps (1976; 1996) studies of the acquisition of directive forms. It offers an alternative model, based upon the assumption of a parallel structure in the architecture of cognition.

We tested our model and the underlying assumption with material from the CHILDES-project. More specifically, we made use of Van Kampens (1994) language material of a Dutch child between 1 year 9 months and 5 year 6 months. It was obtained in home situations. 1297 directives were analysed in terms of their lingual forms. Moreover, we coded the directives with respect to 25 characteristics of their lingual and extralingual environments. These codings were made in order to check to what extent age trends were dependent on changes in environmental factors. We analysed the data statistically with cross tabs and multinomial logistic regressions.

The data show, in line with our theoretical framework, that indirect forms are used from the very onset. Initially, they are even more frequent than direct forms. Later, children extend their directive repertoire by making more explicit mention of the agent, the requested act and the directive function, and by embedding these in lingual frames of increasing complexity. However, they also keep using indirect forms, but the later ones show more variation and are

less obvious from the perspective of the child. They end with a directive repertoire in which many not obvious aspects of a directive event are represented and with many options for expressing these aspects separately or in combinations. The age pattern that we found was largely independent of changes in the lingual and extralingual environment of the directives. For an additional understanding of the psychological context of directive development, a theory is needed that integrates three processes: individualization (Vygotsky), intellectualization (Piaget) and socialization (Kohlberg).

[Allwood Jens]
Janne Johannessen, *The importance of spoken language corpora*

Many empirical studies in linguistic disciplines are based on corpora. But since there exist only few, if any, spoken language corpora for most languages, there is a danger that language research equals written language research. Written language is a highly controlled language, characterised by linguistic features such as full sentences and few repetitions and interruptions. Spoken language, on the other hand, is usually more spontaneous, and contains lots of rhetorical features missing in written language. In addition, written language is often formalised and follows many more or less well-known norms. Any innovations always start in the spoken language, and may or may not enter the written medium. Hence, in order to claim knowledge about a language, it is important to study the spoken language. Finally, while written language is usually monologue, spoken language is often dialogue or polylogue. This, too, influences the differences between the two language varieties, in form as well as contents. For example, spoken language is often used to express feelings towards something or somebody. Since the spoken medium is open to more spontaneousness, strong feelings can be expressed. The language of emotions is, as a result of the lack of widely available data, not well known to linguists. Thus, advanced spoken language corpora may increase our knowledge of language dramatically. In my presentation, I will give examples of new features of a particular language, viz. Norwegian, that have been dicovered as a result of two new sources of data recently developed: The Big Brother Corpus and the NoTa-Oslo Corpus (of Spoken Oslo Norwegian). A common link to these corpora can be found on this site: http://www.tekstlab.uio.no/nota/english/index.html

[Allwood Jens]
Emmanuel Keuleers, Jesse Mortelmans & Frank Brisard, *From corpus to model: Two examples of usage-based learning with pragmatic information*

In contemporary pragmatics corpus data typically guide the development of models, but afterwards play no part in their operation. In other words, these models do not consider corpus data to be instrumental in predicting novel usage events. In contrast, the memory-based learning paradigm considers corpus data as usage events on the basis of which novel events can be predicted analogically. While memory-based learning has been successfully applied to a variety of linguistic domains (see Daelemans & van den Bosch, 2005 for an overview), applications involving pragmatic information are scarce. We will discuss how memory-based models are developed from corpus data, and how the validity of these models is tested. Two examples of recent research will guide this discussion. Our first example is an investigation into the role of pragmatic information in inflectional morphology. A common observation in this domain is that usage-based models which predict the inflectional pattern of a novel form solely on the basis of its phonological similarity to stored forms (the usage events) fail to account for the inflectional patterns of non-canonical forms such as names, acronyms, or loanwords. We discuss a memory-based learning model of Dutch nominal plural inflection (Keuleers et al., in press), which represents usage events in terms of their phonological as well as pragmatic content. The model offers an account of how language users identify non-canonical forms and how they use that information in morphological processes. Our second example investigates the patterns of occurrence of the determiner ledit in Middle French prose texts, where it functions in competition with the definite article le and the demonstrative ce. Following Mortelmans & Guillot (in press), each occurrence of these three determiners in 14th and 15th century texts from the Base de franais mdival (BFM) corpus is examined with respect to several characteristics (e.g., grammatical function, the presence of coreferential nouns, distance between the NP and its antecedent, sentence type,). We implement a memory-based model which has to predict the "correct" form (i.e., le, ce or ledit) using a cross-validation method. By experimenting with the learning model, we gain insight into the degree to which different characteristics of the usage events, but also text characteristics (e.g., "author" (or scribe)), contribute to and interact in explaining the variations in occurrence of the determiners.

[Allwood Jens]
Brian MacWhinney & Johannes Wagner, *A Corpus for Conversation Analysis*

We will introduce the paper with a short demonstration of a corpustool (CHILDES) which aligns CA-standard transcriptions with audio and/or video documents, as well as field notes and picture documents. Based on this example, we will discuss the following topics with examples:
- representation of CA transscripts in a corpus;
- the written language bias in corpus linguistics;

- basic parameters for a corpus to be used for CA analysis;
- possible search functions for such a corpus.

[Allwood Jens]
Thomas Schmidt, *EXMARaLDA – Creating, analysing and sharing spoken language corpora for pragmatic research*

Creating a corpus of spoken language for pragmatic research is a labour-intensive and time-consuming task; making authentic recordings and transcribing them both require sophisticated methodological skills and specialized equipment. The resulting corpora are thus valuable resources, and it seems desirable to enable the research community to reuse and share such corpora. In practice, however, technological obstacles, like incompatibilities between data formats, software tools and operating systems, make the reuse and exchange of corpora a difficult undertaking.

The EXMARaLDA system presented in this paper was designed to overcome some of these obstacles. EXMARaLDA is a collection of data formats and software tools for creating, analysing and disseminating corpora of spoken language. The main objectives in EXMARaLDA s development are:

1) to facilitate the exchange of spoken language corpora between researchers and between technological environments (e.g. different operating systems, different software tools),

2) to optimally exploit the multimedia and hypertext capabilities of modern computers in the work with video or audio data and their transcriptions (e.g. to develop ways of synchronising the navigation in the recording with the navigation in the transcript),

3) to pave the way for long term archiving and reuse of costly and valuable language resources (e.g. to ensure the compatibility of corpora with existing or emerging standards for digital archiving).

To achieve these goals, the EXMARaLDA system was built using XML, an open standard for data modelling and JAVA, a language for implementing cross-platform applications. Since EXMARaLDA s data model was constructed on the basis of modern text-technological approaches like the annotation graph formalism (Bird/Liberman), the system is compatible with many other corpus tools and frameworks that are currently under development. The text-technological principle of the separation of form from content ensures that EXMARaLDA data can be viewed and processed in many different ways.

Six years after the beginning of its development, EXMARaLDA is now a stable system, used by a great number of researchers, mainly in the fields of discourse and conversation analysis and language acquisition studies. Several spoken language corpora have been and are currently being compiled with the help of EXMARaLDA.

The poster will explain the systems architecture and design principles and give an overview over its most important software components a transcription editor, a tool for corpus management and a corpus query tool. Special emphasis will be put on the systems capabilities of supporting qualitative analyses in pragmatic research.

These issues will be illustrated using examples from three large, multilingual EXMARaLDA corpora, which were compiled and used in the functional-pragmatic research paradigm: a child language corpus of German/Turkish bilinguals, a corpus of inter-Scandinavian (Swedish/Danish/Norwegian) communication and a corpus of interpreted (Portuguese/German) doctor/patient communication. The poster will be accompanied by a software and corpus demonstration on a laptop computer.

[Allwood Jens]
Susanne Strubel, *"Oh, smart" – "Yeah. Well it works": Compliment Sequences in the Santa Barbara Corpus of Spoken American English*

Anointing the addressee`s positive face and greasing the social wheel is arguably one of the main functions of compliments in conversation. Research on the pragmatics of (direct) compliments has revealed many of their intrinsic features, as for example their formulaic nature and frequency of use. Nonetheless, questions still remain, especially when taking a "close relative" of compliments into account: positive assessments. The most pressing inquiry for the distinction is probably about the features determining a compliment from a positive assessment. What are the cues that turn a mere bystander into a complimentee? The question about the markedness of utterances to be taken as a compliment and their connectedness with the responses is of central importance to the present study. The working hypothesis claims that there are salient linguistic cues which lead the addressee to perceive the utterance as a compliment. This recognition of a compliment leads to a different response than a positive assessment would. Thus, the wording is suggested to bear heavy influence on the felicitousness of a compliment sequence. For an analysis of sequences, working with a corpus of naturally occurring data is vital. It yields a new perspective to compliment research which mostly only paid attention to either compliment or response and often neglected a clear-cut definition of positive assessments and compliments.

The present study is based on naturally occurring conversation taken from the first two parts of the Santa Barbara Corpus of Spoken American English (SBCSAE). The SBCSAE offers a collection of various everyday conversations. In the different contexts, numerous instances of complimenting can be found between the interlocutors. Taken as a sample from this corpus is the analysis of a conversation from the SBCSAE between three elderly women (72-90).

Breaking down the sequences of positive assessing and complimenting in their talk in terms of quantity, as well as their syntactic and semantic quality, will show how the women interact. Close examination of the sequences will bring us closer to the salient differences in the pragmatics of compliments and positive assessments.

PANEL

Nino Amiridze, Hiroaki Kitano & Helena Taelman, *Fillers in Discourse and Grammar*

Speakers sometimes incorporate fillers in their speech as placeholders for morphosyntactic and lexical items that were hard to retrieve. The goal of this panel is to investigate the role of these fillers in the organization of discourse as well as in the access of linguistic knowledge, in various languages and different populations (impaired, child, adult).

Contributions

[Amiridze Nino]
Nino Amiridze, *Filler Verbs in Modern Georgian*

Cross-linguistically filler nouns and verbs are used when speakers cannot recall a lexical item; when they cannot choose the right lexical item because of lacking education, knowledge or information; or when they intentionally avoid verbalization for different pragmatic reasons. Among filler nouns are the English *thingummy* , German *Dingsbums* and Italian *coso*/*cosa* (derived from the noun *cosa* thing). There are filler verbs of various origin across languages that serve as placeholders for synthetic verb forms in discourse. For instance, [Skorik 1977] and [Dunn 1999] report Chukchi filler verbs based on the interrogative/ indefinite stem *req-* meaning do what, do something. Some languages use an inflected dummy stem derived from the lexical item *thing* (Italian *cosare* (1), English *thingo* (2) from [Powers 1991]), others make use of a grammaticalized root originally meaning do (Japanese *are suru* (3) from [Kitano1999, pp.390-391] or Georgian *imaskna*, the focus of this paper (see (4a) from [Zoshchenko 1980, p.192], (4b), (5) as well a [Amiridze 2004]).

According to [Fox et al. 1996], formal means used in repair strategies are highly dependent on the morphological characteristics of the language. For instance, to construct verbal fillers, analytical languages would use a dummy noun compounded with an auxiliary while synthetic languages would use an affixed dummy root. Some languages employing both affixation and analytical formation, may illustrate both. However, as argued in this paper, it should not be necessary for fillers to obey morphosyntactic principles of particular languages. For instance, although verbal affixation rules in Georgian disallow insertion of any kind of material in between prefixes [Boeder 2002], Georgian verbal fillers illustrate a grammaticalized distal demonstrative *imas* between the preverb and agreement prefix (4). This item is problematic to be qualified either as a clitic or as an incorporated element in filler verbs. Additionally, the Georgian filler verbs illustrate multiple occurrence of an agreement marker (5) that is exceptional for Georgian and is cross-linguistically a rare phenomenon (called recently "exuberant agreement" [Harris (to appear)]).

Georgian filler verbs can vary according to person, number, tense, aspect, modality and consequently can be used as a substitute for lexical verbs of any semantic class in any TAM Series in discourse. This paper focuses on the use of the Georgian filler verbs as a pragmatically motivated substitution for lexical verb forms in discourse. The use reveals the possibility to manipulate the presence of particular verbal affixes in the form of filler verbs, in order to drop a hint regarding the implied lexical verb form. Or, on the contrary, by the absence of certain affixation in filler verbs, it is possible to underspecify certain information coded by those affixes and, thus, make it difficult (and sometimes, even impossible) for the hearer to guess the implied lexical verb form. This turns filler verbs in Georgian into a pragmatic tool to make utterances more or less ambiguous in discourse. For instance, among the two Georgian filler verbs *gamo-imas-v-kn-a* (4a) and *gamo-imas-v-u-kn-a* (4b) the latter one would be used, if the utterer intends to specify the presence of the indirect object argument, coded by the voice marker *u-*.

(1)lo cos-a lei.
3SG.MASC.DAT FILLER-3SG.FEM.INDIC.PRES 3SG.FEM.NOM
She VERBs it/him.
(2) *He umm[. . .] thingoed with High Distinction, uhh[. . .] graduated.*
(3) *Raisyuu, mata are simasu?*
next.week again that do
Next week, will we VERB again?
(4) a. *ikneb samushao rame gamo-imas-v-kn-a.*
Perhaps work some PV-DIST.SG.DAT-1A.SG-do-SUBJ
Perhaps I could VERB some kind of work there.
b. *ikneb samushao rame gamo-imas-v-u-kn-a.*
Perhaps work some PV-DIST.SG.DAT-1A.SG-PRV-do-SUBJ

Perhaps I could VERB some kind of work there for him/her.
(5) *ga-v-a-imas-v-ken-i*
PV-1A.SG-PRV-DIST.SG.DAT-1A.SG-do-AOR
I VERBed it

Abbreviations: 1/2/3=1st/2nd/3rd person; A=Set A agreement marker; AOR=aorist; B=Set B agreement marker; DAT=dative; DIST=distal demonstrative pronoun; ERG=ergative; FEM=feminine; GEN=genitive; INDIC=indicative; MASC=masculine; NOM=nominative; PL=plural; PRES=present; PRV=pre-radical vowel; PV=preverb; SG=singular; SUBJ=subjunctive.

[Amiridze Nino]
Boyd Davis & Margaret Maclagan, *Formulaicity and fillers in Alzheimer Talk*

This discussion analyzes the interaction among formulaic sequences and situation-bound utterances (SBU), pauses, fillers, and other contextualization cues in twoconversational narratives in two successive years, from each of two 90-year-old women in our discourse corpus, one from NZ and one from NC. Each woman has moderate impairment from Alzheimers Disease (DAT), and is engaged in conversation with an unimpaired person. The speech of people with aphasia has been well-analyzed in recent years. People with DAT present very different characteristics from those with aphasia, a situation that has only recently been recognized.

Formulaic language aids both the speakers production and the hearers comprehension (Wray 2002: 97). Formulaic sequences, also called *prefabricated routines*, *lexicalized phrases* or *unanalyzed chunks*, are sequences of words that are stored and retrieved as a unit from memory at the time of use, rather than generated online using syntactical rules (Wray 2002). Typical formulaic sequences in the speech of the women analyzed are *out of the gate, down to the beach, just a little walk, go down there,* and *some good friends.* These phrases are produced fluently and without hesitations during many of the interaction sessions. Situation-bound utterances are defined by Kecskes (2006) as highly conventionalized and prefabricated units whose production is linked to standardized communicative situations. pragmatic units that typically correspond to specific interactional situations (Cooren 2004: 117). As interactional components, the DAT speakers SBU were often ritualized greetings and farewells, but could also be tied to frequently recurring conversational topics, such as talking about the family or what must have been rehearsed stories. For example, when one speaker, Glory Mason, talked about family, she would often signal the unavailability of her long-deceased husband, and her inability to tell much about him, by the phrase *hes way off somewhere*. He had been a traveling evangelist who later had a radio program, which the listener could infer by another phrase frequently offered when a conversation partner asked about the husband: *he preached hell hot and heaven beautiful*, a phrase which then scaffolded other miniature stories about her husband or his preaching or her religious beliefs. SBU often act as discourse-level fillers; they may, in that sense, aid the unimpaired speakers inferences (Kecskes 2006: 99; cf Kecskes 2002 and research in a variety of areas, such as Bezuidenhout & Morris 2004 or Soares da Silva 2006).

Carlomagno et al (2005) note that difficulty in pragmatic/conceptual elaboration of discourse information content plays a substantial role in the development of reduced information content and lack of reference of DAT empty speech(p 520). Listening to narrative emerging in conversation (Norrick 2005), particularly from speakers whose cognitive impairment needs our collaboration to initiate and sustain the interaction (Davis 2005), we must track people, places, and events. We tug at situations, themes and metaphors (Maclagan, Davis & Lunsford 2006). We use formulaicity to spot the speakers small stories (Bamberg 2004). We use every clue, including intonation and other prosodic cues (Carlson et al 2005); fillers, interjections (Ameka 1991; Wharton 2000), discourse markers and other signs that invoke the context that gives each utterance a specific meaning (Roberts and Sarangi 2005: 667); and repetition of themes, motifs, and other story elements, particularly as these are carried by formulaic sequences or collocated with fillers.

Alzheimers patients use similar fillers to non-impaired speakers and in similar ways (see Davis 2005: 131-133). For both speakers analyzed here, the use of the discourse particle *well, oh,* which can be called an interjection, and *ah,* which can be filler or interjection, parallels their use by unimpaired speakers. *Oh* is used as a change of state token in response to new information or as a face-threat mitigator, *well* is used a face-threat mitigator and to signify qualified agreement, and *ah* is used primarily as a delay device. The table below displays tokens from two conversations with Jane Roberts: there is some change in the total number of fillers, but more importantly, in the function for the *well* and *ah* tokens. Her cognitive ability became more seriously compromised between the two occasions, which may account for the change in one of the functions for the *oh*-filler and the overall decrease in her production, both of total words/phrases and of interjections and fillers.

[Amiridze Nino]
Hiroaki Kitano, *Fillers in Japanese and Kapampangan*

This paper looks at fillers in two languages with different typological profiles, namely Japanese and Kapampangan, a Philippine language spoken in Central Luzon; Japanese is an agglutinative, verb-final language, whereas Kapampangan is a polysynthetic, verb-initial language. The two languages also differ in spoken conversational settings; for example, in the use of intonation units, and the rigidness of word order. Some of the differences in discourse behavior may reflect

morphosyntactic features of the languages. This study first gives a brief overview of the variety and functions of the fillers used in each language. A wide variety of forms used as fillers in Japanese, but not so in Kapampangan. In this paper, we focus on two fillers, i.e., are (the distal demonstrative pronoun that) in Japanese (Kitano 1999), and kai, an empty root in Kapampangan. Both fillers appear not only as a form unaffixed and detached from a larger construction, but in a syntactic phrase, e.g., as part of a noun phrase or a verbal complex. Rubino (1996) shows that Ilocano, another Philippine language, has the empty root kua, which is employed by speakers who have uttered the syntactic frame of the word with appropriate affixes but cannot access an appropriate lexical root. And this holds true in Kapampangan as well. Rubino (1996) claims that Philippine languages thus pose a question for the concept of morphological integrity. The motivations for the use of empty roots in Philippine languages are similar to those of the empty noun are in Japanese in many respects. However, in addition to morphosyntactic differences between a root and a noun, there are further differences, which derive from the morphosyntax of the two languages. As Kitano (2004) demonstrates, the two languages differ in formal morphosyntactic devices used to indicate grammatical relations. Kapampangan uses both case marking and agreement. On the other hand, Japanese has case marking and word order, but neither is fully functional as an indicator of grammatical relations. This formal difference has consequences responsible for the way in which the fillers are used and distributed in each language. The present study thus gives yet another piece of evidence for the intricate interdependence of morphosyntax and speech production (cf. Fox, Hayashi, and Jasperson).

[Amiridze Nino]
Vera I. Podlesskaya, *Parameters for Typological Variation of Placeholders*

Placeholders **(**PH, other possible terms lexical fillers, oblitive nouns/verbs) are special hesitation markers mainly of pronominal origin that signal production difficulties and serve as a preparatory substitute for a delayed constituent in spontaneous informal spoken discourse . This paper suggests a number of parameters for the typological variation of placeholders, and concludes as follows:
Grammatical categories marked on PHs may signal different levels of speech planning, e.g. case or tam marking that appears on a PH earlier than on a target constituent shows that grammatical shaping of the target could be completed earlier than the lexeme was chosen, while gender, noun class or transitivity marking that appears on a PH shows that a speaker may narrow a paradigmatic class of the target lexeme before the search for the particular word is completed, cf. [Podlesskaya 2006]. These two types of planning are sometimes combined in one PH form as Russ. *kak=ego* ""how-her"" in (8). This paradoxical behavior is evidence that PHs provide a window on speech production processes.

[Amiridze Nino]
Helena Taelman, *Fillers as precursors of articles in Dutch child language*

Young children often insert fillers in their first multiwordutterances, i.e. vocalizations that do not correspond to conventional words. For instance, it is hard to determine which words are targeted by the syllables [m] and [?] in utterance (1). So far, most studies on fillers were case-studies of French and English children. They found that fillers can have a rhythmic function, that they may act as prototypes of particular function morphemes or serve as a device to lengthen utterances (a.o. Kilani-Schoch & Dressler, 2000; Veneziano & Sinclair, 2000; Peters, 2001; Feldman & Menn, 2003). Do children in other languages use fillers for the same reasons? Are there large differences among children of the same language?
(1) [m] pick [?] flowers (English learning boy, age 1;6; from Peters and Menn, 1993)
In this paper, we will present data from five Dutch children, between age 1;5 and 2;11 (longitudinal data stemming from the CLPF database, Fikkert, 1994; Levelt, 1994). These children were selected on the basis of the high frequency of fillers in their speech.
Our analyses support a morphosyntactic explanation of fillers. Four out of five children use fillers as precursors of articles: their distribution is skewed toward the typical position of articles, at the start of NPs. But, where most NPs in adult Dutch start with an obligatory determiner, this position is still often empty in the childrens speech, signaling a partial understanding of the articles distribution in adult Dutch. Further analyses reveal that the likelihood of a filler is influenced by the lexical context before the NP: they are more frequent after some words than others. These highfrequent co-occurrences mirror highfrequent sequences of words and articles in the input, indicating a sharp sensitivity to such distributional regularities.
The occurrence of fillers is not limited to the context of NPs. Across children, we observe two other morphosyntactic contexts that enhance fillers: in front of infinitives, and after inflected verbs. Moreover, their likelihood is sometimes conditioned by the phonological environment: higher frequencies are found before words starting with a stop, before words starting with /h/, and after words ending in a nasal or a glide. Finally, the likelihood of a filler is affected by the rhythm of the surrounding words and the position in the utterance. These phonological and morphosyntactic factors do not affect all childrens data, but each child displays a selection of them. Some of these factors recur in various children, some appear to be idiosyncratic.

[Amiridze Nino]

Honore Watanabe, *Filler As a Criterion for Formal Identification of Proclitics in Sliammon Salish*

In this paper, I show that a filler in Sliammon Salish can be an important criterion for formal identification of proclitics. Sliammon is a Salishan language spoken on the coast of British Columbia, Canada. Although there are previous studies on this language (e.g. Kroeber 1988, Blake 2000, Watanabe 2003), it is still underdocumented. Typologically, Sliammon is a polysynthetic language whose internal structure of a word can be quite complex. In addition, Sliammon words in clauses are often accompanied by clitics of various functions (e.g. pronominal, evidentiality, future tense, imperative).

One of the first tasks in describing such an underdocumented language is identifying morphemes, both formally and functionally. Formal identification of roots, affixes, and reduplicants ("reduplicated elements") is basically straightforward. However, formal identification of clitics is not; that is, determining whether an element is a clitic or an affix can be problematic.

Most of the enclitics are second position clitics so that their status as clitics, rather than suffixes, can be determined from their positions. Proclitics, on the other hand, are more difficult to identify formally than enclitics. They are usually pronounced without a pause with following words. Thus, it can be difficult to determine whether an element is a proclitic (i.e. outside of the word domain) or a prefix (i.e. a component within the word domain). Here, a filler plays an important role in identifying proclitics.

In Sliammon, there is a hesitation marking filler. This filler does not occur inside of the word domain. That is, it has never been recorded to occur between a root and an affix, or a root and a reduplicant, or between affixes. Roots are never broken up by the filler either. Therefore, if the filler can intervene between an element and a following word, then that element is a proclitic and not a prefix or a reduplicant. Hence, this filler provides a crucial evidence for identifying proclitics in the language.

The use of the filler as evidence for determining proclitics (and consequently the left-edge of the word domain) reveals a characteristic trait of Sliammon. That is, unlike other languages of the Salishan language family, it has no prefix.

It also shows that it is useful (and important) to obtain natural discourse texts, even when the immediate goal of the research is not studies on discourse or pragmatics but the formal identification of morphemes of an underdocumented language. A sentence with a hesitation filler cannot be elicited from speakers in elicitation sessions. Moreover, when such a sentence is tested on speakers (e.g. "Is it okay to say, *"the umm bear"?*"), they judge it as "bad" not because it does not occur in actual usage, but because it is considered as an ill-formed construction, something inappropriate to teach a linguist in research sessions.

It is uncertain how fillers as criterion for identifying clitics is applicable to other languages of the world. A reviewer for this abstract pointed out that the Georgian filler verbs, for example, have a dative form of a distal demonstrative (used also as a nominal hesitation marker) inserted in between the preverb and the agreement affix. This example points out that there may be different types of fillers, which occur in different kinds of positions within a word or a clause, across different languages.

The following examples are those of the Sliammon Salish filler *na7a*: The """"filler"""" may simply intervene between the proclitic and its host as in (1). Or, the proclitic may be repeated as in (2). (In the following examples, the clitic in question is a determiner and in bold. 7=glottal stop, e=schwa, X=back velar fricative.)

(1) hu _sht ya7qash **te** _na7a teXem7ay
go _1pl.Indc.Sbj use.it Det _(filler) cedar
... we use the ... cedar.
(2) ... 7e **_te** _na7a **te** _papim
Oblique _Det _(filler) Det _work(er)
... by the ... the workers

PANEL

Charles Antaki & W M L Finlay, ***The institutional management of disorder in conversation***

"The insitutional management of disorder in conversation" Organisers: Charles Antaki, Loughborough University, England (c.antaki@lboro.ac.uk) and M. L. Finlay, Surrey University, England (w.finlay@surrey.ac.uk) Breakdowns in ordinary conversation can occur for a variety of reasons. However, there are particular issues when one conversational partner is assumed to fall into the category of ""disabled"" or ""disordered speaker"" (for example "deaf", "learning disabled", "aphasic" and so on). The theme of this Panel, then, is how members of institutions (teachers of the deaf; speech and language therapists; residential care workers; support workers) deal with their clients"" apparently disordered talk. There are two common threads to the contributions. The first is methodological. All the authors have captured routine interactions in situ, usually on video, and have subjected them to close, line-by-line analysis, informed by Conversation Analysis and by ethnographic research in the institutional sites. The second thread is in the findings. All the papers are sensitive to to the play of institutional goals in the shaping of the interaction between speaker and recipient. Even when, in some cases, the client is ostensibly equal to, or even in authority over, their support staff, the

negotiation of everyday tasks is a subtle task for both partners. The findings that emerge reveal the practices by which the institution""s members hear and respond to their clients"" talk in ways that attend to their dilemma as members of staff: to respect the speakers"" (possibly unintelligible, badly formatted, inappropriate and so on) words at apparent face value, or, on the other hand, to shape them towards utterances which are more in keeping with local interactional, and longer-term institutional, demands.

Contributions

[Antaki Charles]
Mick Finlay, *Saying no to the staff - an analysis of refusals in a home for people with severe communication difficulties*

Residents in a home for people with severe communication difficulties may, at times, attempt to exercise control over their lives by refusing an activity proposed by staff. We detail examples in which a resident""""s firmly expressed preference not to engage in the activity is treated by staff as a temporary reluctance, warranting further attempts to persuade the individual to cooperate. We identify the following conversational (and bodily) practices by which staff achieve their institutional ends: appreciating resident""""s behaviour as something other than refusal; formulating the invitation again in a no-blame format; minimising the task required; escalating the invitation to a request and an order; moving the person bodily; and positively glossing the proceedings. We discuss how dealing with refusals brings into sharp relief the dilemma faced by institutional personnel in accepting choices which might disrupt the efficient management of the service.

[Antaki Charles]
Hilary Gardner, *Managing Repair for Meaning Making and Language Learning with Children with Specific Language Difficulties.*

Children with specific speech and language impairments come to the conversational interface with limited linguistic resources, whether phonological,syntactic and/or lexical. It has also been suggested that their pragmatic skills are at least delayed and sometimes different to typically developing children andthere is alsoevidence that they develop compensatory interactional strategies which are less reliant on linguistic structure (Perkins 2001).Any of theseareasof development can be the target ofspeech/language therapy intervention. It has been established that, both within intervention and mundane interaction, repair sequences aim to establish joint understanding of content preferentially over dealing with more structural matters, which may be the target of intervention. Sometimes the intended trajectory of the initiated repair may not lead to change in the linguistic domain projected by the conversational partner, as revealed in subsequent turns. The structure of these sequences and the consequence of certain types of adult initiated repairs will be explored. How children can learn to attend to different levels of expected repair, will be discussed.

[Antaki Charles]
Merle Mahon, *The emergence of multi-word utterances in English in interactions between specialist teachers and deaf children from families where English is an additional language*

How do multi-word utterances emerge in the communication of prelingually deaf children? This paper reports on a longitudinal study of a group of deaf children who have hearing parents, and for whom English is an additional language (EAL), and are fitted with digital hearing aids and/or cochlear implants (Mahon 2003). On entering nursery at about age 3;0, they have very little spoken language. This study examines naturalistic interactions in 4 language sessions each between 12 EAL deaf children and their specialist teachers during their first year in nursery class when they are exposed to spoken English. Using examples from one of the dyads, this paper will describe the repertoire of interactive sequences which scaffold the emergence of multiword speech, and how this repertoire changes over time. Included are collaborative turn construction sequences and transition sequences similar to the successive utterance sequence which has been suggested by Corrin, Tarplee and Wells (2001) to be indicative of the process through which grammar emerges in very young typically developing children interacting with their mothers. It is suggested that these collaborative sequences are an important interactive mechanism driving the deaf childrens spoken language development. The findings also show how multi-modal turns are used by both deaf child and teacher, and how these turns remain an important feature of communication over time. By focusing on the interaction between the child and his teacher, implications are drawn for the nursery education of deaf children, where one of the primary objectives is the development of spoken English.

[Antaki Charles]

John Rae, *Tapping into Interaction: How Children With Autistic Spectrum Disorders Design and Place Some Gestures in Relation to Activities in Progress*

The use of non-vocal resources by children with autistic spectrum disorders (ASD) is widely taken to be to be significantly impaired. In these children, gesture-like hand movements are often taken to be interactionally irrelevant and possibly symptomatic of the childs pathology. Drawing on videotaped data of autistic children interacting in home and school settings and using a conversation analytic framework we examine stretches of adult-child interaction in which children produce tapping gestures. We show how these taps are initiated prior to the production of an answer and are absent when a response is not interactionally relevant. Thus the tapping gesture, whilst appearing to be a repetitive motor movement on the part of the child, actually systematically indicates when an answer to the adults question is forthcoming. We propose that by investigating the sequential context in which gestures are placed we can better appreciate the interactional work they may undertake.

[Antaki Charles]
Ray Wilkinson, *Some features of how speech and language therapists talk with aphasic clients*

In my dataset of videorecordings of sessions between speech and language therapists and their clients with aphasia (a language disorder acquired following damage to the language centres of the brain) a recurrent feature is that a significant portion of the session, usually near the beginning, is taken up not with therapy tasks but with talk.
In this paper I will be using the methods and findings of conversation analysis to describe some of the features of this particular form of therapist-client talk. In particular I will be discussing some distinctive turn-taking features including the ways in which turn allocation and turn length differ from talk between normally speaking peers (see Sacks, Schegloff and Jefferson, 1974) and some of the ways in which these interactions can be seen to differ from other forms of institutional talk such as doctor-patient interaction (Drew and Heritage, 1992). I will also be examining some of the methods by which therapist can be seen to facilitate these clients to appear competent and informative despite the clients talk regularly being markedly linguistically incompetent.
In summary I will be suggesting that speech and language therapist-aphasic talk is distinctive as a form of institutional talk both in terms of the institutional goals which can be seen to be being achieved through the talk and the methods adopted by the therapists to institutionally manage these sessions and achieve these goals. Some of the practical implications of these findings for therapist training will be highlighted.

[Antaki Charles]
Valerie Williams, *Skills for Support: strategies for enabling people with learning disabilities to manage their own lives.*

This paper uses Conversation Analysis to examine video records of interactions between adults with learning disabilities and people they employ as personal assistants. The question is: how do people with learning disabilities exert control over the interactions with their PAs? The task of creating this control is a shared one, for both parties in the interaction, and is sometimes very hard to achieve, given the nature of PA tasks, which include advice and risk avoidance. Additionally, people with learning disabilities have long been considered incompetent by definition (Simpson, 1995). One unusually rich feature of the way in which we set about answering the question is that we benefited from having, on the research team, two people with learning disabilities acting as co-researchers. This meant that the examination of video material from fourteen dyads could incorporate the point of view of people who have experience of similar situations. The analysis focuses on three domains of communication: the use of body language and touch; repertoires based on shared experience and personal knowledge; and "friendliness markers", including jokes and laughter.
In spite of the fact that the support workers are paid to be "assistants", examination of the video records show that these interactions display features of adult-child talk, such as an unequal distribution of turns, vocabulary choices of endearment, and intonational features. Shifting from an adult-child frame into an adult-adult frame is a particular and often difficult accomplishment for both conversational partners, and is partly achieved by creating contexts in which people can take up new interactional rights (Ochs et al., 1992). Drawing on examples from the research, this paper will explore some of the strategies that can be used by both partners to make this shift.

PANEL

Salvatore Attardo, Manuela Wagner & Eduardo Urios-Aparisi, *Prosody and Humor*

Most recent work on humor has focused on semantic and cognitive elements of humor as well as its social function in interaction. Much attention has also been paid to irony and prosodic markers of irony and sarcasm (see Adachi 1996;

Anolli et al. 2000; Attardo et al. 2003; Barbe 1995; Bolinger 1985, 1989; Bryant and Fox Tree 2002, 2005; Cutler 1974; Fonagy 1976; Haiman 1998; Milosky and Wrobleski 1994; Myers Roy 1978; Rockwell 2000; Schaffer 1982; Shapely 1987; Uhmann 1996). However, the prosody and intonation involved in production and understanding/interpretation of humor in general has been the subject of few studies (e.g., Heath and Blonder 2005, Kida 2002; Norrick 2001; Purandare and Litman 2006; Wennerstrom 2001). At the same time, the study of prosody has become a focus in the study of pragmatics, for example, with regard to how the speaker expresses emotions and attitudes. A related trend, in discourse analysis, has been for the validation of the insights of discourse analysis using the tools of prosodic analysis (Couper-Kuhlen and Selting, 1996, Wennerstrom, 2001). This panel approaches the topic of prosody, prosodic markers, and humor, (broadly defined and specifically including irony/sarcasm) from a variety of views including, but not limited to, the following topics: Is there an ironical tone of voice? Is humor marked by specific prosodic or acoustic features? The role of pauses and speech rate in humor (a.k.a., timing) Cross-linguistic comparisons of prosodic features of humor/irony Developmental issues: do children master the prosodic markers of humor prior to their capacity to produce effective humor? Computational modeling/recognition of prosody of humor/irony Finally, papers address methodological issues regarding the collection of data and their analysis in corpora (e.g., databanks, movies, sitcoms, etc.) as well as theoretical issues pertaining to the use of performance data (e.g., the quandary of failed humor Hay 2001, i.e., humor that is by definition not signaled/acknowledged).

Contributions

[Attardo Salvatore]
Salvatore Attardo & Lucy Pickering, *Are there Prosodic Markers for Punch Lines?*

While a significant amount of research has been produced on the prosody of irony and sarcasm, relatively little has been written on the prosody and intonation involved in production and understanding/interpretation of humor (e.g., Heath and Blonder 2005, Kida 2002; Norrick 2001; Purandare and Litman 2006; Wennerstrom 2001, Chafe forth.). Our paper positions itself theoretically in the discourse analytic trend for the validation of the insights of discourse analysis using the tools of prosodic analysis (Couper-Kuhlen and Selting, 1996, Wennerstrom, 2001). Our study is based on the analysis of a corpus of twenty speakers telling two separate jokes. One joke was given in written form to the speakers prior to the recording (and therefore is the same for all twenty speakers), while a second joke was elicited unexpectedly (and hence the speakers tell a joke of their choosing). We were interested in particular on the relationship between the salient structural parts of the humorous narratives and their prosodic markers, if any. There exists a folk-theory of the prosody of joke delivery (performance), primarily codified in practical manuals for would-be stand up comedians and other humorous performers. This folk theory has had some influence on the few academic treatments of the subject. Our findings are therefore particularly significant insofar as they seem to contradict most of the folk theory of joke performance, and can be summed up as follows: There is no significant pause before the punch line of jokes. Punch lines are uttered with significantly lower volume peaks than the introductory text of the joke and in fact even at a significantly lower volume than the text immediately preceding the punch line. Punch lines are uttered with a speech rate that is significantly slower than the speech rate in the body of the narrative. Punch lines have significantly lower pitch peaks than the rest of the joke text. No significant differences were found between the prepared jokes and the improvised jokes. About 50% of jokes were performed with some sort of humor marker within or near the punch line (laughter pulses, smiling voice, smiles, etc.). We conclude that contrary to the folk theory of humor performance and to the previous treatments of joke performance, punch lines are not prosodically salient and are not signaled by increased pauses. From a prosodic point of view, punch lines are simply the final part of the text and therefore are performed at a lower volume and pitch, as predicted by pitch declination. However, the humorous nature of the text is cued by a number of markers (smiling, smiling voice, laughter pulses) which help frame the narrative as humorous, but do not signal effectively the punch line.

[Attardo Salvatore]
Christy Bird, *The Prosody of Joke Openings: Formulaic Jokes in Interaction*

The linguistic analysis of jokes and humor has tended to fall into three camps: a focus on jokes as a text type (e.g. Sacks 1978; Attardo et al 1994; Sherzer 2002; Ritchie 2004), compilations of jokes (e.g. Dundes 1987; Orben 1966, 1979), and the analysis of humor in conversation (e.g. Norrick 1993, 2003; Hay 2001). There has, however, been little study of formulaic jokes in interaction (but see Sacks 1974). Meanwhile, there has been a recent interest in the prosody of humor (Attardo forthcoming, Chafe forthcoming). This paper contributes to both these domains by addressing the issue of the prosody of joke openings in an interactional setting.
The data used for this study are formulaic jokes (narrative texts and question-answer structures, Attardo & Chabanne 1992) taken from conversational data. Tellings of over one hundred jokes, often occurring in rounds, were recorded during interactions involving three or more speakers, and transcribed following the conventions of Du Bois et al (1992). Using Praat acoustic analysis software to measure pitch, loudness, and duration, I compare the first line of these jokes to

examine their prosodic patterns.

An analysis of the prosody of opening lines in question-answer sequences reveals the following pattern: The first line typically begins with a (relatively) high pitch followed by gradually falling pitch and a final intonation contour. There is, however, often a pitch peak aligned with the most salient feature, at any point in the intonational unit, which may affect this pattern. This is also observable in the first line of narrative text jokes, where we might expect a continuing intonation contour in normal discourse.

The frame how many __ does it take to screw in a light bulb has the pitch peak at the beginning, whereas in what do you call a guy with no arms and no legs on your ___ the pitch peak is at the end. In a series of jokes with the same frame, the pitch peak will change according to new and highlighted information, e.g. How do you know if you have an elephant in your *refrigerator*? followed by How do you know if you have *two* elephants in your refrigerator?This prosodic pattern appears to serve to alert listeners to the fact that a joke is being told, whereas neglecting this pattern could logically be considered a factor in the failure of a joke (in conjunction with structure and content).

While this work does not claim to identify a consistent prosodic structure for *any* joke or humorous utterance, the analysis demonstrates that prosody is an important cue in signaling the initiation of a joke sequence. By analyzing the prosody of naturally occurring jokes in discourse, we can add to the patterns of prosody attested in sarcasm and irony, and continue to gain a better understanding of the function and use of prosody in humor.

[Attardo Salvatore]
Greg Bryant, *Prosody and Verbal Irony in Conversation*

Prosodic features in spontaneous speech help disambiguate implied meaning not explicit in linguistic surface structure, but little research has examined how these features manifest in real conversations. When using implied language like verbal irony, speakers can simultaneously communicate an attitude toward an attributed proposition, and a disassociation from that attitude.Emotional and intentional information is, of course, quite varied and cannot be communicated effectively using just one stereotyped form. Thus, we should not expect any particular ironic tone of voice, but instead that a variety of communicative contexts and the associated intentions will drive variable prosodic forms. By highlighting the contrasts between these different levels of meaning, interlocutors exploit one anothers metarepresentational abilities, and strive to optimally communicate relevant, implied information.

In recent work, spontaneously produced verbal irony utterances generated between familiar speakers in conversational dyads were acoustically analyzed for prosodic contrasts. A prosodic contrast was defined as a statistically significant shift between adjacent phrasal units in at least one of five acoustic dimensions (mean fundamental frequency, fundamental frequency variability, mean amplitude, amplitude variability, and mean syllabic duration). Overall, speakers contrasted multiple prosodic features in ironic utterances with utterances immediately preceding them at a higher rate than between nonironic utterance pairs from the same interactions. One acoustic dimension contrasted systematically in verbal irony production: across multiple speakers, ironic utterances were spoken significantly slower than preceding speech. It is suggested that prosodic contrasts are not special to verbal irony, but instead are one aspect of a multi-functional prosodic production system.

[Attardo Salvatore]
Béatrice Priego-Valverde & Roxane Bertrand, *Does a prosodic design of conversational humor exist?*

Conversational humor may take numerous forms (short or long story, joke, wordplay) and various interpersonal and social keys (e.g., more or less aggressive). However, there seems to be a consensus in the literature on the presence of an incongruity due to a script opposition (Raskin, 1985) and therefore by the contrast created by an unsatisfied expectation.

At the same time,it is widely accepted that prosody is a linguistic resource to accomplish different activities and convey different meanings. Prosody plays a role in structuring the message, expressing attitudes, focussing on a specific element of the message, etc. But prosody which is, by nature, multiparametric (duration, f0, intensity), multidimensional (accent, register, span, rhythm, etc.) and multifunctional (Di Cristo et al, 2004) is complex and rarely unambiguous. Thus, prosodic cues often rely upon context for their interpretation (Hirschberg, 2002). More precisely, the same prosodic form can refer to different functions and conversely (Hirst, 2005).

Therefore, it would be unrealistic to postulate a specific prosodic design of a humorous utterance (cf. Attardo et al. (2003). If it is true that prosody may work as a cue of the presence of humor, it is also true that this cue is neither univocal nor exclusive to humor. Conversely, a prosodic parameter is often associated with another one to signal the presence of humor. For instance, Kreuz & Roberts, 1995 have shown that the particular prosody of an ironical utterance may be associated with exaggeration; Bryant and Fox Tree, 2002 have shown that, when prosody is insufficient to discriminate irony, people use their knowledge of the context. More generally, discursive analyses of humor (Kotthoff 2003, Priego-Valverde 2006) have already shown the importance and necessity of the context (e.g. shared knowledge) to perceive and understand humor.

On the basis of some exploratory observations of our data (8 one hour conversations between two speakers), we show in this paper that, even if a humorous prosodic design does not exist *per se,* we are able to show that both some prosodic

(such as, for example, typical intonative contours as *rising-falling* or *continuation rise)*and discursive regularities exist and both seem to works according the same schema: the creation of a contrast between what is expected and what really appears. In other words, we will show that humor may be created and / or signalled by the *co-occurrence* of various elements (prosodic, discursive, contextual) and that this co-occurrence of elements goes on the same way: the creation of the contrast upon which humor is based.

[Attardo Salvatore]
Eduardo Urios-Aparisi & Manuela Wagner, *Prosody of humor in Sex and The City*

In this paper we investigate the role of prosody in conversational humor in the HBO series Sex and the City (SATC). Specifically, we examine prosodic markers of different types of humor, including pun, irony, humorous story, wit, sarcasm, etc., identified in 6 episodes of the first season of SATC.

Recent work indicates that punch lines of jokes were not marked as prosodically salient. Attardo and Pickering (forthcoming) found that punch lines were not marked by significant pause before, that they are uttered with significantly lower volume peaks and with a speech rate that is significantly slower than the speech rate in the body of the narrative. Similarly, it has been found that ironic utterances in spontaneous speech were uttered in a significantly slower manner than non-ironic utterances (Anolli, et al. 2000, Bryant forthcoming) although a diversity of cues is generally involved in the interpretation of ironic utterances (cf. Kreuz & Roberts, 1995; Anolli, et al. 2000; Bryant and Fox Tree 2002 and 2005).

Our research questions are: Which types of humor are used in the 6 episodes of SATC? Do the various types show a pause before the humorous utterance? Are they marked by lower volume, a slower speech rate, and lower volume peaks than the preceding utterances? How do the different types of humor vary regarding their prosody?

For our analysis we use the program Praat (http://www.fon.hum.uva.nl/praat/) to label the audio and analyze the prosody in terms of its pitch, amplitude and duration. Additional labeling of the videos is applied in order to interpret the gestures and other non-linguistic cues.

Preliminary analyses show that, in most of the cases of conversational humor found in SATC, the humorous utterances were not marked by a significant pause before the humorous utterance. Many of the types of conversational humor were uttered in a slower speech rate and with lower volume peaks. The study of this mediated use of humor allows for an integration of prosodic and gestural cues. It also integrates differences in the use of humor and in the contexts of humoristic utterances such as in the interaction between the characters, especially between the four main protagonists, in the direct address to the camera by the main character or in the voice-over speeches of the main character when writing or when acting as omniscient narrator. Therefore, this study complements work done in spontaneous conversations. Features shown in this type of conversation might reveal what we assume to be the right/effective/authentic way we express humorous utterances as a reflected activity. The actors do not have to come up with a pun or an ironic utterance. They have to perform it.

PANEL

Dagmar Barth-Weingarten, Nicole Dehé & Anne Wichmann, *Prosody and pragmatics in spoken language corpora*

This panel focuses on the interface between prosody and pragmatics. Particular emphasis will be placed on prosodic phrasing and its role in various pragmatic contexts as well as the disambiguating function of individual prosodic cues. All presentatons are based on empirical studies of prosodic features in various kinds of natural spoken language.

Prosody is an integral part of spoken language in use, and in various research areas such as Conversation Analysis, Interactional Linguistics, the study of semantic change and applications in speech technology, it has been convincingly shown to contribute to meaning not only on the interpersonal but also on the referential and the textual language levels (cf. e.g. Couper-Kuhlen/ Selting 1996, 2001, Culpeper et al. 2003, Couper-Kuhlen/ Ford 2004, Wichmann/ Blakemore 2006). Yet, except for work on focusing strategies, prosody has so far figured less prominently in pragmatic research, even though information structuring, interaction management and the expression of affect and attitude among others lie at the heart of pragmatics and prosody alike.

Corpus linguistics, too, has paid increasing attention to the investigation of large corpora of spoken language, with increasing awareness that the actual sound files should be the basis of investigation (Lancaster/IBM-corpus, ICE-GB, DCPSE). However, while a corpus-based description of (the differences between) spoken and written language has entered grammar writing (e.g. Biber et al. 1999), pragmatic aspects of the use of prosody in spoken language corpora still largely await further exploration. This includes the use of the variable prosodic components pitch, loudness, tempo and voice quality as well as prosodic phrasing.

This panel will address these issues from various perspectives. Among the topics dealt with are:
What kinds of prosodic units can be found in natural spoken language (paratone, declination unit, intonation unit,

prosodic phrase etc)?

How are they signaled in actual discourse (boundary cues, obligatory features)?

How are they acquired by children?

To what extent do they correlate with other units (syntax-prosody, action-prosody interfaces)?

What is their role in marking changes in these correlations, as e.g. with the emergence and signaling of discourse particles?

What is the pragmatic value of prosodic phrases as well as single prosodic cues, e.g. in terms of securing the floor (prosodic projection), signaling actionsand semantic concepts as well as speaker characteristics, such as ethnicity and participants roles?

This panel brings together researchers from Conversation Analysis, Interactional Linguistics, Functional Linguistics, Linguistic Typology and Corpus Linguistics in their attempt to reveal the pragmatics of prosody.

<u>Contributions</u>

[Barth-Weingarten Dagmar]

Dagmar Barth-Weingarten, *Intonation units and actions – evidence from everyday conversation*

At first sight, intonation units (IUs) appear to be phonological units which are well acknowledged and described (cf. Nespor/Vogel 1986, Cruttenden 1986, Crystal 1969). Yet, their nature and applicability in genuine, natural spoken language is still widely discussed (cf. Chafe 1994, Ladd 1996, Mindt 2001). One of the reasons for this may be that, when investigating IUs in actual everyday conversation, the concept becomes more elusive: Next to "prototype" instantiation with clear boundaries we find cases of units which are loosely integrated in to "compound" IUs by a partial realization of the boundary cues.

These fuzzy cases can be assumed to be the natural outcome of the character of the IU in spoken discourse as such: The division of talk into prosodic units is an epiphenomenon of interaction, i.e. the IU is an emergent phenomenon (Thompson, p.c.). This means that speakers happen to produce IUs while they are busy doing other things, namely accomplishing actions. This does, however, not mean that IUs are scattered across discourse in entirely meaningless ways. Rather, they are a means to package information in a way which allows the speaker to accomplish the action (s)he pursues. From this assumption it can be derived that speakers manipulate the boundaries of the prosodic units they produce in a way that serves their current interactional purposes. This, in turn, means that prosodic phrasing can provide evidence for interactional patterns.

This presentation will focus on the action-prosody interface in natural, everyday conversation. For this purpose, it will discuss the nature of IUs in this type of data, distinguish between various types of IUs, describe their boundary cues and discuss their correlation with certain (parts of) actions, such as parts of stories as well as particular rhetorical structures. It claims that the clear and the fuzzy types of IUs are systematically distributed in conversation and that evidence for their varying relevance can be gained from interlocutor"s reactions.

The findings presented are based on the detailed investigation of IUs in a 5-hour corpus of everyday private American-English telephone conversations from the Santa Barbara Corpus of Spoken American English (SBCSAE) and the CallHome corpus. The analysis draws upon the approaches of Phonology for conversation (Local/Kelly/Wells 1986) and Interactional Linguistics (Couper-Kuhlen/Selting 2001).

[Barth-Weingarten Dagmar]

Joe Blythe, *Polysynthetic, pragmatic and prosodic person reference in Murriny Patha conversation*

Recent research within interactional linguistics and CA on the pragmatic roles of prosody within talk-in-interaction has concentrated on areas such as mimicry, affect, reported speech, repair and turn-taking, which can all have a bearing on the interpretation of referents. However there has not been a lot of research that specifically deals with the pragmatic role of prosody in deixis. This may be because better understood referring strategies (i.e., morphosyntactic strategies) can mask the deictic role of prosody when speakers have employed both strategies at the same time. My approach starts from the premise that speakers do referring. By asking how they do referring, a number of phenomena become identifiable: morphological, syntactic, pragmatic, prosodic as well as gesture and gaze. In Murriny Patha conversations, person references may be multilayered constructions that span across more than one turn-at-talk.

Murriny Patha is a polysynthetic language spoken by over 2000 speakers, mainly at Wadeye, in the Northern Territory of Australia. All Aboriginal people at Wadeye are able to relate to each other though a classificatory kinship system. The language is unusual for having grammaticalized the sibling category of its kinship system, whereby verbs make a three-way opposition between groups of siblings (gender unspecified), groups of all-male non-siblings, and groups of non-siblings that include at least one female. In conversation, Murriny Patha speakers are able to play these oppositions against each other to construct references to persons; without having to resort to using personal names, which is a referential strategy that speakers tend to avoid.

In the case of reported speech, hearers interpret the bundling of prosodic features across passages of talk (global marking) as hailing from an other world of discourse. This other world of discourse has its own referential frame, where

all second person references are understood to not be personally addressing current members of the audience. On the other hand, local prosodic marking also plays an important role in person reference. Distinctive marking of referential items can be demonstrated to mark both coreference and non-coreference. When the capacity of polysynthetic reference is pushed to the limit (such as when a story recounts events relating to two pairs of male non-siblings), the use of this local prosodic marking gives the hearer important cues as to the correct readings of referents.

1 Mavis Thu:~?yke:~?m:;
   "Thuykem" ((Personal name)).
2   (1.0)
3 Mavis Wul?gume:~?n:; (0.35) than"guriwaknintha;=<u>be</u> ku warda kanyire
4 mam<u>n</u>intha.
"Old woman, you follow the two male non-siblings, there"s stuff of
the "ku" class around here", the two male non-siblings said.
Nb. :~? an upward pitch glide,
:~? a downward pitch glide,
; slightly falling final pitch.

[Barth-Weingarten Dagmar]
Sasha Calhoun & Sasha Calhoun, *What makes a word contrastive? Prosodic, semantic and pragmatic perspectives*

The notion that all foci are theoretically contrastive, i.e. they contrast with a contextually available set of alternatives, is now widely accepted in discourse semantics theory (after Rooth, 1992). Focus is usually taken to be marked in English by a pitch accent on the focussed word. In Calhoun (forthcoming), it is shown that, rather, the position of focus should be seen as a strong constraint on the alignment of words with metrical prosodic structure. Foci want to align with the position of nuclear prominence. However, this account raises many questions about what leads to words being perceived as contrastive, in the pragmatic sense of actively contrasting with something else in the context. This talk therefore looks at the question of what makes a word contrastive from prosodic, semantic and pragmatic perspectives.

Evidence is presented from a portion of the Switchboard corpus, annotated for multiple layers of discourse features, including syntax and information status, integrated in XML format (see Carletta et al, 2004). We have added substantial new layers of annotation, for kontrast and prosody. Words were annotated as kontrastive if they were salient in contrast or comparison to a related entity evoked by the context. However, rather than marking kontrast directly, annotators marked instances of pragmatic categories of kontrast, such as explicit contrast or a subset relationship. The prosody annotation marked prosodic phrasing, as well as plain and nuclear accents.

We present results from multiple regression analyses predicting the occurrence of kontrast, as annotated in the corpus, using different feature sets. These results confirm our theory of the strong correspondence between nuclear accents and kontrast. More interestingly, we show that a word is more likely to be kontrastive if it is more prominent than expected given its information status and syntactic features. That is, kontrast status is determined by prominence in context; and prosodic prominence is a property of metrical structure, as well as acoustic salience.

We end with an in-depth analysis of the pragmatic interpretation of kontrastive words in a number of examples taken from the corpus. We show that whether a word is interpreted as contrastive is related to its prosodic prominence, however, this is mediated by all the other features of the word. Firstly, the perception of prominence itself is dependent on prosodic structure. Secondly, the interpretation of the prominence of a word depends on the other properties of the word, including its length and syntactic status. Lastly, it depends on the plausibility of a contrastive interpretation in the context. It is suggested that all of these constraints on interpretation can be modelled probabilistically. Further, it is more fruitful to approach the problem of the realisation and interpretation of pragmatic features such as contrast from such a perspective.

[Barth-Weingarten Dagmar]
Catherine Chanet & Roxane Bertrand, *Desambiguing particles and non particles : the role of prosodic units in French*

Pragmatic particles form a functional class, and not a formal one. That means that words like *well*, *so*, *because*, *of course*, or, in French, *là*, *bon*, *quoi*, *enfin*, are particles in some contexts, and are not in other contexts. Thus, these forms are ambiguous in an utterance, and in discourse.

Studies of several languages have shown that prosody enables us to distinguish "denotative" uses and "non denotative" ones (e.g. Hirschberg & Litman 1987 and 1993 on *now* and *well*), or between uses of the form as a discourse marker or not (e.g. Zufferey & Popescu-Belis 2004, about *like*). These distinctions are not always adequate for identifying French particles : for the French form *enfin* four different functions can be distinguished :
(i) aspectual operator (denotative) : *il a enfin terminé sa thèse* (*at last he finished his PhD*)
(ii) temporal connective (denotative, discourse marker) : *Paul est arrivé le premier, puis il y a eu Jacques, et enfin Michel* (*Paul arrived first, then Jacques and finally Michel*)

(iii) textual organiser (not denotative, discourse marker) : *il pleuvra au nord, le ciel sera variable dans le centre et dans l'""est, et enfin il fera beau au sud* (*there will be rain in the North, the sky will be variable in the Centre and in the East and finally the weather will be fine in the South*)

 (iv) particle (not denotative, discourse marker, not "textual"): *il a vingt ans, enfin, je crois* (*he is twenty, well, I think*)

In a previous study of a corpus of spontaneous conversation (Bertrand & Chanet 2005), we found that in this data, *enfin* is always a particle. The major prosodic characteristics of *enfin* as a particle were described (low register, shorter duration than non particle, falling contour, not stressed) and compared to those of the rare non particles encountered in another corpus of interviews (high register, longer duration, rising contour, possibly stressed). However, our data did not contain enough examples of non particles to generalize.

The aim of the present study is to complement the earlier one. A new corpus of radio news and debates is examined, containing 490 tokens of *enfin*, among which 53% are non particles. The methodology consists in categorizing the different tokens of *enfin* on the one hand, and segmenting the data into accentual units and intonation units, which are the two prosodic units generally admitted for French (for a review, see Jun & Fougeron 2000), on the other hand. The acoustic characteristics of the forms are described, and the relationship between pragmatic status and prosodic units is discussed.

This work enables us to revise pragmatic typologies, and raises the question of relevant prosodic units for studying French particles, and, more widely, spoken French : are two prosodic levels sufficient or do we need an intermediate unit (as in English), as proposed by Jun & Fougeron (2000) ?

[Barth-Weingarten Dagmar]
Nicole Dehe & Anne Wichmann, *Epistemic parentheticals in discourse: Prosodic cues to pragmatic function*

Parentheticals are expressions of varying length and category that are interpolated into the current string of the utterance. The present study focuses on the prosodic realization and pragmatic function of a subset of short interpolations representing a recurring feature of conversational discourse: so-called comment clauses, or epistemic parentheticals. They include expressions such as *I believe, I suppose,* and *I think*, which have previously been treated as epistemic adverbials (cf. the examples in (1)).

(1)a. And the work that I"ve done with him in the early stages has uhm *I think* helped <,> a lot (ICE-GB: s1a-003#90)
b. It was a slightly futuristic production *I suppose* (ICE-GB: s1b-023#48)

The data for this study were drawn from the spoken part of the British Component of the International Corpus of English (ICE-GB). Overall, more than 150 utterances were analysed auditorily and a large subset underwent an instrumental analysis.

Our findings suggest a threefold prosodic classification of comment clauses. Firstly, we identify cases where the interpolation is, as predicted in prosodic theory, given its own intonational domain which may or may not be complemented by material from outside the comment clause (prosodic separation). Two different contours were identified. One is a rising contour (L*H) and is related to the contour found with utterance-final adverbials such as *usually, presumably*. The other one is a complex tone (H*L(H)) which can be completed on material following the comment clause. As a second prosodic pattern, we identified cases where, despite the syntactic disjuncture, the clause is integrated melodically (if not temporally) into a larger intonation phrase (prosodic integration). Finally, the comment clause may be melodically integrated within a hesitant planning phase, and realised at a pitch that does not diverge from its immediate prosodic environment.

These prosodic patterns correspond to the following pragmatic functions. Prosodically separated comment clauses occurring in sentence-medial and sentence-final positions are semantically rich and are best interpreted as epistemic markers of stance. They can be understood as genuine expressions of uncertainty, expressing reservation regarding the main proposition, or doubt on the part of the speaker.

Comment clauses which are unstressed and prosodically integrated into a larger intonation domain are semantically variable in the degree of their effect on truth conditionality. Typically, they contribute little to the truth value of the proposition. We take them to have a discoursal function creating narrative cohesion, or simply a courteous gesture of modesty or politeness towards the hearer.

At the least informative end of the transparency scale we find the use of comment clauses as verbal fillers in a hesitant phase. In this use they can be considered a kind of filled pause, commonly occurring in spontaneous speech at moments of disfluency. They reflect mental planning and word-searching phases, and they can also operate as floor-holding devices, and may also be a response to, or elicit, feedback.

Our findings suggest that the comment clauses we have examined have undergone a process of grammaticalisation. While some behave prosodically as epistemic stance adverbials, others appear to have been grammaticalised further and have the status of pragmatic markers or verbal fillers.

[Barth-Weingarten Dagmar]
Merle Horne, *The pragmatics of filled pauses: data from Swedish*

Filled pauses play an important role in spoken interactive discourse. For example, they function to mark the boundaries between discourse segments, to give prominence to important discourse information as well as to signal the speaker"s intention to continue her/his turn after the pause. In this contribution, we will focus on the form, distribution and function of filled pauses in Swedish.

Several different interpretations and functions have been associated with filled pauses (*UH/EH*). In speech technology research, filled pauses have most often been characterised as disfluencies due to the fact that they constitute delays in the flow of speech associated with referential meaning (Shriberg (2001)). However, as other researchers have shown, they can be considered to be an integral part of the linguistic system of a language since they can be assigned important pragmatic funtions, such as signalling an upcoming focussed word (Bruce 1998) or need on the part of the speaker to plan or code his/her speech and thus a desire to hold the floor (see e.g. Allwood (1994)) and Clark & Fox Tree (2002) who refer to filled pauses as words).

The present study will focus on the realization of filled pauses in Swedish and their distribution and function in Swedish spontaneous speech taken from the *SweDia 2000* database. The results show that *EH* occurs almost exclusively after function words at the beginning of constituents. The phonetic realization of *EH* was seen to be of three basic forms: a middle-high vowel, e.g. [?], a vowel + nasal, e.g. [?m], and a vowel with a creaky/glottalized phonation [?~]. The vowel+nasal realization occurs as has been shown for before other delays English (Clark & Fox Tree (2002)) and is most often associated with the boundary between major discourse segments/speech paragraph boundaries. Since glotalization is often associated with terminality, the glottalized realization of *EH* can be interpreted as signalling the juncture between the filler and an upcoming disfluency ((cf. Nakatani & Hirschberg 1994) who found that glottalization is not uncomon in English before a speech repair. The glottalization, commonly associated with termination, signals in disfluency contexts, that the speaker has problems in formulating or coding his/her speech repair. Glottalized *EH* could, therefore, be interpreted as a signal for a delay in speech that is not to be interpreted by the listener as a TRP (Transition Relevance Place). When it occurs within a non-completed turn, glottalization seems to function as a signal that the speaker wishes to continue but is somewhat uncertain as to how to encode the upcoming speech.

Glottalized filled pauses thus can be considered to be procedural markers of the speaker attitude *uncertainty*. They occur in environments where the speaker seems to be uncertain about how he or she should code an utterance for a listener who the speaker is not well acquainted with. The uncertainty is not related to the truth value of the proposition being coded but rather to procedural encoding of the message (Blakemore 1987) in an interactive context, i.e. it is related to the speakers mental state as to how the message should be encoded in the most relevant way given the speaker-addressee relationship. Glottalized filled pauses can thus be interpreted as a kind of *hedging* mechanism functioning to realize what has been termed *positive politeness*, i.e. a strategy for maintaining a positive relationship or *face* between parties (Brown & Levinson 1987). The propositional attitude uncertainty is thus related to politeness in the sense that a speaker can be uncertain as to how to best formulate an utterance so as not to lose *face* (Aijmer 2004).

[Barth-Weingarten Dagmar]
Jill House, *The contribution of intonation to the construction of context and discourse in a co-operative task: the Map Task*

Analysis of the intonation patterns used in natural English speech has allowed researchers to identify a number of dimensions which may be systematically varied to contribute to utterance meaning. The speakers organisation of utterances into coherent intonation phrases, his distribution of high and low pitch accents, the creation of a rising or falling pitch contour, and the use of a wide or narrow pitch span, all play a role in guiding the hearer to the most relevant interpretation of an utterance. The hearers task involves a combination of linguistic decoding and inferencing procedures to derive a set of hypotheses about the explicit and implicit content of the utterance, from which she will recover the interpretation that yields optimal relevance for minimum processing effort. It has been claimed (House 2006) that intonational form cuts down on processing effort by imposing constraints on inferencing procedures, and that procedural instructions, as distinct from conceptual meanings, may be encoded in aspects of the intonational form itself. In the framework of Relevance Theory (Sperber & Wilson 1986/1995), the notion of procedural coding has been applied to discourse connectives such as but or however, which similarly constrain the inferencing process (Blakemore 1987, 2002).

In dialogue, the cognitive environment, or context, shared by participants is continuously negotiated and updated. In completing a map task (ref), leader and follower are screened off visually from each other, each with their own map containing a set of landmarks, and a route marked on the leaders map only. The context at the start of the task (assumptions relating to the map contents) is thus specified by the task itself. However, discrepancies between the maps ensure that dialogue turns will produce a full range of cognitive effects: confirmation or contradiction of existing assumptions, and the derivation of contextual implications. Close analysis of map task data allows us to assess the contribution of prosodic properties to the construction through inferencing procedures of the shared cognitive context. The use of turn-final rising or falling tones is particularly suggestive as a marker of the status of the linguistic material. Observed systematic regularities over turn sequences could be thought of as prosodic characteristics of the specific discourse type; however it is argued that construction of these discourse patterns is a by-product of the turn-by-turn updating of the cognitive environment.

[Barth-Weingarten Dagmar]
Emina Kurtic, Bill Wells & G. Brown, *Prosodic Resources for Overlap Management in Multi-Party Conversations*

This paper reports a study on how participants in multi-party conversations utilize prosody to manage simultaneous talk. Based on previous research we assume that the function of overlapping speech in conversations can be twofold. On the one hand overlap can provide a means of turn competition. On the other hand it does not have to have a turn competitive function, but it can occur as a byproduct of turn-taking in conversation, or emerge from the collaboration between speakers in turn-taking. We aim to investigate whether there are differences in how speakers use and orient to prosody in turn competitive overlaps, as opposed to noncompetitive ones.

Our approach combines detailed conversation analysis of overlapping speech sequences with acoustic measurements of prosodic parameters at the overlapping sequence and in its local context. Our analysis is based on a set of overlaps extracted from the ICSI Meeting Corpus (Janin et al. 2003), which contains transcribed recordings of face-to-face, multi-party research meetings. Sequences of overlapping talk were identified in the data and annotated as competitive or noncompetitive. We employ conversation analysis to warrant the categorization of overlap as competitive or noncompetitive based on observable orientation of conversation participants. For investigation of prosodic events in overlap, we measure prosodic parameters (fundamental frequency, intensity and speaker rate) at the overlap onset, within the overlapping section and at the overlap resolution point.

The preliminary results based on analysis of a subset of the data only partially support the observations made in previous studies, which are based on impressionistic data analysis (e.g., French & Local (1983)). The results suggest no difference in overlappers" speech in competitive and noncompetitive overlaps, which opposes the findings reported in previous work. In contrast to this the prosodic features of overlappees" speech differs in the two types of overlaps. All prosodic features measured in the study display a rising and holding tendency in competitive overlaps and a constantly falling tendency in non-competitive ones. A possible interpretation of this is that overlapped speakers compete for the turn by raising F0 and speaking louder and faster.

Based on these findings, future work will include more detailed categorization of overlap and investigation into prosodic features between these refined overlap categories. Our longer term goals are overlap modelling, and investigation of the relationship between overlap and other dialogue events.

[Barth-Weingarten Dagmar]
Alyson Pitts, *Metalinguistic negation and prosody: evidence from the International Corpus of English*

This paper reports the findings of a corpus-based study of natural language negation. Using spoken data from the International Corpus of English (ICE-GB) I address the proposed distinction between *descriptive* negation [DN] and *metalinguistic* negation [MN] (cf. Horn, 1989); illustrated by (1) and (2) respectively:
(1) The King of France isnt happy [*hes sad*]
(2) The King of France isnt happy; *France doesnt have a King (!)*
Whereas (1) serves as a straightforward negation, (2) is deemed to act as a (meta-*linguistic*) denial of some previous thought or utterance.But in line withthis reasoning, (1) might similarly qualify as a denial of some (further) represented entity in its own right. This couldin turn supportthe proposal that*all* negation is inherently metalinguistic (or rather, meta*conceptual)*; essentially collapsing the intuitive distinction between MN and DN altogether. Indeed, subsuming all instances of negation as metalinguistic provides a unified procedural justification in accordance withtreating allutterances as interpretive (cf. Sperber & Wilson, 1995).Yetpositing a necessaryaccount of metaconceptualisation may seem somewhat superfluous for an everyday example such as (3):
(3) There isnt [any] room in the fridge for the milk.
Following earlier tests purporting to review ambiguity in natural language (cf. Zwicky & Sadock, 1975) I review the method and outcome of more recent intonational experiments attempting to address this interpretive ambiguity specifically within negation (cf. Pitts, 2005). Indeed, these tests lent support to the logically appealing notion of subsuming all natural language negation within a single (meta)conceptual cline. However, the current study now addresses the prosodic realisation of negation in real speech data from ICE-GB:I categorised occurrences of the negative particle *not* according to the nature of the negation (such as the target of denial), before assessingtonal features within each assignment. Whilst prosody is typically received as a relatively incidental accessory to the core linguistic message (signalling age, gender, health or even paralinguistic features) (cf. Gussenhoven, 2004) this study suggests prosody may also assist in expressing or identifying particular utterancesas DN or MN. For example (and bearing in mind additional factors such as word order),primary focal prominence on the negative particletypicallyindicates a more marked contrastive denial (i.e., MN) of some entity, rather than a straightforward standalone negation.
In the bigger picture, these experiments lead us to consider how we may access the true nature and utility of such abstracttheoretical distinctions in their application torealdiscourse: ultimately, I argue for the utility and benefit of retaining Horns pragmatic ambiguity in natural language negation, but onthe basis ofattempting to reconciletheseformswithactual speech data I call for a terminological and procedural clarification of the categories put

forth.

[Barth-Weingarten Dagmar]
Margret Selting, *Prosody and unit-construction in an ethnic style: the case of Turkish German and its use and function in conversation*

Our empirical data from telephone conversations between adolescents of Turkish-German background from Berlin show that prosody plays an important role in the constitution of their ethnic style. In particular, prosody is deployed in several ways as a distinctive cue for this ethnic style:
(1) Prosodic phrasing is used for the construction of short turn-construction units (TCUs) and/or the separation of longer syntactic-semantic units into several short prosodic units. The latter in achieved both by pre- and post-positioning syntactic constituents in relation to their host syntactic clauses as well as by juxtapositioning short clauses and phrases. In many cases, information that in Standard German would be phrased in one turn-constructional unit, with co-occurring syntactic and prosodic units, is split up into several short prosodic units in Turkish German. While the phonetic and prosodic cues to make the beginning of new units recognizable for the recipient seem to be identical for Standard and Turkish German, prosodic units in Turkish German have a relation to syntactic and semantic units that is different from Standard German.
(2) Within prosodic units in Turkish German, accentuation often follows phonological rather than semantic principles and is used for the signalling of coherence rather than semantic focus. Other than in Standard German, in which accent placement follows syntactic-semantic considerations and is deployed for the signalling of the semantic focus of a TCU, accents in Turkish German are often placed in order to create a cohesive rhythm with the prior unit(s) and thus signal coherence.
These features are some of the most important ones to constitute Turkish German as a style of speaking. This style, however, is not displayed throughout the conversations, but only realized in particular sequential environments. It is used as a discourse-pragmatic focussing strategy and, in particular, for the contextualization of the dramatization and the high points of story tellings.
The results of our project on Turkish German that I will present in my talk have been attained on the basis of natural data that has been subjected to a combination of research methods: auditory and acoustic phonetic analysis as well as conversation analysis and interactional-linguistic description.

[Barth-Weingarten Dagmar]
Anne Catherine Simon & Liesbeth Degand, *Prosodic grouping: condensing vs. breaking up strategies in the construction of minimal discourse units in spoken French*

Within the framework of an ongoing research project on spoken discourse segmentation into Minimal Discourse Units (MDU), this paper aims at examining two strategies speakers can rely on for achieving specific pragmatic meanings of the discourse under construction.
Our segmentation procedure relies on prosodic and syntactic criteria. First, we examine how speakers deliver their speech in major intonation units. A major intonation unit is bound by a rising or falling tone on the last accented syllable of the intonation group, and is followed by a subjective pause (realized by vowel lengthening or a silent pause, and without any "rush through" indicating an integrated increment[1]). Second, we segment the speech in autonomous syntactic dependency units (following Blanche-Benvenistes micro-syntax theory, 1991). Each unit comprises one (verbal, nominal, adverbial) head and its dependents. Adjuncts are associated with the whole dependency unit, but they do not depend on the governing element. We pay special attention to fragmentary units, to interruptions (abandons with and without continuations) and to repetitions.
When confronting the two (prosodic and syntactic) segmentations, at least three strategies can be observed: (1) There is **congruence** between syntax and intonation in the sense that each dependency unit realizes one major intonation unit. As far as the adjuncts are concerned, they may be part of the intonation unit, or they may constitute one intonation unit by themselves; (2) **Condensation** occurs when the speaker groups two or more syntactic dependency units in one intonation unit; (3) **Breaking up** occurs when the speaker cuts one dependency unit into successive intonation units.
We quantify the occurrence of these strategies in three registers[2]: read-aloud speech from radio news programs; semi-prepared speech from interviews; informal unprepared speech from everyday conversations. The interpretive effects of the condensation vs. breaking up strategies are to be analyzed at several levels of discourse organization, of which we develop at least two:
-information organization: while breaking up is used for (re-)activating a discourse topic, condensation may on the contrary serve to indicate that a complex stretch of discourse is to be considered as one and only one information unit;
-activity: typically, breaking up is used for cueing a change in activity and the opening of a new sequence when accompanied by rhythmic scansion (i.e., when all the final accents are realized isochronically, see Auer et al. 1999), they may contextualise emphasis.
In view of this, we argue that there is no one-to-one constraint between the syntactic organization and prosodic grouping. There are minimal constraints but speakers can freely choose how to group the syntactic constituents so as to

fulfill his or her pragmatic goals. These strategies highly depend on the degree of formality or "phonostyle".

[Barth-Weingarten Dagmar]
Beatrice Szczepek Reed, *FIRST or SECOND: Establishing sequential roles through prosody*

Telephone opening sequences on the radio broadly display two structures. In some cases, the introductory turn by the radio host, with which the caller is announced and selected as next speaker, is followed by a noticeable silence. In other cases, the turn transition between the hosts introductory turn and the callers first turn is smooth and without pausing. A first noticing of this phenomenon led to an investigation of the two possibilities.
The analysis of five corpora of radio phone-in programs and 130 opening sequences revealed that in almost all instances which contain a noticeable pause the callers first turn is designed as initiating a new sequence, i.e. a FIRST. In those instances that do not contain a noticeable pause the callers first turn is designed, and treated by both participants as a reply to the hosts introductory turn, i.e. a SECOND. An investigation of the large number of opening sequences which follow this pattern, and of those which in some way depart from it shows that the sequential role of FIRST or SECOND within this particular context is achieved primarily and in some cases exclusively through prosody. Turns which are designed and treated as SECONDS display a prosodic link with the previous turn. This link may take the form of rhythmic integration as described by Couper-Kuhlen (1993), i.e. the rhythmic pattern which has been set up by the hosts introductory turn is continued by the callers first turn. It may also take the form of prosodic orientation as described by Szczepek Reed (2006), i.e. aspects of the hosts prosody are taken up by the caller.
Turns which are designed as FIRSTS contain little or no prosodic link to the prior turn. This means that even turns which could be interpreted as SECONDS on verbal and action-related grounds such as a greeting token from the caller following a greeting token by the host are not treated as such if they do not contain prosodic orientation. Instead, a third greeting token is offered by the host, which in turn orients prosodically to the callers.
The findings show that in the context of telephone opening sequences on the radio, prosody is the defining factor for establishing the sequential role of a turn. Callers first turns are not defined by their *position* as first turns, but by their *being positioned* in the local interactional context as FIRSTS or SECONDS. This positioning work is accomplished through prosody, whose local signaling potential, distinct from lexical and grammatical choice, makes it a prime candidate for establishing flexible sequential relations.
The findings are discussed in the light of broader issues concerning the role of prosody as establishing sequential roles and boundaries. The presentation employs the methods of interactional linguistics and prosodic analysis. Examples will be presented as audio files with accompanying transcripts.

[Barth-Weingarten Dagmar]
Bill Wells, *Participant orientation to prosodic units within talk-in-interaction: a case study from child language development*

In our current work on intonation development, we set out to explore how the child, at the transition from single- to multiword speech, might discover intonational constructs in the course of the joint negotiation of fundamental interactional practices such as turn-taking and repair.The focus is on how fundamental aspects of English intonational structures and systems are accessed by the child within interaction. In this talk we consider the basic structure of the tone unit in English, described by linguists such as Halliday (1967) in terms of head + tonic segment, with variable placement of the tonic. The research is based on detailed phonetic and interactional analysis of a corpus of audio and video recordings involving a boy, Robin, C.A 1;10 - 2;1, playing with his mother, recorded at weekly intervals. First we show that the construct tonic segment, comprising a major pitch accent at the end of the Turn Constructional Unit (TCU), is oriented to by both child and adult as delimiting the end of the turn at talk. Conversely utterance final segments produced by the child that lack a pitch accent are routinely not treated as turns at talk by his mother. Second, we show that the emergence of the head, which constitutes a major advance in the childs construction of TCUs, is facilitated by the mother. For example, non-final segments produced by the child that lack a pitch accent, i.e. potential heads, are not treated as complete turns by his mother, who routinely waits for a tonic segment before taking her own turn. On occasion the mother offers a head without tonic, and waits for the child to complete with a word that carries the tonic, thereby further displaying her orientation to the head as an incomplete unit. Third we discuss the emergence of variable location of tonic to mark focusin English. We show that Robins early multiword constructions Robin may display multiple accents i.e. both non-final and final accents on the same utterance, but that in such cases the mother systematically topicalises the element in the childs turn that is not derivable from the prior talk or context in these data, the non-final element. This orientation is also manifest in self-repair behaviour by the mother, and gives rise to subsequent reformulations by the child in which the final element is now deaccented, leaving a single tonic on the non-final, focused (new) item. Through such sequences we can see the child moving away from a system in which the turn completion is invariably marked by a turn-final accent, to a system of variable tonic placement, where the location of the tonic is determined by other considerations, traditionally referred to as information focus. In conclusion, we suggest that this early stage of language development is of particular interest in exploring how language specific intonation systems (such as variable tonicity) emerge. Furthermore, interactional analysis of data from early development can cast

light on what prosodic units are relevant for speakers of the language more generally.

PANEL

Michael Beisswenger & Jannis Androutsopoulos, *Corpora and Methods in Computer-Mediated Discourse Analysis*

This panel will discuss methodological issues in computer-mediated discourse studies. Computer-mediated discourse (CMD) encompasses all kinds of interpersonal communication carried out on the Internet by e-mail, instant messaging systems, mailing lists, newsgroups, web discussion boards, and chat channels (cf. Herring 2001, 2004). In the last decade CMD has attracted a great deal of research attention from a pragmatic, discourse-analytic, and sociolinguistic point of view. However, methodological reflection is lagging behind when compared to other areas of discourse studies. While the collection of linguistic data on the Internet seems trivial at first sight, researchers are confronted with a variety of non-trivial questions in the process, relating to the size and representativeness of data samples, data processing techniques, delimitation of genres, kind and amount of necessary contextual information, as well as ethical issues of anonymity and privacy protection. Much research in the field has been based on small, ad-hoc data sets; there is a lack of standard guidelines for CMD corpus design and of publicly available CMD corpora. In terms of methodology, language-focused research on computer-mediated communication has drawn on methods and key concepts from a variety of research traditions in linguistics (including pragmatics, conversation analysis, sociolinguistics, genre analysis, and the ethnography of communication), which have been fruitfully applied to study how individuals use linguistic resources to establish contacts, manage interactions, and construct identities within computer networks. This panel will discuss the need for critical reflection about the problems and challenges that arise when these research traditions are applied to the new settings and environments of CMD. Does a one-to-one transfer of research frameworks really lead to contextually rich understandings of language use and interactional processes in CMD, or rather conceal some of its essential new aspects? Research findings suggest that CMD raises important implications for our understanding of key concepts in discourse studies, such as interactional coherence, participant frameworks, intertextuality, language-identity-relationships, and the notion of community. To that extent, an adaptation or even reconceptualization of existing concepts and methods seems a necessary step in the further development of CMD studies, and new research frameworks are already emerging, such as Herrings approach to the study of online communities (Herring 2004). Against this background, the contributions to this panel will focus on the following questions: problems and solutions in the compilation and design of CMD corpora, including the acquisition, pre-processing and annotation of data and meta-data, tools for corpus storage and maintenance, and ethical problems; benefits and challenges of the combination of various data sets (e.g. log-files, online participant observation, offline user observation, statistical information, user interviews) to specific research questions; ways of doing "online or virtual ethnography as a point of contextually rich entry into the study of online activities and online communities; social and technical conditions of CMD that need to be taken into account when adapting concepts, frameworks or descriptive categories to CMD analysis, including case studies that exemplify how established concepts and methodologies are applied to sites of online discourse; the potential of combining qualitative and quantitative approaches to language data in CMD research.

Contributions

[Beisswenger Michael]
Jannis K. Androutsopoulos, *Potentials and limitations of discourse-centered online ethnography*

Social-scientific research on computer-mediated communication (CMC) draws widely on ethnography to reconstruct the local and situated character of Internet practices, the emergence of virtual communities, and the dynamic unfolding of online activities in relation to offline events (Danet 2001, Dring 2003, Hawisher and Selfe 2000, Hine 2000, Miller and Slater 2000). An ethnographic approach is appealing to linguistically focused research on computer-mediated discourse (CMD) as well, though methodological discussion is lagging behind . This paper outlines aims and procedures of a discourse-centered online ethnography, as well as its benefits to sociolinguistic and discourse-analytic approaches to CMD. Discourse-centered online ethnography combines the systematic observation of online activities (persistent observation in Herrings (2004) framework) with direct contacts to social actors. It differs from blended off- and online ethnography (Miller and Slater 2000) in that online discourses are in the centre of attention, wereas the latter focuses on users opinions on, and experiences with, CMC as well as on the observation of Internet use in offline social spaces. Using my own German-based research as a case in point, I outline procedures of systematic observation, contacting and interviewing web actors. I then discuss how ethnographic knowledge complements the linguistic analysis of CMD, providing emic insights that may work as a corrective to etic assumptions by the analyst. As a focus of this research was on language style and linguistic variability, ethnography was used to reconstruct aspects of

members lay sociolinguistics, i.e. their awareness and evaluation of style features and language variation patterns, as well as their perceived relationships between language styles on- and offline. I argue that such an approach offers significant advantages over an exclusively text-focused approach to CMD, in a manner similar to the usefulness of ethnographic knowledge to conversation analysis (Deppermann 2000). Discourse-centered online ethnography may be used to assess the typicality and representativity of a CMD sample, to pinpoint its embedding within a wider field of online discourse, and to reconstruct participants emic motivations and sociolinguistic awareness.

[Beisswenger Michael]
Michael Beisswenger, *Situated Chat Analysis as a Window to the User's Perspective — Aspects of Temporal and Sequential Organization*

This paper addresses the temporal organization and the perception of temporal succession within ongoing chat conversations and discusses the conditions for drawing on concepts from Conversation Analysis (CA) to study interactional features in synchronous Computer-Mediated Communication (CMC).
Due to the properties of the underlying communication technology, chat neither allows for a real-time processing of language production nor owing to the visual nature of writing ensures an immediate reception of messages after transmission. Thus, there is no unique timeline which holds for the communicative process as a whole, and the users individual mental models of the temporal and sequential structure of an ongoing conversation may differ quite significantly.
I present a situated model of chat participation which focuses on how chat users individually manage their involvement in conversational interaction. Based on this model and with the help of examples, I argue that participating in and contributing to a chat must be seen as a highly individualized accomplishment.
The examples are taken from a corpus with multimodal data from chat user observations. In particular, the data encompasses both recordings of the users onscreen activities (typing, editing, scrolling; cf. Garcia & Jacobs 1998) and videotapings of the users gaze orientation towards the different visual targets which are relevant for producing and processing messages.
Based on the findings of a case study on how chat users adapt their individual message production to the perceived momentary status of interaction, I suggest to rethink under which conditions CA concepts such as *control of the floor*, *turn*, *turn construction* and *turn-taking* may be adopted for the analysis of synchronous CMC.

[Beisswenger Michael]
Torsten Holmer, *Discourse structure analysis of chat communication*

In this contribution we report about a research method and a software application which support the analysis of chat transcripts. It contributes to the question of chat corpora design as well as advanced methods for the analysis of chat transcripts.
The discourse structure analysis process consists of four steps: importing, referencing, discourse structure building and analysis. After importing transcripts of arbitrary formats into a specific data format, each transcript is referenced. For each message it has to be coded if and to which other message there is a relationship which can be interpreted as an implicit adjacency pair allthough they are not adjacent in the transcript. These references are used to create the discourse structure which consists of several branched threads. This structure is analysed with respect to interaction patterns like dialogues, parallel discussions, multitasking participation and others.
The results of the analysis describe the discourse structure, individual communication behavior of the members and the social network structure of the group. The discourse structure is visualized by different methods which emphasize selected aspects of the structure and support qualitative analysis approaches.
Each transcript and its measurement data are stored in a single file which is part of the a chat transcript corpus. The results of a corpus analysis of 78 transcripts demonstrate how the discourse structure analysis is applied.

[Beisswenger Michael]
Michel Marcoccia, Hassan Atifi & Nadia Gauducheau, *Analysing kinesic behaviours of online discussants: a methodological contribution to CMC studies*

The analysis of Computer-Mediated Communication often separates the very messages from the physical context of their production and reception. Thus, the description does not take into account their situated dimension (Relieu, 2005). Following the example of the CA studies on phone conversations (e.g. Schegloff, 1979), it could be interesting to record and observe the situated behaviour of discussants in CMC when producing and reading messages, for example their postures, gestures, and mimics.

Through the analysis of non verbal behaviours of discussants involved in a chat session, this exploratory paper intends to show the methodological interest of such an approach. Several questions will be raised:
- Which changes of body position or direction of gaze can be observed? What types of gestures are the more significant: manipulative (or task-oriented), expressive, symbolic, interactional or referential gestures? Which facial expressions are mainly produced, for example smiles. How are these kinesic behaviours articulated with the writing and the reading of messages? This kind of description permits to analyse computer-mediated communication as a situated action: a communicative event and not only a discourse.
- Can the kinesic behaviour of online discussants be considered as indicating the conversational and interactional nature of these exchanges? In other terms, are these kinesic behaviours similar or not to those which are usually identified in face-to-face communication, phone conversation or written exchanges (during writing or reading texts)? For example, are there back-channel phenomena when a discussant reads a post? Are there gestures indicating turn-taking phenomena? With this approach, one can deal with the question of the relation between CMC and FTF, without restricting it to stylistic aspect.
- Can the question of emotional expressivity of CMC be enriched with the description of kinesic behaviours? Which expressive mimics can be observed: anger, disgust, fear, joy, sadness, surprise. How are these mimics linked to such textual devices as smileys or expressive punctuation? The description of expressive mimics allows to analyze not only the displayed emotions (through textual devices), but also experienced emotions.
This paper is based on semi-natural data: four chat discussions were videotaped, with three sources: the computer-screen, the face and body of the subject.

[Beisswenger Michael]
Yukiko Nishimura, *BBS Website as Virtual Community in Japanese: (Im)politeness Perspectives*

This paper explores how Herrings (2004) characterizing criteria of online community can be applied to bulletin board system (BBS) websites as virtual communities in two differing contexts. It compares users behavior on a Japanese anonymous BBS website called *Ni-channeru*, or Channel 2 with interactions on another website, Yahoo! Japan BBS, where users Yahoo IDs appear. This study is a modest contribution to the dearth of research on Japanese computer-mediated discourse analysis (CMDA). It can also be seen as a case study incorporating face-to-face sociolinguistic approaches to CMDA, in that it discusses politeness/impoliteness (Brown and Levinson 1987) phenomena. This study employs participant observation , user interview and outside resources on Channel 2.
The present study qualitatively examines messages discussing the same topic--a popular Hollywood film and its sequel--from both websites. It analyzes linguistic features like lexical choices and sentence ending forms (plain/polite forms and sentence final particles). Taking contexts into consideration, it also investigates discourse level interactions from politeness/impoliteness perspectives.
Preliminary analysis reveals that Channel 2 displays more features of shared history and culture (e.g. unique language use) and awareness as a group (reference to the ir place among the whole website), while Yahoo! Japan BBS has more features of solidarity (greetings, relevant sentence final particles and meta-linguistic/meta-pragmatic remarks of deference and consideration for others). The use of fixed user IDs on Yahoo! Japan BBS enhance s interpersonal relations among users, while anonymous user-representation on Channel 2 results in single users presumed multiple identities distinguished by message numbers , which lower accountability and raise a sense of security and consciousness of this sub-cultural, virtual community. This still developing study suggests further elaboration on the notion and condition of online community-hood with more empirical data from other threads on different subject matters.

[Beisswenger Michael]
Beat Siebenhaar, *Quantitative approaches on linguistic variation in IRC – implications on qualitative research*

German speaking Switzerland is one of the classical examples for a diglossic situation. Yet, the distribution of the two varieties is not a distribution of a high-prestige variety and a low-prestige variety; rather, it is a distribution of a written and a spoken variety. Therefore, one speaks about a medial diglossia that has some exceptions: In school, in certain of TV-programs as well as in discussions with non-dialect speakers, standard German is the required spoken variety. On the other hand, a non-standardized dialect writing has established itself for personal communication during the last 20 years. In Swiss German IRC-channels these two varieties stand side by side. A large corpus of Swiss German IRC has been recorded over the past five years, respecting channels of different age groups and of different regions. I will present an automated data reduction providing the basis for quantitative analyses of the distribution of varieties in these channels. As the use of the two varieties changes from chatter to chatter, from period to period and from channel to channel, the extracts that are selected for the analysis have a significant effect on the results. Selecting a dataset that is too small can bias the results to the one or the other variety, while a rather large dataset can blur all internal differences. In the issue at hand, I will focus on the aspects of what differently sized dataset extracts can show and how their results provide different backgrounds for qualitative analyses of code choice and of code-switching in IRC. Exemplary

qualitative exploration of the data shall show the power of this mixed quantitative-qualitative approach.

[Beisswenger Michael]
Wyke Stommel, *Community of Practice and Interaction Analysis: An Approach to Studying 'Virtual Community'*

This paper proposes studying virtual community through qualitative interaction analysis grounded in the theory of Community of Practice (Wenger 1998).
Herring (2004) proposed Computer Mediated Discourse Analysis (CMDA) as a useful method for empirically studying online interactive behaviour, also for macro-level concepts such as identity and community. For a comparison of two virtual communities she defined the concept of community in observable criteria. However, the establishment of objective criteria is necessarily arbitrary, and therefore Herring suggests taking into account the perceptions of the participants themselves.
It is exactly here that I would like to propose an alternative approach for studying online community and identity. Instead of focussing on researchers categories for community, I propose to rather focus on the participants own orientations as practiced in web-based environments. The initial assumption is that identity is an achievement or a tool, which is observable in ascriptions of membership to a category (e.g. Edwards 1997). Additionally the concept of Community of Practice offers a theoretical linking of identity and community, since negotiating the meaning of membership experiences in social communities is viewed as the practice of building an identity. Identity thereby serves as the pivot between the social and the individual. Learning is the engagement in practice through which new members move from the communitys periphery to the core. The adoption of the concept Community of Practice implies that communities can be examined through the concept of identity and vice versa. Consequently, if identities are viewed as orientations in interaction, communities must also be approached as discursive accomplishments in these interactions. Rather than an enumeration of various countable phenomena in CMC, group coherence including social roles and social norms is then conceptualised as the process and product of the negotiation of meaning in turn-taking postings in an online setting.
A case in point is participants orientation towards the categories normal and sick in novice postings taken from a German online forum on eating disorders. These identity categories will be demonstrated to construct local i.e. community identities, such as novice and expert. These identities are evoked amongst others through core members evaluation of certain questions asked by novice members as valid and others as irrelevant. Both the construction of identities and the norms for participation constitute the virtual community as such.

PANEL

Jan Berenst, *Children's Discourse and Development*

We will discuss the question how developmental (or learning) aspects are related to discourse practices in childrens peer conversations and in interactions with adults. This theme was already brought up in sociocultural learning theories, but it has been discussed there in rather general terms. Thats even the case in a modern version of those theories, the activity theory (cf. Wells 2003). However, there is much reason to rethink that kind of theories in relationship to the increasing insight in the structure of conversational interaction (cf. Pekarek Doehler 2002). That point is already discussed in studies on second language acquisition, particularly regarding the language learning of adults (cf. Brouwer 2003).
In most studies on conversational development of children, there is little attention for the spin off of such discourse-developmental aspects for the cognitive and social development of children until now. The main exceptions are studies on conversational cues for literacy development and on the development of autistic children. However, Wootton"s (1997) case study showed that the "mechanisms" of cognitive development can be analyzed in terms of conversational practices and interactional structure.
In this panel we will present papers with regard to the question what kinds of conversational practices (in home en in school settings) contribute to children"s development in other social-cognitive domains, like *literacy development*, *language development , pragmatic development, social* and *moral development* and *cognitive development*. We expect reports of qualitative discourse studies from people working in different fields on childrens development.

Contributions

[Berenst Jan]
Jan Berenst, *Morality discussions in young children's peer interaction: situations to learn?*

It is often assumed in schools that the learning of children in kindergarten has to be structured by the teacher, or has to be organised in learning sessions on topics that are relevant for the school. In a comparative quantitative study, Leseman *et al* (2001) concluded, however, that the quality of the talk that was used in free play, was better than the talk in the sessions where children were supposed to work on school relevant topics like letter drawing. That means that free play is an important setting for language and discourse development. Qalitative studies on childrens language use in play are confirming that idea (Harness-Goodwin 1990). Especially the possibilities for children in pretend play situations to try out all kind of language use, related to the roles and created participation frameworks, make them profitable (Saywer 2004) in that respect. But not just pretend play situations seem to be useful for children to orient them on different forms of language. Children are also just playing and talking together about their activities (with cars, wooden blocks, other construction materials),without role playing. That kind of settings is a rich soil for all kind of talk (in arguments and discussions) about their mutual behavior. The topic in those cases is always related to concrete behavior of one of the participants. So the arguments and discussions are carried out to correct participant behavior on the spot. Sometimes, the child is just pressed by threats to change or correct him/herself; but we find a lot of cases where children discuss the plausibility of the blamed or desired behavior. Especially in this context, we observed many forms of metatalk in formulations and in comments on previous utterances (Berenst 2006). In an earlier paper (Berenst & Mazeland 2000) we discussed the possibilities to analyze the moral development of young children in conversational interaction in this setting. We observed a strong orientation on a *principle of reciprocity* in those settings.

In this paper I will point out how young children may create learning situations on these moral issues in their arguments and discussions, and how the learning is sequentially organised then. In my analysis Im using five hours of video-taped play sessions of small groups of children in kindergarten.

[Berenst Jan]
Amelia Church, *Threats in children''s disputes: Learning conditionality?*

The research presented here derives from a corpus of spontaneous disputes between four-year-old children. Conversation analysis is used as a method to identify the locally-situated action of 'learning' in the peer interaction. This particular talk-in-interaction increasingly provides for children's developing pragmatic ability, and making sense of social domains.

The children's treatment of the conditionality of threats is located in the sequential organisation of the disputes, as microanalysis of the data illustrates children's orientation to immediately prior turns. The function of threats in the outcome of adversative sequences is also considered, as these conditional promises (e.g. 'If you don't [X], I won't be your friend anymore') are produced exclusively in the closings of disputes. The implicit conditionality of threats is on display in the interaction, and, as such, provides publicly and locally available evidence of the development of children's understanding (Wooton, 2006)

[Berenst Jan]
Marjolein Deunk, *Emergent literacy in everyday preschool interactions*

Emergent literacy is an important element of early childhood education (ECE). Preschools stimulate early literacy by emphasizing book reading: teachers (interactively) read picture books to children, children have free access to books in the classroom and children take books home to read with their parents. In general, writing is less emphasized in the preschool curriculum than reading.

In this paper I focus on *mundane* classroom interactions about components of literacy. These interactions are not really part of the curriculum, but arise during daily activities. Examples of these short *en passant* interactions are: a teacher reading the nametag on a childs bag, a child attempting to write her name on a drawing and children talking together about the writing on a folder.

The mundane character of these interactions makes them especially effective for different reasons. First, the everyday interactions show children how literacy is used in daily life. Second, the nature and use of both reading and writing can be topic of these interactions. Third, children can initiate interactions about literacy when it is relevant for them. Because they arise at relevant times for children, these interactions seem to be suitable contexts for constructing knowledge about literacy (Mercer, 1995).

In the paper I will explore everyday preschool interactions about literacy between peers and between children and their teacher. I will focus on the form and nature of the interactions, the roles children and teachers take and the types of contexts from which the interactions arise. I will analyze how the interaction partners construct knowledge about aspects of literacy during their interactions.

The data used are drawn from a broader study investigating pragmatic development of toddlers in preschool (PRACTING-project, Preschool Activities and Interactions Groningen project). In the longitudinal PRACTING-project 25 children are followed from 2;6 to 4;0 years in their preschool. Every three months, the childrens natural conversations during the day are recorded on audio and video. The conversations are analyzed qualitatively, using conversation analytic concepts.

[Berenst Jan]
Aletta Kwant, *Supporting social and emotional development of young children through interactions about picture books*

Although picture books play an important role in the early years of Dutch elementary schools, there is no deliberate use of these books in the domain of social and emotional development. Picture books have rich contents nevertheless for these developmental domains. In picture books a lot of issues are discussed. There are stories about friendship, quarrels, fear, jealousy, sorrow and so on. Children can learn different things from these stories. Stories can lead to new experiences which broaden the world of the child. Stories can call up curiosity. Stories can show children that they are not the only ones with a specific problem and may suggest children about possible solutions in case of a problem. But all these benefits are mediated in the interaction between the storybook reader, the book and the children. So the interactional storybook reading of a picture book can support the development of a child in a positive way. Children might experience conflicts and problems of others by standing in the shoes of these others without feeling the pressure of having to react immediately in the situation. Children might also be challenged to reflect on situations and events in the book.

In this paper I will focus on a specific interactional practice during read aloud sessions in which the teacher orients the children on the prospective behaviour of (one of) the main character(s) of the book. I will demonstrate how components of the picture book and the story are interactionally managed in these orientations to improve the capacity in the children for empathic involvement in other peoples emotional experiences. That capacity is considered to be part of the emotional competence children have to acquire.

The data used are drawn from a broader study investigating the development of young children through picture books: PICO (PIcture books and COncept development) that is carried out in three Dutch universities. Data are videotaped book-reading sessions in Dutch elementary school classes with children between 4 and 6 years old.. The picture books used during these sessions were new to the children. The videos and transcripts of the sessions are analysed in a qualitative way, using conversational analytic concepts.

PANEL

Ruth Berman & Christiane von Stutterheim, *The Pragmatics of Text Construction: Comparing L1 and Advanced L2 Learner Language*

The panel considers three selected topics in the domain of text analysis relating to the findings of an ongoing large-scale research project aimed at comparing language-specific features of texts produced by native and non-native speakers of different languages. To this end, parallel narrative and expository texts were elicited from native speakers of English and German (in Heidelberg) and of English and Hebrew (in Tel Aviv) and from university students characterized as "advanced language learners": German speakers in English, and Arabic and Russian speakers in German (Heidelberg) plus Hebrew speakers in English, and Arabic and Russian speakers in Hebrew (Tel Aviv). This rich and unique data-base will be analyzed from the perspective of the psycholinguistics and pragmatics of text construction, based on specially devised methods from the domain of comparative corpus linguistics. Three critical domains of discourse abilities will be examined and presented by researchers from each of the two sites:
- Reference tracking
- Temporality
- Clause-linkage

Preliminary analyses throw interesting light on L1-L2 comparisons, even and especially in relation to highly proficient, advanced L2 learner populations. They suggest that more than surface differences distinguish between the texts produced by participants in each of these groups. These reflect considerable language-specific effects of "thinking for speaking" and "thinking for writing" in the way people conceptualize the information that they encode in producing extended discourse.

Contributions

[Berman Ruth]
Bracha Nir-Sagiv & Lyle Lustigman, *Reference Tracking in Narrative and Expository Texts*

A key approach to the study of referring expressions in extended discourse relates the use of anaphora as a referentially

dependent indexical expression (Powel, 2001) to the notion of **topic continuity** (Clancy, 1980; Givn, 1983; Li & Thompson, 1979) and **reference tracking** how speaker-writers maintain or shift reference to previously introduced antecedents (Foley & Van Valin, 1984). Reference tracking relates to the **strategies** by which speaker-writers of a given language monitorthe participantsinanongoingdiscourse (Nagaya, 2006). The present analysis focuses on the different strategies and devices used by speaker-writers for labeling entities in the course of producing written discourse. For present purposes, **Discourse Entities** [DEs] -- encoded by nouns as part of a referential NP -- are defined as the entities that a piece of discourse is about. Previous research has focused on entities encoded by concrete, count, and individual nouns, mainly in the context of narrative texts. Our claim is that DEs can also be represented by collective, mass, generic, categorical and abstract nouns (see Ravid, in press), particularly in the case of non-narrative discourse. In other words, the type of entity referred to (objects, actions, concepts, and even propositions) is largely genre-dependent and constrained by the communicative functions of a given genre, for example, whether it is agent- or topic-oriented (Berman & Nir-Sagiv, 2007).

Against this background, we analyze reference tracking in narrative and expository texts written by adult speakers of English. Our database consists of (1) (re)narrations of a 7-minutes version of a film that tells the story of a clay figure in search of water, a quest that leads him through four different worlds: of sand, paper, rocks, and machines and (2) an expository discussion of an abstract topic (Coping with difficult situations or The environmental impact of pollution) elicited from the same participants. In each text type, we trace specific entities by following the specified discourse topic: the protagonist and the entities he interacts with in the four worlds of the narrative and the abstract concepts specified, elaborated, and illustrated in the course of the expository text.

Our analysis considers two facets of reference tracking: (1) how entities are introduced into discourse (e.g., in the role of agents in narrative texts) and (2) how they are referred to as the discourse proceeds. Our categories of analysis cover a range of possible strategies for successful tracking of discourse entities including co-reference and different types of bridging reference -- e.g., Part-Whole/Whole-Part, Associative, and Situational and Propositional reference (Lbner 1985, Clark, 1975; Kleiber, 1997). Importantly, we do not rely on specific linguistic forms (e.g., definite noun phrases) as criteria for reference tracking, under the assumption that these devices do not *refer* but are *used* to refer (Searle, 1969; Strawson, 1950).

Finally, as part of a large-scale crosslinguistic project on the impact of L1 on learners language, our study examines texts produced not only by native speakers but also by advanced learners of English. To this end, we compare how speakers of English select, encode, and refer to DEs in two distinct genres, on the one hand, and how L1/L2 typology interacts with this aspect of information organization, on the other (Carroll & Lambert, 2003).

[Berman Ruth]
Barbara Schmiedtova, Lena Fainleib, Natalya Sahonenko & Guzel Timerbaeva, *Tense Switching in Aspect/Non-Aspect Languages: Implications for Information Structure*

In renarrating a set of events, as in other modes of discourse, language users need to select information from a given knowledge base and decide what to say first and what next (selection, segmentation, linearization). The information about these events must also be consistently anchored in space and time (specification of a spatio-temporal frame) and the selected components structured with respect to informational status (topic, focus assignment), mapped into form (main, subordinate clause), and linked in sequence by appropriate semantic relations (temporal, causal, etc.). These processes of information organization are viewed as proceeding in both global (macro-planning) and local terms (micro-planning) in tasks that go beyond the production of isolated utterances.

Cross-linguistic comparisons of Germanic, Romance, and Semitic languages show that languages with specific grammatical structures follow similar principles in information organization in narrative and descriptive tasks (Carroll & Lambert, 2003; v. Stutterheim & Nse, 2003; Carroll & Lambert, 2003). This also applies to the use of tense and aspect forms in narratives (film retellings) as well as descriptions of isolated events.

The focus of the present study is on tense/aspect switching, mainly between aspectually marked and unmarked forms. Our results indicate that speakers of aspect-dominant languages, such as Russian, switch temporal perspective relatively often. These changes take place at the main clause level and regularly co-occur with aspectual changes. In German and Hebrew, by contrast, switches in temporal perspective cannot be realized through differences in aspectual marking. In German the use of different tense forms is rare and they appear mainly in side structures (e.g. relative clauses, personal comments). We argue that these patterns of information construal are language-specific and driven by grammaticalized features rooted in the linguistic system. Our paper compares results from written data of Hebrew, German, and Russian native speakers and of (very advanced) Russian learners of Hebrew and German, as a basis for discussing the implications of our findings with respect to general principles of information structure in these languages.

[Berman Ruth]
Christiane von Stutterheim & Ruth Berman, *Information Construal in Expository Texts: Comparing Native and Non-Native Language Use*

Studies on text production have shown that speakers of different languages construe content for speaking/writing

according to language specific principles. Patterns of information selection and linkage as well as preferences in the choice of temporal or spatial view points can be related to specific grammatical structures in the languages used. Findings from comparisons of language production across a large group of typologically related languages (such as Dutch, English, German / Spanish, Italian, French / Russian, Czech, Polish) as well as unrelated languages (Semitic, Germanic, Romance, Slavic, Japanese, Chinese) indicate that speakers follow language-specific principles in conceptualizing content for speaking, acquired and elaborated in the course of language acquisition.

The question of interest to us here is to see whether L2 learners adopt these same principles when they acquire the new linguistic means of expression of the target language or whether they continue to follow L1-rooted principles in information construal. Very advanced L2-learners, whose language production is relatively unconstrained by lack of linguistic means, provide a good source of insight into more general properties of information organization as compared with that of L1 speaker-writers.

To date, the focus of most cross-linguistic research in both L1 and L2 acquisition has been on spoken narrative discourse. Narratives exhibit a relatively clear-cut pattern of organization in terms of the temporal structure of the events presented. Expository texts, in contrast, do not so obviously conform to one basic principle of global organization. Moreover, they pose a challenge in global, macro-structural planning, since they require speaker-writers to make a range of decisions about the selection and organization of both ideational content and the categories of text type information they provide (argumentative, informative, descriptive, evaluative, etc.).

The talk will present results of analyses of written expository texts elicited from native speaker-writers of different languages (English, German, Hebrew, Arabic, and Russian) and from very advanced learners of English and German, who are native speakers of Hebrew, Arabic, or Russian. The L2 texts in German and English are analyzed to show how far speaker-writers of different L1 backgrounds pursue different strategies in organizing their texts by patterns of information packaging evidenced in such domains as clause-linkage, atemporal and irrealis predications, and nominal reference. We demonstrate that although the L2 speaker-writers have little difficulty with the forms and structures of the target language, their texts differ from the corresponding L1 texts in degree of complexity and in specific aspects of information processing and organization. Explanations for these differences are proposed in terms of processing constraints related to the use of a non-native language in monologic text construction and/or as deriving from problems in re-organization of principles of information structuring anchored in the L1.

PANEL

María Bernal, Diana Bravo & Marta Albelda, *Corpus de habla y test de hábitos sociales: su utilidad para los estudios de (des) cortesía en español*

En este panel se presentarán ponencias que expondrán acerca de metodologías de recolección de datos aptas para los estudios de comportamientos de (des)cortesía en español: corpus extensos de habla, corpus digitalizados y test de hábitos sociales. En las ponencias se enfocará en la utilidad de estos corpus de acuerdo con estudios ya realizados o con prospectiva a futuros estudios. Se profundizará en las ventajas y desventajas que presentan estos instrumentos para dar cuenta del fenómeno de la (des) cortesía en español.

Contributions

[Bernal María]
Marta Albelda, *Ventajas de un corpus conversacional coloquial para el estudio de la (des)cortesía*

Presento las ventajas que para el estudio de la cortesía verbal supone el trabajo con un corpus conversacional de registro informal. En concreto, me centro en el corpus Val.Es.Co. (Valencia Español Coloquial, Briz y otros 2002). Es un corpus oral del español peninsular, de registro coloquial y de conversaciones libres. Contiene 341 horas de grabación, de las que están transcritas y publicadas 19 conversaciones, que suman un total de 370 minutos.

Para el desarrollo de los resultados de esta investigación, destaco las características del corpus Val.Es.Co. que facilitan un análisis de los fenómenos de (des)cortesía y que garantizan la validez de sus resultados. En síntesis, son los determinados rasgos situacionales y las características sociolingüísticas de los hablantes las que posibilitan que se pueda estudiar la (des)cortesía. Además, aunque sería posible extraer estos rasgos de la lectura o de la escucha de las conversaciones del corpus, es una gran ventaja que el propio corpus informe explícitamente al investigador de todos estos datos.

Por otro lado, en la comunicación recopilo y ofrezco los estudios de diversos análisis sobre la (des)cortesía aplicados a este corpus, y destaco sus aportaciones. Por último, presento un contraste entre la información que puede aportar al estudio de la (des)cortesía del español un análisis de corpus basado en un registro formal y en el que la toma de turno

está predeterminada y un análisis de corpus de registro informal, con un mayor dinamismo y sin predeterminación en la intervención de los hablantes.

[Bernal María]
María Bernal, *Ciber-entrevistas: el análisis de la (des)cortesía en las entrevistas digitales*

La comunicación mediada por ordenador (*computer-mediated communication*, CMC) ha sido objeto en años recientes de trabajos que se centran en diferentes aspectos relacionados con la (des)cortesía. Así, y ciñéndonos a los que tienen alguna variedad del **español** como objeto de estudio, se pueden mencionar algunos: respecto al español peninsular, Bou-Franch (2005) analiza la interacción electrónica mediante *e-mail* con especial atención a las secuencias de apertura y clausura, y Alcoba Rueda (2004) se adentra en las manifestaciones de cortesía de diferentes tipos de sitios electrónicos. La variedad argentina es objeto de análisis en Noblia (2004), que estudia la ironía en el *chat* como estrategia conversacional orientada a preservar la imagen de los participantes, y en Palazzo (2005) que observa las prácticas discursivas corteses, descorteses y anticorteses de los jóvenes en conversaciones virtuales o *chats*. Otro tipo de CMC escasamente estudiado lo constituyen las **entrevistas digitales** publicadas en los sitios electrónicos de diferentes periódicos. En ellas los lectores solicitan información, elogian o critican a personas conocidas en alguna faceta de la vida pública: periodistas, deportistas, personalidades de la esfera política, etc. Posteriormente, el/la entrevistado/a, en una visita a la sede del periódico, contesta *on line* a las preguntas en una interacción diferida (Calsamiglia y Tusón 1999: 75), en ocasiones cercana a lo oral. No tenemos constancia del uso específico de estos materiales en la investigación sobre (des)cortesía, si bien hay trabajos en curso sobre (des)cortesía y medios de comunicación (Montoya; Hidalgo e Iglesias Recuero). Pensamos que este tipo de corpus conlleva varias ventajas: proporciona un material valioso, extenso y de fácil acceso para el análisis del manejo de fenómenos relacionados con la (des)cortesía, y facilitaría los estudios contrastivos al poder aislar diferentes variables, por ejemplo, la de género. Para este estudio se han analizado 100 entrevistas procedentes de dos periódicos españoles de amplia tirada: El Mundo (*Encuentros Digitales*, http://www.elmundo.es/) y El País (*Entrevistas*, http://www.elpais.es/) con el fin de observar las estrategias de respuesta por parte de los/as entrevistados/as a los **halagos** (1) y **críticas** (2); lo que se pretende evaluar es, en definitiva, más que la intención de (des)cortesía que se pudiera adjudicar a quien hace la pregunta, el **efecto de (des)cortesía** (Bravo 2005) que se desprende de dichas respuestas.

1)   *P: ¿Cómo haces para estar tan guapo?*
     R: **Supongo que será una broma. El que es guapo es el lagarto.**
     (Entrevistas. www.elpais.es , 31-08-2006. Juanma Iturriaga, jugador de baloncesto)
2)   *P:¿Por qué la gente del espectáculo no os mojais más con el terrorismo que hemos sufrido siempre en España y sí con la Guerra de Irak? ¿Por qué no una pegatina en los próximos Goya de "No a ETA"?*
     R: **Qué pesada, bonita.**
     (Encuentros Digitales. www.elmundo.es , 08-03-2005. Victoria Abril, actriz)

[Bernal María]
Alina Bestard Revilla, *Corpus de habla y test de hábitos sociales: su utilidad para los estudios de (des) cortesía en español*

Este trabajo forma parte de un proyecto universitario realizado en la ciudad de Santiago de Cuba sobre las formas de tratamiento, hábitos de cortesía, concepciones del hablante acerca de la cortesía, sus estrategias y cambios ocurridos en ella después de las transformaciones socioeconómicas vivenciadas por el país, a partir del derrumbe del antiguo campo socialista. Los resultados obtenidos de la aplicación de los tests de cortesía han permitido estudiar los fenómenos de cortesía en este espacio geográfico concreto, las modificaciones en los hábitos de cortesía de acuerdo con las variables edad, sexo, nivel de escolaridad y de profesión, así como también el nivel de apreciación que poseen los individuos de los hábitos corteses. Se aplicó una encuesta a 45 hablantes, residentes de una zona urbana del centro del casco histórico de la ciudad. La encuesta indaga sobre las concepciones que los santiagueros de esta comunidad poseen sobe la cortesía, cómo esta funciona en las relaciones interpersonales entre desconocidos en situaciones de habla específicas, qué se entiende por ser cortés y descortés en este entorno sociocultural particular, cómo se refleja la imagen del cubano en los actos corteses y si se han producido cambios en este sentido en las actuales condiciones que vive el país en el llamado "período especial". El objetivo de la encuesta es analizar las repuestas ofrecidas por los sujetos con la finalidad de interpretar los actuales significados socioculturales que los santiagueros poseen como parte de la imagen social expresada mediante la cortesía. Posteriormente, el estudio pasa a la fase de comprobación mediante la observación participante de la investigadora de situaciones de habla concretas donde se puede verificar el resultado final y concluir con la exposición de las estrategias de cortesía específicas de este contexto sociocultural. Los resultados que se ofrecen en esta comunicación son parte de un proyecto más vasto sobre el estudio de las manifestaciones de cortesía lingüística en diferentes comunidades urbanas de Santiago de Cuba. De manera inicial, este trabajo presenta, las percepciones que los hablantes santiagueros tienen acerca de la cortesía y su función comunicativa dentro de la sociedad cubana actual. Estas ideas han sido comprobadas en situaciones de habla cotidianas cotidiana entre desconocidos al pedir información

o un favor, al solicitar un servicio, entre otras. En la realización de esta investigación fue interesante observar cómo, por lo general, el hablante no hace lo que dice hacer en situaciones hipotéticas recreadas al efecto. En resumen: el trabajo expone los procedimientos empleados para realizar un test de hábitos sociales en una comunidad urbana de la ciudad de Santiago de Cuba. Dicho test se centra en el comportamiento de las relaciones interpersonales entre desconocidos y su objetivo es observar cómo se negocia la imagen social de los individuos y los papeles asumidos por estos en la interacción verbal.

[Bernal María]
Josefa Contreras Fernández, *Aportaciones de los tests de hábitos sociales a los análisis constrastivos de cortesía lingüística*

El test de hábitos sociales resulta un método muy valioso para la recolección de datos en la investigación pragmática (Kasper, 2000). Es conveniente su aplicación no sólo en investigaciones intraculturales, sino también en las interculturales, sobre todo cuando se trata de indagar sobre los mecanismos pragmalingüísticos que los hablantes emplean en determinados contextos situacionales y culturales.
Este trabajo destaca cómo los tests de hábitos sociales permiten y facilitan el análisis contrastivo de la cortesía. En concreto, se mostrará una aplicación a la cultura alemana y a la española en cuanto las percepciones de las interrupciones en las conversaciones. Se expondrá el modo de elaborar los tests en función de los objetivos perseguidos, las utilidades que supone para este análisis particular sobre la cortesía y los tipos de información lingüística y social que tal herramienta aporta. Para ello, se compararán los tests de hábitos sociales con otros métodos de recolección de datos y sus utilidades según los objetivos alcanzar. Se mostrará cómo y con qué finalidad elaboramos nuestro test de hábitos sociales
Pensamos que en los estudios interaccionales sociolingüísticos es importante la combinación de más de un método de recolección de datos con el fin de llegar a resultados satisfactorios. Así los resultados de nuestro test de hábitos, que se aplicó a 160 informantes: 80 hablantes nativos alemanes y 80 hablantes nativos españoles, fueron contrastados con los datos obtenidos del análisis conversacional de un corpus oral del español y del alemán. La información de los encuestados referente a sus percepciones sobre las convenciones sociales y las interrupciones permitió no sólo ratificar los datos analizados en las conversaciones, sino, sobre todo, caracterizar la cortesía lingüística alemana.

[Bernal María]
Susana Furphy & Charo Lacalle, *Proyecto APUC . Análisis Panhispánico de los Usos de Cortesía en algunas ciudades*

Esta ponencia presentará la base de datos utilizada en el Proyecto APUC (Análisis Panhispánico de los Usos de la Cortesía en distintas ciudades), el cual cuenta con la aportación de informantes de más de veinte ciudades en el mundo hispánico. Se presentarán las características de dichos datos en función de su utilidad para registrar los usos de cortesía en español. El Proyecto *APUC* dio inicio en enero de 2006. Participan en él 40 profesionales de diversas áreas. Dentro de los investigadores se encuentran nativohablantes de distintos países: España, Argentina, Colombia, Venezuela, Chile, EU, México, Australia; así como hablantes bilingües de lenguas indígenas, por ejemplo, de náhuatl. He aquí una cita de uno de nuestros investigadores: "...esto explica por qué los hablantes náhuatl, no tenemos con toda claridad en qué momento se usa la palabra *usted* o *tú*". En la búsqueda de los usos de la cortesía en diversas ciudades del mundo hispánico, se analizará un corpus (base de datos) elaborado por medio de cuestionarios *ad hoc* para descubrir los usos de la cortesía. Con este análisis se pretende:
 <!--[if !supportLists]--> 1.   <!--[endif]--> Observar, analizar y explicar el fenómeno de la cortesía como un proceso de semiosis.
<!--[if !supportLists]--> 2.   <!--[endif]--> Explorar las distintas realizaciones de la cortesía en numerosos y variados actos de habla como hechos sociales en algunas manifestaciones orales de la lengua española.
<!--[if !supportLists]--> 3.   <!--[endif]--> Establecer correspondencias –semejanzas, diferencias, alternancia– entre los diversos hechos de lengua de algunos de los dialectos del español actual (sincronía).
<!--[if !supportLists]--> 4.   <!--[endif]--> Contrastar las manifestaciones de cortesía con los paradigmas considerados como tales desde las normas académicas (diacronía).
<!--[if !supportLists]--> 5.   <!--[endif]--> Relacionar los usos de la cortesía con la idiosincrasia de cada país representativo.
<!--[if !supportLists]--> 6.   <!--[endif]--> Determinar el estado del arte en la relación expresión-cortesía.

En el *Proyecto APUC* se ha desarrollado un cuestionario<!--[if !supportFootnotes]-->[1]<!--[endif]--> en la búsqueda de formas de cortesía con resultados de casi 600 informantes. Llevamos a cabo el control de los datos mediante la aplicación de un programa (*software*) elaborado ex profeso para *APUC* el cual, tras el llenado de los formatos en hojas de *excel* se realiza el conteo de las ocasiones en que el informante maneja alta, mediana o baja cortesía; todo esto de

acuerdo con parámetros previamente establecidos de manera colegiada. Como los informantes tienen libertad de agregar comentarios a las respuestas, éstas se controlan por medio del número de palabras empleadas. Se maneja la consigna: a mayor número de palabras, mayor cortesía; siempre y cuando el número de las mismas corresponda al ejercicio de la cortesía. Por otro lado, se efectúa la medición de elementos considerados marcados, como la pegunta en lugar de la orden; en donde la interrogación ofrece una marca de cortesía. Tras los datos arrojados en el primer cuestionario, en estos momentos nos encontramos en la elaboración del formato del segundo con la intervención de todos los colaboradores. Este segundo cuestionario tiene como tema "la familia", es decir, se observarán las relaciones interpersonales de los miembros de la familia entre sí, la relación que tienen con la escuela y con el trabajo. La diversidad, el entusiasmo y la coexistencia de las distintas nacionalidades de los participantes de APUC unidos por un idioma común, cuyas variedades dialectales lo enriquecen día a día, nos faculta a efectuar una intensa comunicación a través de medios electrónicos de ejercicio constante, audaz y riguroso. Nuestro único interés es el de aportar datos y algunas posibles explicaciones a un estado de la lengua española único e irrepetible sobre las formas de cortesía empleadas *hic et nunc* por hablantes de diferentes entornos culturales. Este estudio sentará las bases para trabajos posteriores en la exploración del fenómeno de la cortesía en español.

[Bernal María]
Nieves Hernández-Flores, *Aplicaciones del test de hábitos sociales en la caracterización de la imagen social de tres comunidades hispanohablantes: Chile, Argentina y España*

En estudios de cortesía desde la perspectiva sociocultural, uno de los desafíos es la descripción de las características de la *imagen social* (*face*) en una determinada comunidad cultural. El test de hábitos sociales ha mostrado ser un instrumento útil en este acercamiento al contexto cultural.
Esta ponencia se centrará en un tipo de test de hábitos sociales realizado con informantes de tres países hispanohablantes: Chile, Argentina y España. Estos tests se centran, por una parte, en el comportamiento verbal mencionado por los informantes ante determinadas situaciones propuestas donde se esperaría la presencia de cortesía y, por otra parte, en las evaluaciones sobre el comportamiento social en su comunidad cultural. La información recogida aporta datos significativos sobre preferencias pragmalingüísticas, comportamiento social preferido o rechazado, la influencia de las variantes de distancia y poder, etc. En suma, el test ayuda al analista a establecer hipótesis y a apoyar las interpretaciones hechas sobre los resultados de análisis de corpus reales. En este sentido, es un instrumento que contribuye a caracterizar los contextos socioculturales.
Además, se mostrará cómo este test ofrece semejanzas y diferencias en las características de la imagen social de tres comunidades que comparten el español como lengua

[Bernal María]
Annette Myre Jörgensen & Ana Acevedo, *Análisis de en plan con el Corpus Oral de Lenguaje Adolescente de Madrid, COLAm*

Con la creciente importancia que han adquirido los estudios de la lengua hablada (Briz 1998, 2001, 2005) está fuera de toda duda que la investigación basada en corpus orales aporta nuevos datos sobre el lenguaje: *empirical investigation of corpora can shed light on previously intractable research questions in linguistics* (Biber et al., 2006, ix). Es el caso en los estudios de cortesía, en los que los análisis basados en corpus orales pueden dar cuenta del fenómeno de la cortesía y de la descortesía.
Afirmación esta que se hace tanto más relevante al tratarse del lenguaje juvenil, donde nacen gran parte de las innovaciones en la lengua (Zimmermann 2001, 33). Dada la gran creatividad de la juventud, despreocupada de cualquier normativa (Rodríguez 2001, 34), es importante tener datos actualizados de su lengua y de su manejo de los recursos de la misma para ser, por ejemplo, corteses, puesto que se trata de una variedad fundamentalmente oral. Como señalan Biber et al (2006, 1), *From this perspective, we can investigate how speakers and writers exploit the resources of their language* (Biber et al. 2006, 1).
El estudio del uso de la partícula/ la estructura *en plan* en el español de los jóvenes de Madrid como marcador discursivo, con función de atenuante y protector de la imagen (Nord 2006 33, Bravo 2001, 301) es un ejemplo de la conveniencia de un corpus como el COLAm (Corpus Oral del Lenguaje Adolescente de Madrid), en el que se puede estudiar el uso de esta partícula en el contexto propio de los jóvenes. El análisis de la partícula *en plan* en este corpus también permite ver quien lo usa (chico/a, clase social, edad), y, la frecuencia con la que aparece en sus conversaciones. El corpus COLAm cuenta con 300.000 palabras de habla informal, coloquial de jóvenes de entre 13 y 19 años, recogidas en Madrid entre los años 2002 y 2004.
Partiendo de la hipótesis ¿se puede considerar 'en plan' como marcador discursivo? se ha podido confirmar su existencia, y llegar a conclusiones sobre sus funciones como marcador discursivo con función de atenuante y protector de la imagen (Zorraquino y Portolés 2001, 4078 y Pons 2000, 201) en el habla de los jóvenes madrileños, utilizando el corpus COLAm.

PANEL

Antonio Briz, *Corpus orales del español: aportaciones al análisis pragmático*

Los últimos quince años han visto el desarrollo, en todo el dominio hispánico, de la lingüística del corpus y, asimismo, de la lingüística con corpus. Este auge, que entronca con viejas preocupaciones de orden dialectal y sociolingüístico, está directamente relacionado con el desarrollo de los estudios pragmáticos en el ámbito hispánico. El panel que proponemos pretende dar a conocer los resultados que, en forma de corpus, se han producido en España y en Hispanoamérica, así como el tipo de investigaciones pragmáticas que se están realizando a partir de dichos corpus. El panel se divide en dos bloques. En el primero de ellos, se presenta el trabajo del grupo Val.Es.Co, pionero en el estudio pragmático del lenguaje hablado del español, mientras que en el segundo se presenta una muestra del trabajo desarrollado por otros grupos de investigación. En el primer bloque, tras una breve introducción, se expondrán tres trabajos particulares, relacionados con otras tantas líneas de investigación del grupo. El primero abordará el estudio de la ironía en la conversación coloquial; el segundo, aplicará una teoría de las unidades discursivas al estudio de la posición de los marcadores discursivos en el lenguaje hablado y el tercero tratará de cómo puede incluirse la información pragmática en un diccionario sobre marcadores discursivos. En el segundo bloque se estudiarán los valores pragmáticos del cambio de código en la interacción catalán/ castellano, se abordarán cuestiones pragmáticas relativas a los registros de habla y, por último, se tratará la realización de las categorías pragmáticas de atenuación e intensificación en dos muestras de habla de España y de Hispanoamérica. Creemos que, en conjunto, estas intervenciones dan una idea equilibrada de los resultados que, para el estudio de la pragmática, ha producido la lingüística con corpus en el ámbito hispánico.

Contributions

[Briz Antonio]
Alexandra Alvarez & Marta Albelda, *Atenuación e intensificación en corpus orales de Venezuela y España*

En esta comunicación se presentan los resultados del análisis de dos categorías pragmáticas, la intensificación y la atenuación, en dos corpus orales del español: *El habla de Mérida* (Domínguez y Mora 1998) y *Corpus de conversaciones coloquiales* (Briz y Val.Es.Co. 2002). El objetivo es mostrar las diversas aportaciones que el trabajo con corpus orales ofrece al estudio pragmático, a partir del análisis de estas categorías.

Entendemos por atenuación e intensificación dos polos de la escala comunicativa dirigida a la negociación del acuerdo conversacional. Los hablantes eligen el grado verbal que consideran pertinente en un determinado contexto de habla para lograr estratégicamente sus fines comunicativos. El análisis de los fenómenos de habla en un corpus conversacional proporciona abundantes datos para la descripción de las funciones comunicativas y para la explicación de los comportamientos verbales.

En concreto, este trabajo muestra las siguientes aportaciones de la lingüística con corpus al estudio de la pragmática:
- la posibilidad de reconocer los valores pragmáticos de atenuación e intensificación a partir de su uso contextualizado,
- el contraste en la presencia cuantitativa y cualitativa de intensificación y atenuación según las características situacionales y según las diversas modalidades discursivas del corpus: conversaciones informales y entrevistas semiformales,
- el contraste en la presencia cuantitativa y cualitativa de intensificación y atenuación según las características geográficas y culturales de los hablantes y de los marcos de interacción,
- las diferentes funciones comunicativas de estas dos categorías pragmáticas en diferentes culturas hispanas.

[Briz Antonio]
Francisco Moreno-Fernandez & Ana María Cestero, *PRESEEA Corpus: uses of "Vale" and "Venga" in Madrid*

The project for the sociolinguistic study of Spanish language in Madrid (Spain) is gathering an remarkable corpusof spoken language in that speech community. This project follows up the methodology established for the PRESEEA international project (Project for the Sociolinguistic Study of Spanish Language from Spain and America), included the accomplishment of sociolinguistic interviews. This spoken language corpuswill allow to elaborate many studies from a

variationist point of view, as well as to reach, no doubt, a wider and deeper knowledge about the use of Spanish language.

As an example of the socio-pragmatic studies carried out within the framework of the PRESEEA project in Madrid, a first approach to the uses and functions of two discursive particles is presented now. The interjective utterance venga and the discursive particle vale have been chosen for analysis. Both of them are multifunctional elements, even interchangeable in certain communicative contexts. They seem to have a considerable usefulness in Spanish communicative interaction, mainly in the colloquial language of young people.

[Briz Antonio]
Salvador Pons Borderia & Emilio.A.Briz, *Unidades, marcadores discursivos y posición*

El estudio de la interrelación entre marcadores discursivos y posición es uno de los huecos descriptivos más sorprendentes en el estudio de esta categoría pragmática. Autores como Bruce Fraser o Luis Cortés han abogado por la necesidad de proponer una teoría que permita avanzar en el estudio de la interrelación de los marcadores discursivos, según la unidad en que operan y la posición que ocupan en estas . Para poder dar una respuesta a esta cuestión, es necesario disponer, en primer lugar, de una definición clara de las unidades del discurso. A partir del modelo de la Escuela de Ginebra (Roulet et al. 1985; Roulet et al. 2001), el grupo Val.Es.Co. ha desarrollado una propuesta de análisis de la conversación que permite reconocer unidades y niveles de análisis (Grupo Val.Es.Co. 2003). En esta comunicación, se utilizará dicha propuesta de unidades para a) definir el concepto de posición; b) analizar la relación entre posición y marcadores del discurso, y c) establecer sus posibilidades combinatorias. En cuanto al primer punto, la posición de un marcador, uno de los criterios fundamentales para definir y determinar las funciones de los marcadores y, curiosamente, peor manejados, se aclara a partir del reconocimiento exacto de la unidad y del tipo de unidad en que opera. En los siguientes ejemplos, se puede afirmar que *mejor dicho* ocupa posiciones iniciales: *1. Difiero de este análisis, mejor dicho, de lo que se desprende del mismo. 2. Dame un euro, mejor dicho, dos. 3. ¿Qué quieres o, mejor dicho, qué es lo que no quieres?* Sin embargo, esta aparente homogeneidad esconde una diferencia de comportamiento en los segmentos que están bajo el ámbito de *mejor dicho*, puesto que (1) y (2) no poseen autonomía, esto es, dependen del verbo principal, mientras que (3) es un segmento autónomo que podría funcionar aislado en la intervención. Habrá que especificar, en todos los casos, con respecto a qué tipo de unidad discursiva *mejor dicho* se sitúa en posición inicial (subacto, en 1 y 2; acto, en 3). En el segundo punto, se observará cómo la función del marcador discursivo se vincula a su posición en cierto tipo de tipo de unidad. No es lo mismo referirse, por ejemplo, a la posición inicial de una intervención iniciativa que a esta misma posición en una intervención reactiva o reactivo-iniciativa. Por ejemplo, el marcador *por lo visto* solo puede ocupar posición inicial de una intervención reactiva o reactivo-iniciativa, nunca iniciativa, por lo que, si una intervención de un hablante comienza como en (4): *4. Por lo visto, te has olvidado de qué dia es hoy* la interpretación de dicho enunciado llevará a recuperar un enunciado previo de la memoria discursiva (Berrendonner 1983) o a interpretar una actitud disociativa (Wilson 2000) con respecto a un enunciado previo, por poner dos explicaciones alternativas de este proceso. Por último, la interrelación entre unidades y posición permitirá establecer límites a las posibilidades combinatorias de los marcadores discursivos, así como establecer distintos paradigmas funcionales. La práctica ausencia de trabajos sobre este punto (excepción hecha, por ejemplo, de Vicher y Sankoff 1989) en el, por otra parte, superpoblado campo de los marcadores discursivos se puede achacar a la ausencia de criterios posicionales claros. Nuestro análisis avanzará algunas claves en este sentido y concluirá que la estructura del discurso es un criterio, además de definidor, clasificador.

[Briz Antonio]
José Portolés Lázaro, *La información pragmática en un diccionario sobre marcadores discursivos*

En esta comunicación se discuten algunos de los problemas teóricos relacionados con la redacción del futuro Diccionario de partículas discursivas del español (DPDE) que se está redactando bajo la dirección de A. Briz. La redacción de un diccionario de este tipo plantea problemas específicos a la relación entre pragmática y lexicografía a partir de la consideración del significado de los marcadores del discurso. Además, la confección de esta obra solo será posible con la ayuda de corpus de muestras reales, tanto habladas como escritas. Un diccionario de marcadores discursivos —unidades lingüísticas como "sin embargo", "por tanto" o "en fin"— es un diccionario particular de restricción interna, esto es, la elección de las entradas se debe a un criterio puramente lingüístico: ser unidades invariables y poseer un significado de procesamiento. Las unidades con significado conceptual son aquellas que permiten crear representaciones mentales de un estado de cosas, mientras que los significados de procesamiento determinan la manera en que la cognición humana debe tratar la información que proporcionan las unidades conceptuales, es decir, su significado dirige el enriquecimiento pragmático. Nuestra hipótesis es que este significado de procesamiento se puede reflejar en la definición del marcador como una serie de instrucciones. Las instrucciones se formulan por medio de un verbo de acción: el marcador "presenta", "destaca", "introduce" o "indica". Los distintos verbos se escogen por la gramática del marcador, por ejemplo, las conjunciones y los adverbios conectores que se sitúan siempre en primera posición "introducen", mientras que los adverbios de foco "destacan". A esta primera instrucción gramatical se unen otras argumentativas, de estructura informativa del discurso o propias de la interacción verbal. El

método que se utiliza para distinguir estas instrucciones consiste en el contraste entre marcadores con un significado próximo. La definición que se proponga ha de permitir predecir los distintos sentidos que adquieren los enunciados concretos en los que aparecen los marcadores. Asimismo, estas definiciones han de ser lo suficientemente ajustadas como para que se distingan los significados y los comportamientos sintácticos de los diferentes marcadores. Un ejemplo para un diccionario monolingüe impreso sería: antes bien. locución adverbial Introduce el miembro del discurso en el que aparece (por lo general una oración) como un argumento que rectifica otro anterior ya negado o puesto en duda: No fue una representación memorable; antes bien, fue decepcionante. Esta tarea sólo se puede realizar con el apoyo de un corpus de datos, pues la capacidad de introspección de los hablantes no va más allá de construir enunciados oracionales. Es difícil que un hispanohablante, incluso un hispanohablante culto, construya, si se le pide, una secuencia discursiva con "antes bien", mientras que no tendría dificultad en juzgar si su uso es adecuado o no en un texto ya redactado por un estudiante de español como lengua extranjera.

[Briz Antonio]
Leonor Ruiz-Gurillo, *La gestión de la ironía en intercambios coloquiales*

El objetivo de esta comunicación es observar el funcionamiento de los intercambios irónicos en la conversación coloquial a partir del enfoque del Análisis Conversacional.

La ironía ha sido estudiada fundamentalmente en textos escritos, lo que ha conducido a un análisis del fenómeno pragmático basado en razones cognitivas (solo hacen ironía las personas cultas e inteligentes) y sociales (la ironía es básicamente negativa y el ironista construye su sarcasmo de forma tan sutil que incluso es difícil de captar por el destinatario). El manejo de un corpus de conversaciones coloquiales como las de Val.Es.Co. (Valencia. Español Coloquial; Briz y grupo Val.Es.Co, 2002) revela un funcionamiento diferente de la ironía en la conversación.

Empleando las herramientas propias del Análisis Conversacional, observamos que la ironía se da fundamentalmente en el entorno de la evaluación, entendida como parte estructural del relato que sigue al nudo de la historia (Labov y Waletzky, 1967), pero también como función que contribuye a mantener el interés a lo largo de la interacción (Silva Corvalán, 1987, Laforest, 1996). Como parte estructural, la ironía es un tipo de evaluación que suele respetar el Principio de Interrupción Mínima (*least disruption principle*), propuesto por Eisterhold, Attardo y Boxer (2005) para explicar el funcionamiento de la ironía en el habla espontánea; según este principio, se minimiza la violación del Principio de Cooperación al limitar el enunciado irónico con gran frecuencia a una única intervención.

Ahora bien, como función conversacional, la ironía es un tipo de evaluación, aunque no siempre negativa (Kotthoff, 2003), ante la que el interlocutor reacciona con una intervención que ocasiona intercambios irónicos más extensos que incumplen el Principio de Interrupción Mínima. En este contexto, la dimensión social de las unidades conversacionales establecido por Briz y grupo Val.Es.Co. (2003), en concreto el criterio de reconocimiento del turno, la *aceptación,* discrimina un tipo de ironía que sirve para afianzar los lazos de camaradería (Alvarado, 2005) y ante la que el interlocutor responde a lo dicho o a lo implicado a lo largo de uno o más intercambios. En este sentido, cabe resaltar el papel que desempeñan los indicadores en la recepción de la ironía (Kotthoff, 2003, Schontjes, 2003, Ruiz Gurillo, Marimón, Padilla y Timofeeva, 2004) y, en consecuencia, desmentir que la llamada *ironía continuada* solo se encuentra en textos de gran elaboración como los géneros periodísticos o literarios.

En suma, el análisis de la ironía a partir de un corpus oral de conversación coloquial revela diferencias entre registros formales y no formales-coloquiales. A nivel estructural, la ironía puede suponer una intervención mínima, aunque los rasgos coloquializadores (igualdad social, temática no especializada, etc.) favorecen la progresión de la ironía a lo largo de diversos intercambios.

PANEL

Wolfram Bublitz, Volker Eisenlauer & Christian Hoffmann, *E-Cohesion: Multimodality and Interactivity in CMC*

Computer-mediated communication (CMC) has unquestionably grown into one of the most appealing innovative and challenging fields of research across the humanities. From a linguistic point of view, CMC research not only raises new questions about new topics but also offers a fresh look at established views on old topics held, *inter alia*, in discourse analysis and pragmatics. Prominent among them is *cohesion*, a key concept in any kind of text or discourse related analysis, which, however, defies easy explanation even in traditional types of communication, because it appears to rely strongly on the particular mode used: speech or writing or, indeed, CMC.

Regular users of the Web and, in particular, CMC recipients are familiar with the problems of scanning the screen for signs and signals that help to relate textual and audio-visual nodes to each other (and thus, with the cognitively demanding process of coherence creation). While we are accustomed to the linguistic, non-linguistic and cognitive ways of establishing cohesion in non-electronic spoken or written communication, newcomers to the Web have to learn what (other) means and strategies are used in CMC to relate current items or nodes to preceding or prospective other items or

nodes. Thus, it seems safe to argue that cohesion in electronic, digital and computer-mediated communication, i.e. *electronic cohesion* (*e-cohesion*), is (at least partly) different from cohesion in non-electronic, analogue, non-computer-mediated spoken or written communication.

The key differences between e-cohesion and traditional concepts of cohesion are an immediate consequence of the constitutive features of CMC, viz. interactivity, multimodality, fragmentation, multilinearity and incompleteness. Central to e-cohesion are the two concepts of multimodality and interactivity, which delineate electronic (digital) text composition. Both involve fragmentary text clustering and multilinear ways of reading, which often induces some kind of incompleteness.

Interactivity is a scalar feature, which appears in various degrees in different types of CMC. While it is reduced to a minimum in asynchronous e-documents, it is much more pronounced in synchronous CMC (e.g. in chatroom communication), where the user can obviously choose from a much wider range of options to participate in the production, alignment and negotiation of content. Between these two extremes, there are intermediary types of interactivity, among them purely physical acts (in which the user connects self-contained text units by, e.g., simply clicking hyperlinks) and purely cognitive acts (in which the user relates textual and audio-visual text units to each other across the screen). Such connections may be indicated by e-cohesive means across different modes, which points to the second key feature of e-cohesion, its multimodality.

Multimodality in CMC is likewise a scalar feature, reaching from mono-modality (e.g. in text-only CMC) to multi-modality, which may comprise textual, visual and audio modes. In our panel we aim to explore the cohesive effects caused by the interplay of various modes of presentation. For example, the reiteration of pictorial elements can support semantic connectivity proposed by the verbal structures in the text.

Both interactivity and multimodality are based on the fragmentary assemblage of different text clusters. In hypertexts, for example, textual units are interactively aligned across different nodes (internodal), while multimodality is mirrored in the fragmentary combination of text units within one and the same node (intranodal). Fragmentation in chats is of a somewhat different kind. Here, comments are broken down into smaller bits of incomplete information, which have to be linked up by users with the help of e-cohesive means (such as types of address, backchannels, turn-taking signals, cross-turn references). These CMC invoked features simultaneously enhance and restrict both the production and reception of CMC. They also account for its hybrid status as a new type of text which exhibits various degrees of orality and literacy, thus bridging the gap between print and face-to-face communication (cf. Herring 1996, 1999; Storrer 2000). To capture the hybrid character and the diverse ways of presenting information (text, picture, video, sound etc), interdisciplinary approaches are called for to ensure a wide semiotic focus.

To conclude, with e-*cohesion* we refer to the specific item-connecting means that reflect the interactive, multimodal and fragmentation related properties of electronic media. While this panel will focus on cohesion, coherence in CMC (which, after all, is dependent on or, indeed, decisive for cohesion) shall not totally be neglected

Panel presenters are encouraged to discuss the various means of e-cohesion and the complex ways in which it depends on and reflects interactivity, multimodality, fragmentation and related phenomena. Explorations of different types of CMC, i.e. of e-cohesion in hypertexts, SMS and MMS, weblogs and vlogs, chats and forum communication, etc., are also conceivable.

Contributions

[Bublitz Wolfram]
Sabine Bartsch, *Multimodal interaction in domain specific communication*

A central feature of our knowledge and information culture is communiction of meaning by means of a variety of modalities such as e.g. pictures, diagrams, programming code, and visual and virtual models as well as natural language. These modalities jointly encode and construe meaning by interacting and making direct or indirect reference to one another in complex and intricate ways in a process known as multimodal semiosis (cf. O"Halloran 1999). From the recognition of the predominantly multimodal nature of a large proportion of communication arise a number of questions concerning (a) the content and internal organisation of the individual modalities involved, and (b) the mechanisms of interaction between different modalities within a multimodal text which contribute to its multiple dimensions of meaning (cf. Unsworth 2001).

Despite numerous research undertakings in the related fields of natural language and multimodal generation (McKeown 1985; Bateman et al. 1990), multimodal and multimedia documents (Andr 2003; Bateman et al. 2002) etc., too little is known about the organisation and meaning making mechanisms underlying multimodal text "in the wild", i.e. as produced by real life producers. While linguistics provides well-established frameworks and theories to account for natural language and textual semiosis, similarly sophisticated frameworks are lacking for the description of other modalities and especially for the task of modelling interaction between different modalities. Whereas structures of interaction in natural language texts are comparatively well-described (Halliday, Hasan 1976; Bublitz et al. 1999), descriptions of the interaction between modalities in multimodal texts are rare and often limited in scope (e.g. Andr 2000; Bateman et al. 2002). A central desiderate is research towards models of multimodal interaction in which e-

cohesion and coherence are approached in their own right and not as subtypes of their linguistic counterparts.

This paper investigates multimodal interaction based on domain specific communication, exemplified in the domain of data processing in construction, a subdisciplne of mechnical engineering. In the target domain as in many other engineering disciplines, specific non-natural language modalities, such as for example CAD (Computer-Aided Design) models, have developed beyond mere adjuncts to natural language as meaning making modalities. These disciplines, which often have to encode meaning that is difficult to convey by means of natural language, have established specific types of modalities in addition to natural language, for example formulae, diagrams, programming code, software interfaces and sophisticated visual and virtual models.

Drawing on Multimodal Discourse Analysis (O"Halloran 2004) and register linguistics (Biber 1995) as its theoretical background, this paper presents work towards an integrated model of multimodal semiosis that aims to account for the internal organisation of the individual modalities (intramodal semiosis) as well the interaction between them (intermodal semiosis). The focus of the paper is on the corpus-based investigation and modelling of types of interaction between different visual and virtual modalities in the target domain with a focus on cohesion in multimodal texts.

[Bublitz Wolfram]

Wolfram Bublitz, Christian Hoffmann & Volker Eisenlauer, *Lexical and grammatical cohesion in multimodal and interactive communication*

With the introduction of new digital technologies, we are witnessing major changes in the media scene: various new media forms have evolved (i.e. internet, digital radio and television, mobile devices such as mobile phones, pdas or palm tops, navigational systems) and existing forms of media experience minor or major changes in their appearance. On a representational level, one can observe a move from predominantly monomodal textures to multimodal assemblages of verbal and audio-visual information (cf. Bucher 1998, Kress and van Leeuwen 2001). Following this iconic turn, we can assert that both print and new media texts are striving towards more elaborated applications of the image. In particular, WWW-hypertexts stand out in their specific usage of pictorial information. Most hypertexts now include text-image composites divided into several self-contained text units (nodes) so that hypertext users may (re-) arrange them via hyperlinks. Accordingly, pictures play a vital part in the construction of online coherence and thus also call for novel approaches towards the linguistic phenomenon of e-cohesion.

To account for this multimodal surplus of WWW-hypertexts, we seek to apply and extend Halliday and Hasans theory of grammatical and lexical cohesion (1976) to the visual/pictorial sphere. As in language, cohesive relations across and between pictorial elements may either be established by grammatical (structural) means (e.g. spatial arrangement of elements) or by lexico-semantical means (e.g. formal reiteration of specific elements). Methodologically, we will investigate text and image relations in hypertexts on two different analytical planes: cohesive relations operating within one and the same node (intranodal relations) and cohesive relations holding across nodes (internodal relations). Evaluating this structural analysis, we hope to investigate the semiotic potential and restraints of Halliday and Hasans original ideas when applied to multimodal information networks, such as the internet.

Finally, we will demonstrate that cohesive relations are not only observable on the micro level of visual and verbal content but also on a macro level of text design and layout. Incidentally, hypertext design fundamentally draws on typical design resources from previous media which are repurposed or remediated (Bolter and Grusin 1999) for cohesive effects. We shall refer to such instances as patterns of intertextual design.

[Bublitz Wolfram]

Emilia Djonov, *Logico-Semantic Relations in Hypermedia Texts: User orientation and degrees of explicitness in the signaling of internal (pragmatic) and external (semantic) relations in websites for children*

Orientation on the WWW is a key challenge for website use, design, and hypermedia literacy education. Within a website as a hypermedia text that is, a text featuring hyperlinks and visual, verbal, audio and kinetic resources orientation depends considerably on users ability to interpret the relationships between ideas represented in the text. Understanding how relationships such as cause, addition, and elaboration contribute to the cohesion of a hypermedia text is therefore an important step towards finding solutions for supporting Web navigation. Djonov (2005) offers a framework for analyzing the role of logico-semantic relations (LSRs) in organizing information in websites. Inspired by Lemkes (2002) social semiotic scheme for exploring hypermodality, or the meaning-making potential of the interaction between hypertextuality and multimodality, the framework employs the principles of systemic functional theory and its tools for analyzing meaning in verbal (Halliday, 1978; Halliday & Hasan, 1976; Halliday & Matthiessen, 2004; Martin, 1992) , visual (Kress & van Leeuwen, 2006 [1996]; O"Toole, 1994) , and multimodal discourse (Kress & van Leeuwen, 2001) . In the frameworks development, the key parameters for analyzing logico-semantic relations (LSRs) in language have been adapted to the analysis of relations between elements on the same webpage and between (groups of) webpages which may or may not be hyperlinked with each other in edutainment and infotainment websites for children as examples of complex hypermedia texts.

This paper considers how the interaction between two parameters for defining LSRs their explicitness and orientation

influences the interpretation of LSRs and user navigation in selected websites for children. I propose that whereas in language conjunctive relations can be either *explicit* (for example, signaled through a conjunction) or *implicit* (when the relation is not lexicalized or grammaticalized), in hypermedia there is a scale from maximal explicitness to maximal implicitness. A LSRs position on this scale depends on the type and number of resources employed in signaling the LSRs presence and meaning, as well as on users engagement with the text and familiarity with website design conventions. LSRs in a hypermedia text also differ in their orientation to that text, and can be described as *external* when they are constructed as obtaining between aspects of text-external reality, *internal* when they construct the organization of the text itself, or *dual* when they fulfill both functions (cf. van Dijk, 1977 on semantic vs. pragmatic conjunctive relations) . Interpreting the meaning of LSRs with different orientation relies on different factors and can benefit from different levels and types of explicitness. To support this argument, and to demonstrate how an understanding of a websites target audience can help determine the optimal level of explicitness for LSRs of different orientation, I will discuss selected results from the analysis of LSRs in a childrens website and the navigation paths of fourteen upper-primary school students through it.

[Bublitz Wolfram]
Eva Martha Eckkrammer, *Trapped between the verbal and the pictorial, between reading and interaction: a cross-linguistic approach to cohesion in medical online platforms*

Medical self help and counselling have shaped medical textuality since the advent of specialised texts in vernacular languages in the late Middle Ages. Today, the respective genres and their online variants represent a large deal of what is referred to as e-health.
Taking this fact as point of departure the contribution sheds light on cohesion and coherence in medical online platforms that cover a broad variety of topics. After a short theoretical introduction to define key terms and favorized linguistic approaches, I analyse a set of recently collected multilingual data stemming from large medical online-platforms. In the first place, a macro perspective is applied taking the portal of the web-sites as point of departure. In this section special attention is paid to the pragmatics of the genre or better "genre conglomerate" in order to contribute to a pragmatically grounded approach to CMC-genres. In the second place, different types of cohesive devices, based on verbal as well as pictorial elements as well as their interplay, are distinguished in order to categorize different degrees of cohesion and coherence. This leads us to the micro perspective, which aims at tracing discursive devices in the texts which induce the reader/user to activate other nodes or interact with the system. Finally the concept of intertextuality is brought into play to describe the inner connections of nodes in e-health-platforms.

[Bublitz Wolfram]
Gerd Fritz, *Coherent user paths and usability: Studying the usability of university library websites*

It is often deplored that undergraduate students and others - frequently fail to make competent use of the high-quality online information resources provided by their university libraries. On the other hand, students complain that these online facilities are difficult to use and admit that they prefer to use Google. This paper will report results of empirical research on the usability problems involved in this situation which was conducted in the last two years, funded by the German Research Foundation (DFG). The aim of this research was to gain insights into the actual practices users employ in carrying out typical tasks and the problems different types of users encounter in interacting with the system on their way to a given goal. This aim required focussing on the actual user paths and, by analysing them step by step, trying to pinpoint where users tend to go wrong, where they meander or get lost, how they try to make sense of each individual step in their paths, why they give up, and what strategies they use when they find themselves in a tight spot. Compared with other usability studies, e.g. from the field of usability engineering, the special feature of this project is its foundation on concepts from pragmatics and dialogue analysis like contextualization, common ground, the stepwise building-up of user knowledge, and the interpretation of individual pages in terms of their sequencing properties, just to name a few. A useful basic concept was the concept of coherence of user paths in the sense that a user path is coherent for a particular user, if she can make sense of each individual step in her path as a successful step leading to her goal of finding a certain information, i.e. the title and location of a book, bibliographical information on a certain topic, or the download of a review article.
Methods used in this project included a pre-test expert walkthrough, user questionnaires, online documentation and analysis of page-to-page progress, cursor tracking, thinking-aloud protocols, and post-test interviews. The actual user paths were compared with the ideal paths defined by the experts. Results of the project include the description of characteristic user problems and their causes (cf. Dynkowska 2006) as well as usability recommendations for university libraries. The paper will analyse some user data, show typical user problems, and discuss questions of theory and methodology involved in pragmatics-based usability research.

[Bublitz Wolfram]
Alexander Mehler, *E-cohesion in the Wiki medium: A comparative study*

Structure formation above the level of texts is based on intertextual relations which - by means of text chains and clusters - span networks in which nodes denote texts or textual components thereof. With the advent of the Web 2.0 (O"Reilly, 2005), text networking is not only accessible by means of e-texts and hypertexts (Storrer, 2002) which utilize hyperlinks in order to make intertextual relations explicit, but also by means of social networks in which multiplicities of agents cooperate in order to perform some sort of collaborative tagging and linking (Steels, 2006). This includes, for example, the blogosphere a well as wiki-based systems which are utilized in knowledge and technical communication. In such networks, text production and reception is necessarily distributed over possibly hundreds and thousands of agents. That is, text networks and their textual nodes result from co-operative/competitive sign processes in the sense of distributed cognition (Hollan et al., 2000) and, thus, manifest a kind of super-individual structure formation which cannot be reduced to intentional acts of individual interlocutors - comparable to the language system, but on the level of its textual manifestations (Mehler, 2007). This peculiarity raises the question for novel forms of network cohesion in departure of what is known from "traditional" networks as, for example, citation networks. More specifically, the question is raised whether there are intratextual characteristics as, for example, on the level of the lexical organization of single texts which grow according to a different dynamics of cooperative text production, and, likewise, whether there are intertextual characteristics of text interlinkage. This talk comparatively analyses wiki-based networks in order to give answers to these related questions. It deals with networks of technical communication as well as of knowledge communication in order to shed light on the question what makes newly emerging networks in the framework of Web 2.0 different/alike to those networks which already exist for decades. In this sense, the present paper outlines an answer to the question what is new about Web 2.0-based networks of linguistic units in terms of text linguistics and text technology.

[Bublitz Wolfram]
Chiaoi Tseng, *Cohesive Reference in Websites*

Nowadays, within many websites there is a complex interaction of co-occurring modalities, e.g. words, images, sounds, colors, animations, etc, that combine to create meanings. In this paper, I investigate just how this meaning creation takes place. Methodologically, I explore to what extent some basic analytic categories from functional linguistics can be extended to apply within and across modes in websites. In particular, I will investigate the contribution made by *cohesivereference* to the total construction of meaning.

Examining cohesive reference in linguistic discourse analysis is about keeping track of participants that are talked about in text. The creation and maintenance of participant tracking within a text can be shown effectively by means of cohesive reference chains (Martin, 1992). In my previous studies, the framework of linguistic cohesive reference has been applied to filmic discourse (Tseng, C, 2006): The multi-semiotic elements responsible for realizing filmic participants and "phoricity" in filmic text are systematically described; and the application of reference chain to film can explicitly display the complex interweavings of the *cross-modal referencing*. In this paper, I will investigate to what extent the framework for linguistic text and its extended approach to film can be be further applied to systematically examining cross-modal interactions in website genres.

Secondly, by using reference chains to analyse websites of the seven major genres, which are categorized by Baldry and Thibault (2006: 104) according to social activity, i.e. 1. edutainment websites (e.g. children"s websites), 2. museums, libraries, universities and newspapers, 3. institutions and associations (e.g. Unesco, government sites), 4. personal websites that present individual people and their work (e.g. musicians, film stars), 5. special interest sites (e.g. hobbies, recipes), 6. good s and services websites that may include on-line shopping. 7. Individual company sites, I will explore whether website genres can be distinguished through different chain patterns. In this context I will present a particular extension of the construct of `cohesive harmony" (Hasan, 1984) to websites so as to judge degrees of cohesion in terms of cohesive chains within websites and across genres.

To sum up, this paper will address all these issues by responding the following questions:
1. To what extent is the theory of cohesive reference, which ha s been systematically applied to film, applicable to websites?
2. What are the functional units that are being related in cohesive reference chains in websites?
3. How does cohesive reference chain operate differently in different websites genres?

PANEL

Marcel Burger, *Les narrativités médiatiques*

Les narrativités médiatiques Ce pannel a pour objet d'analyse les formes. les fonctions et les enjeux des récits dans les pratiques médiatiques contemporaines. Ainsi, les récits sont saisis sous l'angle de la « narrativité » (ou des narrativités), c'est-à-dire considérés comme des traces de pratiques sociales et communicationnelles complexes. On abordera la

complexité des mises en scène (par exemple, le récit sérialisé ou feuilleton) et des intrigues (par exemple, le récit « people »), compte tenu des spécificités des supports médiatiques (les mots dans la presse; les voix à la radio ; les images à la télévision). Il sera plus généralement question de la complexité des pratiques des médias en considérant les manières dont les récits constituent un révélateur du brouillage des genres médiatiques actuellement pratiqué. Dans le même ordre d'idées, les pratiques narratives témoignent de la relation complexe qu'entretiennent les journalistes avec l'écriture. En effet, dans et par les récits, les journalistes combinent souvent habilement une dimension d'inventivité et une dimension de contrainte commerciale qui caractérisent toutes les pratiques médiatiques contemporaines Un des enjeux majeurs du pannel est l'ancrage interdisciplinaire. La problématique des narrativités médiatiques suppose en effet d'articuler des concepts issus des sciences du langage et des concepts issus des sciences de la communication et des médias. Il semble que ces deux champs disciplinaires puissent être communément et schématiquement situés l'un par rapport à l'autre par le biais de concepts propres aux théories de l'action. Celles-ci témoignent précisément du tournant « linguistique » (linguistic turn) des sciences de la communication et des médias, et, dans le même temps, du tournant actionnel pris par les sciences du langage depuis une vingtaine d'années. Ainsi, les pratiques médiatiques peuvent-elles être considérées à l'aune de critères actionnels (comme des « types d'activités ») et les récits comme des traces qui révèlent ces activités tout en les accomplissant dans le même temps. Porter l'attention sur les uns et les autres permet de mieux saisir le fonctionnement et les enjeux des pratiques des médias contemporains. Tel devra être le fil directeur des contributions qui seront retenues pour ce pannel dont les langues de travail seront le français et l'anglais.

Contributions

[Burger Marcel]
Marcel Burger, *The Discursive Negotiation of Identities through Narratives in Political Media Debates: Illocutionary and Hierarchical Aspects*

Within the framework of an interactionist perspective in discourse Analysis, I will address the issue of the hierarchical and illocutionary structures of discursive negotiation involving identities. An interactionist perspective in discourse Analysis focuses on the link between text and context. More precisely, it helps understanding how discursive structures such as narratives and argumentation contribute to construct, consolidate or modify the identities of the participants, which are at stake in every communicative interaction. Focusing on the hierarchical and the illocutionary dimensions of such strategies allows to underline, step by step, the process of enacting and reacting of discursive identities. One can hypothesize that certain discursive genres are particularly and obviously concerned with identity production and negotiation: political debates in the media, as an example. Political debates in the media are aimed at convincing an absent audience by the means of confrontation and narratives; then the negotiation of identities is sensible. The data under analysis is that of a famous French broadcast political debate engaging the leader of the French right wing party (Front National): Jean-Marie Le Pen and a spokesperson from the left political wing (socialist party) which is in a majority. The topic is sensible as it about the immigration policy in France. After defining political debates as a media genre, I will focus on the discursive negotiation of identities anchored in narrative phase which is itself anchored in and determined by an argumentative phase. I will then analyze how Self-positive identities contrasting with Other-negative identities are manifested and performed as a part of a global strategy. Thus, these identities are unbalanced: only the positive Self-identities are salient, that is put in hierarchic dominant discursive positions.

[Burger Marcel]
Aleksandra Gnach & Daniel Perrin, *Formulate citations to sound like spoken language: Narrative strategies in the newsroom*

What journalists want or pretend to do is not always what they actually do as they sit at their computer workstations writing news based on source texts. A radio journalist might become blocked in the middle of a text, a renowned commentator might invent citations, a television journalist might inadvertently reverse the political orientation of a news agency report in translating it all of these are routine events in journalism. What exactly journalists do when they write has been ascertained with progression analysis, a multi-method approach designed to allow collection of data at workstations without affecting natural writing processes. With this approach, it is possible to trace the awareness journalists have of their language and their language use. Until recently, the language awareness of journalists has primarily been inferred from text products, with various studies presuming language awareness based on the language and language-reflective comments in media products. A number of studies have included observations, verbal protocols, or interviews with media professionals or editorial coaches but without recording the writing process itself. Progression analysis combines interviews, participatory observations, computer logging, discourse analysis, and cue-based retrospective verbal protocols. Every keystroke made during text production is recorded in computer logs and only after the deadlines, when texts are finished and submitted, are the computer logs reviewed and the journalists comment on what they have done. At the end of the analysis, there are data available on the work situation, the writing

movements, the finished text, and the writing strategies of the person who produced the text. Findings include detailed information on journalistic language performance, language awareness, language use, and writing strategies. The present contribution focuses on 17 case studies from a major investigation of journalistic writing in print, radio, TV, and on- line news offices in Switzerland - and on the strategies used by journalists to ensure that their text product is dramaturgically effective in terms of text function, meaning, structure, and language variant. The questions addressed are: what decisions journalists make as they are writing; what strategies they use; how aware they are of those strategies; and what differences there are between experienced and inexperienced writers. The results are clear: experienced journalists and editors write differently from their inexperienced colleagues. They are much more conscious of their writing processes and pay more attention to the meaning and function of the finished text. Put succinctly, they have a more elaborate repertoire of writing strategies. These strategies, such as formulate citations to sound like spoken language or remain general and correct rather than precise and wrong were systematically recorded using the multi-method approach of progression analysis and are presented and interpreted in this article.

[Burger Marcel]
Andrea Rocci, Rudi Palmieri & Camilla Palmieri, *Economic news stories between narrative and forecast*

The discourse structure of written news stories has already been the object of a thorough investigation (see van Dijk 1985 and Bell 1998) which has highlighted its specificity with respect to other narrative genres. Bell (1998), in particular, by comparing their rhetorical structure with the time structure of the reported events, has shown that they can be characterized by fragmentation, deep cavity and vagueness with respect to the happenings reported.

The present contribution moves from this kind of work to address a number of issues that are specific of economic-financial news understood as a genre encompassing *macroeconomic news*, *business news*, and *financial news* proper in the specialized economic-financial press.

In contrast with the broad audience of other news genres, from a pragmatic viewpoint financial news and business news concerning public companies primarily address an audience of (potential) investors whose demand of information is largely oriented towards supporting their future investment decisions. Financial news support and influence these decision processes both directly and indirectly. Thus, in contrast with other news genres, in financial news, reference to future developments both in the form of forecasts and in the presentation of alternative scenarios receive the same importance as the reporting of past events. Explicit argumentation, supporting forecasts, is also more prominent than in other news genres. This supporting argumentation is largely attributed to expert sources and often accompanied by further indirect argumentation on the sources credibility. In every case the authorial voice of the journalist does not take full responsibility for the prediction and a tension between *reporting* (or narrating) and *forecasting* remains.

In this paper I present an initial exploration of these genre features by looking at them both from the angle of discourse semantics and from the angle of the social context in which this genre functions.

At a semantic level, predictions appearing in financial news typically take the form of modalized utterances referring to future events and are often supported by arguments based on causal inference schemes. These causal relations are often relativized to *possible scenarios* giving rise to shifted, hypothetical discourse domains. Explicit attribution to sources and quotative evidentiality create another kind of shifted discourse domain that interacts with the hypothetical structures creating deep and complex embeddings between discourse domains.

These semantic structures correspond to a context of interaction where decisions about investments and the implied risks are prominent, and where forward looking statements by various social actors journalists included are often subject to regulations defining their legal liability.

PANEL

Rebecca Clift & Tanya Stivers, *Studies in turn design: Interactional practices for securing a response*

The theme of this panel is of central importance to pragmatics because it examines the mechanics of how people use talk to indicate that they are or are not seeking a response. For instance, consider that syntax does not, by itself, predict responsive behavior; or that interrogatives can be designed to secure a response if delivered in one way but not if delivered in another way (e.g., a rhetorical question). Actions also do not, by themselves, account for responsive behavior. For instance, assessments in interaction can be delivered in a variety of ways. Some are more likely to secure a response than others. This panel proposes to explore these issues relying on the micro-analytic strategies of conversation analysis (CA).

Using both audio- and video-taped data, the panel would examine situations in which utterances in interaction do not receive uptake in order to both examine the turn design of these utterances as well as the methods interactants use to secure a response after some failure.

Contributions

[Clift Rebecca]
Rebecca Clift, *Grammar for interaction: "which"-clauses as recompleters*

This paper investigates the possible interactional motivations for a linguistic resource: nonrestrictive relative *which*-clauses. Occurrence of these in a corpus of naturally-occurring conversation suggests that, overwhelmingly, these are used as post-possible completion elements: instances of what Schegloff has termed increments. These are resources for syntactically continuing a turn after having brought it to prosodic and grammatical completion. In the first instance, I examine what such completions are designed to achieve. I then show how the *which*-clause is mobilised in pursuit of responses which are not forthcoming. Finally, I discuss why such an increment is designed, not as a new syntactic beginning, but as a re-completion of the turn. In sum, examination of this linguistic resource reveals one important means by which grammar is designed for interactional ends.

[Clift Rebecca]
Trine Heinemann, *Particles, pursuits and preference organisation.*

Previous research on pursuits has primarily been based on telephone conversation and has centred on adjacency pair sequences such as invitations, offers or requests (Davidson, 1984; Pomerantz, 1984; Jefferson, 1980). The first pair part of these adjacency pairs are typically formatted as polar questions and as such they tend to have a transparent preference structure. It is thus possible to show that the first part is linguistically build to prefer or disprefer a particular second. Pursuits in these sequences are analyzed in terms of how they shed light on the organisation of preference.
This study focus on pursuits in interactions where the participants are co-present. Our data, collected in Sweden and Denmark, involves one person assisting another with a practical task, such as dressing or cleaning. In previous work we have examined how the participants manage the transition from one task to another. This is typically done through a sequence that involves a proposal of completion followed by acceptance or rejection. Proposal of completion can be done with the particle "s" in combination with other particles "sdr", "sdrr" (in Swedish) and "sdan" (in Danish).
The literal English translation of these particles would be "so", "there" or "then".
Unlike the kind of first pair parts that have been studied in previous research on pursuits, "s" is heavily dependent on its context, in particular the physical surroundings. Furthermore, the particle does not have a clear cut linguistic preference structure. In this study we explore sequences where responses after proposal of completion that have been done with "s" are not immediately forthcoming and the first speaker continues with a pursuit.
Our analysis shows that these pursuits are always more elaborate than the initial proposal and unlike "s" they have a clear interrogative structure. The elaboration explicates the initial proposal and the interrogative structure underscores that a response is due. Our analysis will also describe how the pursuit, like the initial proposal is embedded in the social and physical context.

[Clift Rebecca]
John Heritage, *Constructing and navigating epistemic landscapes: The design of responses to questions*

This paper considers the design of questions from the perspective of the actions that respond to them. It begins from the notion that responses to questions are designed to address, or resist, a variety of illocutionary and perlocutionary dimensions of utterance that questions make relevant as objects of action for which some form of normatively responsiveness is required. Included here are such matters as the following: (i) Questions establish particular topical agendas, and invite specific kinds of responsive actions that address these agendas. (ii) Questions can be designed to establish various types, and degrees, of a speaker""s knowledge or ignorance relative to an addressee. This will be referred to as the ""epistemic gradient"" between speaker and addressee. (iii) Questions address knowledge or experience domains that may lie within the epistemic territory of speaker, addressee or both. In investigating the ways in which answers address these and related dimensions of questions, this chapter formulates two neo-Gricean principles of response design. Using the flouting of these principles as an heuristic, the paper develops a conversation analytic treatment of some practices of response design through which respondents can manipulate, or otherwise contest, the requirements of response that an utterance designed as a question normatively engenders, its topical domain, its epistemic gradient, and the relative positioning of its epistemic territory between speaker and addressee.

[Clift Rebecca]
Lorenza Mondada, *Practices for pursuing responsive positive assessments in talk-in-interaction*

Assessments have been largely described within the litterature in various sequential environments: among other contexts, we find assessments in sequences where a first assessment is followed by a second assessment, preferentially upgrading it, as well as in sequences where assessments are responsive to informings (Pomerantz, 1975, 1984).

Although withholding assessments in second position or producing a downgraded one is a dispreferred action, it can be very frequent in certain contexts and it has been less studied within the litterature. The paper focuses on various methods for inviting a party either to respond with a second assessment to a first one or to produce a responsive positive assessment to a description. Based on a videotaped corpus of social interactions where a sales clerk is explaning and prizing the properties of a car to a customer, the analysis focus on a frequent problem encountered by the sellar. He produces descriptions which single out the mention of certain items, presenting them as assessables, thereby projecting a positive response. However, in the next turn, the customer does often not produce a positive assessment. The analysis will deal with the procedures by which the sellar invites the customer to produce positive assessments; it will also deal with the procedures by which the customer does not align with this projection. Thus, these practices exhibit a problematic relationship between participants and a defensive stance of the speaker, being often designed to overcome the imagined, anticipated, or manifest resistance of the co-participant. Special attention will be devoted to the ways in which a speaker produces expansions of multi-unit turns orienting to the non responsiveness of his co-participant and projecting the relevance of assessments in the next turn. Among the resources exploited, not only grammatical features will be taken into consideration, but also multimodal resources (especially gazes) (cf. Goodwin & Goodwin, 1987).

[Clift Rebecca]
Tanya Stivers & Federico Rossano, *Mobilizing Response*

One of the earliest contributions of Conversation Analysis (CA) to our understanding of the organization of social interaction was the concept of conditional relevance (Schegloff & Sacks 1973). However, what constitutes the mechanical underpinnings of conditional relevance has not been well specified. Put more generally: How do particular actions secure a response from an interlocutor? It is intimated that the action a turn at talk is doing is fully responsible for securing a response, but then how interactants know what kind of action a speaker is doing must be understood. This paper argues that speakers secure a response to some turn at talk through a reliance on a range of different but combineable factors. We will go through each of these factors offering evidence that each factor can be responsible for securing response.

PANEL

Charles Coleman, ***The Cross-Cultural Pragmatics of Racialized Discourse in the USA***

A dynamic popular culture has evolved in the USA as evidenced in our cross-cultural racialized discourse practices. The presenters on this panel will examine some of these practices.

Contributions

[Coleman Charles]
Charles Coleman, *The Boondocks: A Merging of Social Identities and Affective Responses*

This presenter will discuss how Aaron McGruders cartoon series The Boondocks, syndicated in over 200 newspapers across the United States, critically examines frames for racialized social identities in the USA. This presenter also examines McGruders use of characters to articulate his affective responses to racialized social and cultural practices. Like Trudeaus Doonesbury, The Boondocks is overtly political. And like Wattersons Calvin and Hobbs, it features a precocious child as its main character who is uncharacteristically intelligent and socially and politically savvy. The framing for racialized social identities is immediately evident. Two African American boys are being raised by their grandfather who has bought a house in an upper-middle-class, predominately European-American neighborhood. Characters, situations and settings call forth a whole set of racialized presuppositions concerning family, community, popular culture, and schooling. McGruders characters dialogues, reversals of Grices principal of cooperation, can be taken as overt expressions of expectable cross-racialized missed-interpretations.

[Coleman Charles]
Dolores Straker, *A Study of Racialized Public Discourse Practices in the USA*

Using mostly newspaper texts, this presenter will discuss the rules of racialized public discourse in the United States. The texts include reports on and responses to the 1954 Brown V Board of Education Supreme Court Decision, calling for the desegration of public schools in the USA; responses to the DNA evidence that at least one of Sally Hemmings" children was fathered by her slave owner, Thomas Jefferson; and media characterizations of a Khalid Mohamed talk as incendiary and anti-Semitic. I will borrow from methodologies on discourse analysis by Blommaert, Tannen and Van

Dijk. Among the axes of analysis are how truth values are determined, who has power to interpret intent, and the practice of dual messaging.

[Coleman Charles]
Halima Touré, *Who''s literate and how can we tell? An examination of public discourse on literacy in the USA*

This presenter examines assumptions behind our public discourse on literacy in the USA. She separates our literacy mythologies, as expressed in the idealized No Child Left Behind legislation, from our actual discourse on literacy. Absence of literacy is given equal weight with poverty, family dysfunction and discrimination as reasons for the presence of non-productive citizens. A corollary to this reasoning is that literate people are, by and large, productive citizens and are the foundation of a productive society. She further challenges assumptions of a one-size-fits-all literacy thatignores how our literacy needs and practices have been reshaped by technology and new information delivery systems. Sheexplores the impact of practices such as text-messaging, e-mail language configurations, jargon or workplace specific writing, and written forms ofexpression from popular culture such as hip-hop on 21st century literacy and schooling.

[Coleman Charles]
Jon A. Yasin, *(How Mainstream Society is Benefitting from Hip Hop Lyrics/Messages) Is it Identity Theft?*

This presenter will report on Hip Hop as another marker of the ongoing popular cultural practice of awarding covert prestige to so-called non-standard language practices. When mainstream popular entertainers such as Elvis Presley appropriate Black music or culture, Blacks call it theft. When Blacks seek to accommodate mainstream music practices and tastes, as with Will Smith, Blacks call it cross-over. Theft is overtly judged as negative; cross-over has overt negativeovertones and covert positive ones. Geneva Smitherman writes that the language of the wider communication gives overt prestige to varieties of so-called standard English while denigrating non-standard language varieties such as African American Vernacular Language (AAVL). But while AAVLmay be overtly denigrated, it is nevertheless accorded significant covert prestige.This is certainly the case with Rap and Hop Hop culture as we see in the use of terms like "diss" in mainstream media, the addition of a rapper to*Sesame Street* muppets, and recently, a Hip Hop category on the television game show*,Jeopardy.*

PANEL

Jenny Cook-Gumperz & I. Keim, *Literacy: bi-modal,bilingual,bicultural*

Jenny Cook-Gumperz and Inken Keim:organizers This panel highlights what Collins and Blot, and Gee have called multiple literacies (2003; 1996) and seeks to answer Cook-Gumperzs recent call for a redefinition of literacy within a broader pragmatic, communicative framework (2005). We argue that the lifeworlds of young children, adolescents and adults consists of a layering of literacies in which several semiotic systems co-exist (Blommaert 2005). Research on issues of communication in todays diverse societies characterized by population migration and rapidly changing technologies, suggests that such systems should not be treated as separate entities. While previously we have dealt with aspects of literacy as oppositional such as the ability to decode written texts or produce oral performances, or the ability to encode in different languages traditionally seen as a code-switching, we are now beginning to realize that these semiotic systems are best treated as alternative or mutually supportive ways of achieving similar communicative ends (Kallmeyer and Keim 2003). Contributors to the panel work in several overlapping areas of pragmatics/linguistics/sociolinguistics. All deal with issues of bi -or multi-modality and communication in a range of settings involving pre-school, schoolchildren and adult learners. Although the contributions deal with different topics, all papers share an interest in the discursive means used to accomplish a shift in modality as well as a concern with the communicative costs and benefits involved in achieving these shifts. The session will present empirical studies by scholars working in both bilingual and bi-cultural settings in France/Corsica, Germany, Italy and the US.

Contributions

[Cook-Gumperz Jenny]
Jenny Cook-Gumperz, *Literacy:bi-modal,bilingual,bicultural*

Jenny Cook-Gumperz: University of California, Santa Barbara Writing to change lifes chances: narratives of the self and the dilemma of adult basic writers. This paper explores the ways adult basic writers must exchange the powerful rhetoric of spoken language for the language of the hegemonic, written code that governs the educational process they re-enter. Although literacy pedagogy has changed over the past decade or so, the institutional motivation for school practice remains the same, the promotion and selection of a specific kind of literate talent (Cook-Gumperz2005). As classroom studies have amply documented, normative constraints on what can be written or said still inform both school talk and school writing, and can be at odds with language usage outside of the classroom, so that school literacy practices continue to be shaped by an ideology of language often at variance with daily practices (Collins 2003). For these reasons adult students face what could be called an ideologically motivated writers"" block. This paper will track how basic adult writers attempt to re-enter educational literate discourse through participation in a basic writing class at an inner city community college. The data consist of recorded discussions and texts from a basic writing class as they focus on a usual first task in such basic writing classes, the telling and writing of a story from the students life. Using analysis of narrative, pragmatic strategies (Schiffrin 2004) key differences between the spoken and written texts can be found. Through a detailed analysis of both the adult student discussions with tutors and the texts created from these encounters, the paper shows how for basic writers the transfer of speech into written text is constrained by a prior notions of school literacy, or academic discourse that distorts the speakers literate purposes. These analyses find that students attempts to put their spoken words into text exposes the hidden difficulties in such tasks that require the student to re-imagine themselves in a college context, and that can reveal the dilemma of being a basic writer marginal to the academic discourse yet needing to imagine an authorial self that can create a college text. Collins,J., (2003) Language, Identity, and Learning in the era of expert-guidedsystems. In Linguistic Anthropology of Education eds. S. Wortham and B Rymes. Westport Con: Praeger. Cook-Gumperz,J, (2006) The Social Construction of Literacy New York: Cambridge University Press Schiffrin,D., (2004) In Other Words: reference and narrative New York: Cambridge University Press

[Cook-Gumperz Jenny]
Wihelm Griesshaber, *L1 influences on the acquisition of literacy in L2 German within a heterogeneous language environment*

This paper looks at how multi-lingual children acquire writing skills in the first four years of primary school. First of all, the question of how the L1 influences the development of fundamental insights into the grapheme-sound correspondences in German as L2 is discussed. Then the way in which the L1 influences the grammar of the learners"" texts is presented. The analysed data shows relatively little influence by the L1 on a lexical and grammatical level. A closer look reveals, however, that Turkish children do less well than the other large language groups and apparently alter grammatical constructions due to the influence of oral communication experiences. Finally, the results are evaluated didactically with regard to the mono-lingual German (L2) primary school lessons.

[Cook-Gumperz Jenny]
Amina Humphrey & Frederick Erickson, *Cultural Literacies and Pedagogies: African American Mothers and Daughters Reading Picture Books about Skin Color and Hair*

Purpose of the Study
This was a study of book reading sessions between African American mothers and daughters. They were reading picture books about skin color and hair that had been written specifically for African American girls.
Data Collection Strategies
In eight different homes mother-daughter pairs were observed and interviewed reading one picture book together. The girls ranged in age from 4 to 11. After each reading session each mother and daughter were interviewed about their reading session. The books themselvestext and pictureswere also content-analyzed.
The How of Reading Wordsand Visuals
The mothers and daughters were provided with 13 books on skin color and/or hair. They were instructed to choose only one book and to read as they normally do together. Most mothers allowed the daughters to choose the book, and it typically took the daughters between five-seven seconds to choose a book based on the illustration on the front cover. Next, during the actual reading, mothers and daughters demonstrated different levels of engagement with the books: (1) mothers and daughters taking turns reading the visuals and texts, (2) daughters reading aloud by themselves while the mothers listened and/or decoded and commented upon the visuals and text, and (3) mothers reading the words in the book, while the daughters read the visuals.
During the book reading sessions, the mothers tended to add to the narrative by making brief comments during the reading of the text itself. (Typically, these utterances occurred at the end of a page.) In these interpolations, the mothers reported their own experience with beauty rituals, as well as making more general historical and cultural references to beliefs, concerns, and feelings about skin color and hair texture, thus expanding on and personalizing the information presented in the book.
Preliminary Findings

First, the mothers and the daughters demonstrated their use of bi-modal and cultural literacies. For example, the books were used by mothers as a resource for opening up discussion beyond the text and pictures themselves, discussion in which issues of skin color and hair texture were treated autobiographically as well as in terms of their more general cultural significance among African Americans. Second, the girls (even if they were not fluent readers of words) showed that they were visually-literate because they were able to decode the illustrations and make meaning of these images of skin color, hair, etc., as these concepts related to their own lives, as sometimes facilitated by the mothers pedagogical skill. This suggests that the illustrations in the books were just as important as the text (regardless of the reading level of the mother or child). Pictures, as well as words in the books, wereused as a resource for discussion of the personal and cultural significance of skin color, hair texture, body-image more generally, and for discussion of the mothers and daughters feelings about these matters of personal and group identification and identity.

[Cook-Gumperz Jenny]
Bahar Koymen & Amy Kyratzis, *Peer Interactions and Emergent Literacy: A Peer-Based Story Acting Out Exercise in a Bilingual Preschool Classroom*

Fictional stories are a form of decontextualized language, involving creating a scene through words (Nicolopoulou 2002; Wells 1985). Although using freestanding narratives may pose a challenge for preschool children (Nicolopoulou 2002), childrens classroom peer cultures can support the development of stories. In a classroom narrative intervention designed by Vivian Paley (1988), children dictate stories for the purpose of later acting them out with friends in Circle Time. The teacher writes the childs story down. Each childs story dictated that day is later read aloud at Circle Time, while the child author and other children, whom the child author chooses, act out the story. These stories have been found to be rich (Nicolopoulou, 2002; Paley 1988), due to the influence of childrens peer culture goals. The need for these stories to be later acted out by peers during Circle Time is an impetus to their development of story structure (Nicolopoulou, 2002). Moreover, the children build on one anothers themes, such that a distinct sub-culture of girls stories and boys stories and themes evolves each year in the classroom, providing content for children to weave a story around (Nicolopoulou, 2002; Orellana 1999).
As part of a larger ethnographic study of childrens peer negotiations and emergent literacy in a Spanish-English bilingual preschool classroom in the U.S. serving low-income families, across the school year, stories were dictated to adults and later acted out by the children at Circle Time as described above. Richner and Nicolopoulous (2001) scheme was used to analyze story structure. Childrens stories were qualitatively analyzed for common themes and peer influence on story content.
Similar to Orellanas (1999) results for older children and Nicolopoulous (2002) for preschoolers, stories contained gendered themes of family relationships and romance for girls, and good-guy bad guy themes for boys. By the end of the school year, childrens stories had more stable protagonists, specified problem events and character motives, and restored order. The qualitative analyses revealed common threads that developed across girls and boys stories as well as all childrens stories, and peer influence. Results suggest ways in which childrens classroom peer cultures can support the telling and development of decontextualized stories.

[Cook-Gumperz Jenny]
Monica Pierfederici, & Jenny Cook-Gumperz, *Teachers' narratives of success and failure: managing the new multilingual classroom in Central Italy*

In the last fifteen years Education in Italy has changed significantly in response to the increasing complexity of todays society, which has become culturally stratified, and socially mobile (Piazza & Ianes, 1999). Global population movements have caused significant immigration to Italy, previously a country of emigration (Collicelli & Salvatori, 1995). Within a multicultural theoretical framework, the Italian educational system has developed theories and practices of intercultural education (Demetrio & Favaro, 1992,1997; Durino-Allegra, 1993). This framework stresses stressing the dynamic exchange between cultures within a pedagogy that considers the cultural other the starting point for reflection and action (Poletti, 1992; Perotti, 1994) and promotes the equal exchange between cultures as a dynamic interaction among all the participants in the educational process: teachers, Italian children, immigrant children, and their parents (Amatucci, 1994; Crotta, 2000).
This paper presents a narrative analysis (Cook-Gumperz, 2005) of interviews conducted with K-12 teachers working in highly populated immigrant communities in Central Italy. It addresses teachers discursively constructed perceptions, concerns, and reactions to intercultural educational challenges in literacy practices with immigrant children and their families. Analysis of the interviews took theories of interculturality as a starting point and focused on the varying ways of talking about the other that teachers adopted as they faced the challenges of a multicultural classroom. Delpit (1995) and Corsaro (2005) have shown that while culturally sensitive teaching strategies may help students from diverse cultural groups, in these situations teachers can find their personal values and beliefs challenged in the classroom on a daily basis (Paoletti, 2000). Such a situation provides an ideal site for narrative. The analysis looks at how the narratives develop interactionally during the interview, focusing on the how teachers negotiate their roles and positions relating the official pedagogy of multiculturalism to their own experiences.

[Cook-Gumperz Jenny]
Rosemarie Tracy & Ira Gawlitzek-Maiwald, *Bilingualism and (bi)literacy across the life-span*

Analyses of informal letters written by elderly bilinguals reveal that their languages are co-activated to a much higher degree than might be assumed on the basis of their spoken language. Their writing may show traces of cross-linguistic interactions which would simply not be noticeable in their speech. In the case of German immigrants to the U.S., for instance, interference from English might be reflected in the spelling <Shnee> for German <Schnee> (snow), or <Schould> instead of <Schuld> (guilt), or in the orthographical renderig of compounds, as in <Ohren Arzt> for <Ohrenarzt> (ear doctor). Our research focuses on the question of whether this high level of co-activation can also be traced in bilingual childrens writing and whether we can use these insights into interference potential in order to optimize literacy programs for bilingual children.
We will pursue this issue on the basis of qualitative and quantitative studies of spoken and written data from monolingual and bilingual children (including both simultaneous and successive bilinguals), and we will also attempt to answer the question of whether and how literacy in a second language differs from literacy in L1 and how literacy in more than one language can be supported by the environment.

PANEL

Patrick Dendale, Philippe De Brabanter & Danielle Coltier, *The notion of speaker commitment or speaker responsibility and its applications in linguistics / La notion de prise en charge ou responsabilité du locuteur et ses applications en linguistique*

This panel centres on two linguistic notions that are very frequently used in studies concerned one way or another with utterance-acts, but are rarely studied for their own sake : the notions of SPEAKER COMMITMENT (or speaker responsibility) and SPEAKER NON-COMMITMENT (or non-responsibility), called PRISE EN CHARGE and NON-PRISE EN CHARGEin the French tradition. There are hardly any publications specifically devoted to these notions (or to semantically related ones like involvement, engagement, adhesion, etc.) This, on the one hand, is surprising, in view of the popularity in linguistics of directly related notions like modality or evidentiality (mediativit in the French tradition). But on the other hand a possible explanation is the empirical fact that utterances whose truth the speaker is committed to are often modally unmarked utterances in the indicative mood (see e.g. Frazjyngier, Grice, *inter alii*). The most obvious marking of commitment is zero-marking. Another possible explanation is that in the mind of a lot of scholars commitment to the truth of an utterance is considered a modality in its own right, an assertoric modality, with non-commitment possibly considered as a zero-modality (cf. Kronning 2005), and utterances containing epistemic modal markers as expressing partial commitment.
Commitment is a notion that can be used in the description of assertive utterances but also in the description of other types of speech acts (promises, offers, orders and prohibitions, etc.). In this panel we will focus on the notion in its epistemic uses, thus in relation with veridictional speech acts (comprising assertions, presuppositions, suppositions, focalisation, cf. Kronning 1996). The notion used in this way plays a central role in different theoretical frameworks, like the semantics of possible worlds and mental universes of e.g. Robert Martin (1992), the framework for the study of polyphony and dialogism (e.g. the Scandinavian theory of Polyphony, or Scapoline, Nlke *et alii* 2004) and in speech-act pragmatics. The notion is specifically called upon in the description of a whole series of linguistic phenomena: modal markers, concessive markers, some causal markers, evidential markers, reported speech, scare quoting, etc.

Contributions

[Dendale Patrick]
Patrick Dendale & Coltier Danielle, *Prise en charge, Modalité, Evidentialité : du pareil au même ?*

La notion de prise en charge est intimement liée à la notion d'énonciation. On la trouve, sous des désignations diverses, dans de nombreuses études linguistiques qui touchent de près ou de loin à l'énonciation. Néanmoins on trouve peu d'études spécialisées qui théorisent la notion et qui fournissent un panorama des problèmes de langue pour la description desquels la notion joue un rôle essentiel (voir toutefois Laurendeau 1989, Dendale & Coltier 2005, ou encore Desclés 1976, Berrendonner 1981, Charolles 1987, Culioli, Borel e.a.).
Dans cette contribution, nous présenterons en premier lieu un panorama des domaines d'application de la notion de prise en charge. Nous présenterons ensuite des éléments d'analysede plusieurs marqueurs « représentatifs » de (non-)prise en charge en français. Ces analyses nous permettront d'étayer deux positions théoriques, à savoir (1°)la nécessité de distinguer clairement *prise en charge* et *évidentialité*,et (2°) la nécessité de distinguer différents *types* de prises en

charge (aléthique et argumentative par exemple).

Le panorama des domaines d'application de la notion de *prise en charge* inclura les thèmes suivants : 1) la modalité (assertorique et expression du degré de certitude) ; 2) l'évidentialité ; 3) le discours rapporté (y compris les incises de DR) ; 4) la concession ; 5) la causalité ; 6) l'exception (*sauf,excepté, ...*) ; 7) la phrase conditionnelle (en *si*) ; 8)les interrogatives (plus particulièrement les questions écho).

Pour étayer l'idée de nécessité de distinguer *prise en charge* et *évidentialité*, nous partirons d'une analyse en traits sémantique du conditionnel « épistémique » en français, lequel est décrit comme un marqueur spécialisé de non-prise en charge et d'évidentialité (d'emprunt) *(cf.* Kronning 2005). Nous comparons cette analyse avec les expressions *il paraît que* (Thuillier 2004) et *selon X* (Coltier 2000).

De cette comparaison sémantique du conditionnel épistémique avec *Il paraît que* tous les deux marqueurs d'emprunt) nous conclurons que les questions d'évidentialité (ou de *source du savoir*) et de *prise en charge* doivent être soigneusement dissociées (un emprunt à un discours autre n'impliquant pas nécessairement une prise en charge ni nécessairement une non prise en charge).

De l'analyse de *il paraît que* et de *selon X*, nous conclurons que *il paraît que* peut être considéré comme un marqueur prototypique d'emprunt à un discours autre, ce qui ne vaut pas pour *selon X*(qui peut exprimer l'inférence), conclusion qui constitue un argument de plus pour dissocier *évidentialité*(*source du savoir>*) et *prise en charge.*

Pour fonder la nécessité de distinguer différents *types* de prise de en charge, nous nous baserons sur une analyse comparative des tours *selon moi, d'après moi* et *à mon avis* (Coltier & Dendale 2004) et sur des analyses des marqueurs de concession *certes* et *il est vrai que*, du marqueur de vérité *en vérité*, des marqueurs de confirmation *en effet* et *certes* et des marqueurs d'explication *car* et *puisque*. L'étude de ces marqueurs permettra de mettre en avant deux définitions de *prise en charge* ou de *responsabilité énonciative.*

[Dendale Patrick]
Anaid Donabedian-Demopoulos, *Evidentialité et prise en charge*

On peut considérer que l'ouvrage Evidentiality d'Aikhenvald (2004) représente la doxa actuelle sur la catégorie de l'évidentialité, qui a attiré de nombreux travaux depuis l'ouvrage de Chafe & Nichols (1986). Cette catégorie est définie comme : A linguistic category whose primary meaning is source of information (the way in which the information was acquired)(p.3) Cette interprétation cognitive est féconde en typologie et permet à l'auteur de comparer plus de 500 langues. Les rapports entre évidentialité et modalité sont souvent évoquées dans les travaux sur la question, cependant, Aikhenvald pose (contrairement à Van der Auwera & Plungian 1998) la nécessité de dissocier ces catégories : Cross-linguistically, evidentiality, modality and mood are fully distinct categories. In each case, it is important to determine primary meaning for each of these on language internal grounds. The way in which semantic extensions of evidentials overlap with modalities and such meanings as probability or possibility depend on the individual system and on the semantics of each individual evidential term (p. 7) Cela conduit à distinguer évidentiel et admiratif, en quoi Aikhenvald suit DeLancey 1997 : Evidentiality and mirativity – a category whose primary meaning is related to imprepared mind, information and speaker's surprise – are conceptually related, albeit distinct. (p.7) "Mirativity" is a category manifesting 'unexpected information' (...)Its independence as a category in its own right rather than a semantic extension of evidentiality is now beyond doubt (since the seminal article by DeLancey) (p. 20) Cette approche est commode pour la classification, mais laisse sans réponse les questions qui émergent quand on veut rendre compte du fonctionnement de la catégorie dans une langue donnée. Ainsi, on considère l'évidentialité comme un moyen d'encoder un paramètre extra-linguistique ayant sa propre valeur de vérité : Omitting an evidential results in an ungrammatical and highly unnatural sentence (p.2) Evidentials can have their own truth value : using a wrong evidential is one way of telling a lie (p. 19) Cela ne s'applique pas à toutes les langues, comme le montrent notamment nos travaux sur corpus, ce que Aikhenvald ne semble pas prendre en compte quand elle nous cite : The truth value of an utterance is not affected by an evidential (Donabedian 2001) (p.4) Enfin, cette grille d'analyse, qui écarte le paramètre TAM et s'appuie sur un paramètre extra-linguistique, ne dit pas pourquoi : A significant number of languages distinguish evidentiality in the past, a few do so in the future (p.8) L'hypothèse que nous argumenterons ici est que, notamment pour les langues du continuum balkanique où il est issu d'un parfait, l'évidentiel (ou admiratif) relève non de l'encodage d'un paramètre extra-liguistique (source de l'information), mais d'un type de restitution de l'information, autrement dit, d'un mode d'assertion mettant en jeu la notion de prise en charge. Cette hypothèse, outre qu'elle permet de mieux comprendre les valeurs dites polémiques en albanais, turc, arménien, semble plus féconde pour la description des systèmes concernés, et pour la linguistique générale. L'objet de notre communication sera d'argumenter et d'illustrer cette proposition.

[Dendale Patrick]
Henning Nølke, *La prise en charge et les liens énonciatifs de la ScaPoLine*

La notion de prise en charge est souvent mentionnée dans les travaux portant sur la théorie SCAndinave de la POlyphonie LINguistiquE (la ScaPoLine) (voir notamment Nølke *et al.* 2004). Elle n'y a cependant pas de statut théorique bien qu'elle soit proche de la notion de lien énonciatif, élément central de la théorie. Un lien énonciatif

s'établit entre un être discursif (ê-d) et un point de vue (pdv). Un point de vue est une unité sémantique porteuse d'une source qui est dite avoir le pdv. Les sources sont des variables. Un ê-d (source) est une entité sémantique susceptible de saturer une source. Par définition, la source d'un pdv est dite avoir le lien énonciatif du type responsabilité avec le pdv. Les ê-d peuvent cependant avoir d'autres types des liens aux différents pdv présents dans l'énoncé. Par ces liens, ils révèlent leurs attitudes aux pdv. Outre le lien de responsabilité il existe deux types de liens de non-responsabilité, à savoir les liens de réfutation et les liens de non-réfutation. Les liens de non-réfutation se situent sur une échelle allant de « presque-responsabilité » jusqu'à « presque réfutation ». Il est évident que le lien de responsabilité dénote une relation très proche de la prise en charge, ce qui a souvent mené à une confusion entre les deux notions, dont les auteurs de la ScaPoLine ne peuvent pas s'exonérer complètement (pour une analyse exemplaire de ces problèmes, voir Dendale & Coltier 2005). Dans cette communication je voudrais tenter de montrer que la prise en charge ne recouvre pas exactement le même type de relation entre êtres discursifs et points de vue que le lien de responsabilité. C'est ainsi qu'un adverbe tel que *certes* semble indiquer la prise en charge du pdv qu'il accompagne, mais en même temps il indique que ce pdv n'est pas celui du locuteur (au sens de la ScaPoLine). Il s'ensuit que, pour la ScaPoLine, *certes* marque un lien de non-responsabilité quoique du type « presque-responsabilité ». Par une série d'exemples, je me propose de montrer que cette distinction théorique entre prise en charge et lien de responsabilité se reflète dans les faits, étant ainsi utile pour les analyses empiriques. C'est mon espoir que cette analyse conceptuelle et empirique de la prise en charge nous permet d'élaborer une conception plus nuancée et pertinente de cette notion centrale de la linguistique énonciative.

[Dendale Patrick]
Paola Pietrandrea, *The discursive and dynamic nature of commitment*

The studies on epistemic modality largely employ the notion of commitment. The very definition of epistemic modality as the linguistic category expressing the speakers degree of commitment towards his propositional content is based on this notion. Nevertheless, commitment is poorly understood and theorised in these studies. It is generally assumed that it can be weaker or stronger and that it can be based either on some evidence or on a pure conjecture. In any case, it is taken for granted that the speaker defines his commitment before enunciation takes place and that he simply uses epistemic markers to express it.

In fact, a deeper reflection on the pragmatic notional domain of commitment suggests that the speaker builds, changes, and negotiates his commitment in discourse. A speaker can dialogically contrast his own commitment with his interlocutors commitment, he can recognize his interlocutors commitment without subscribing it, he can reach a (more or less partial) agreement with his interlocutor (see Laureandau, 1989, among others), he can even change his own commitment in a monological argumentation. Commitment emerges thus as an intrinsically dynamic and discursive notion.

The question rises whether and to what extent languages grammaticalize the discursive nature of commitment; in other words whether and to what extent epistemic modality is concerned with the dynamic construction of commitment in discourse.

The first results of the study here proposed, conducted on a general corpus of spoken Italian amounting to 518,604 words (De Mauro et al, 1993), shows that there exists a set of epistemic adverbial constructions dedicated to the expression of the dynamic and discursive aspects of commitment. The adverbial construction *secondo me* (roughly corresponding to in my opinion), for example, is used by the speaker to stress the fact that the truth of the propositional content hes entirely committed to, is nevertheless his own truth. This form is mostly used in dialogues with the function of contrasting the speakers commitment with his interlocutors commitment.

A more accurate characterization of commitment suggested to explore the hypothesis that epistemic modality could be concerned not only with the expression of the degree of the speakers commitment, but also with the more dynamic and discursive aspects of commitment. The fact that some Italian epistemic adverbs, showing an incipient grammaticalization, are dedicated to the dynamic construction of commitment in discourse, permitted to redefine Italian epistemic modality as the linguistic category used both to express and to construct the speakers commitment in discourse.

PANEL

Cynthia Dunn & Haruko M. Cook, *Intersections of Ideology and Practice in Japanese Discourse*

This panel critically examines complex relationships between language ideologies and language practice in Japanese society. It addresses areas of Japanese sociolinguistics that have historically drawn considerable attention from both native and foreign researchers including honorifics, gender, and regional dialects.

Ideologies of Japanese language use place an emphasis on indirect communication style, respect to addressees in higher social status, polite and subservient speech behavior of Japanese women, and a monolithic nature of the Japanese language among others. Research in Japanese sociolinguistics has subtly perpetuated these existing ideologies, and as a result, the ideologies have been regarded as facts even in scholarly communities. A case in point is what is called *Nihonjinron* theories on Japanese, a crystallization of Japanese folk beliefs as facts (Yoshino 1992). In recent years, scholars have challenged language ideologies with empirical data and successfully demonstrated that Japanese speakers do not always behave in a manner prescribed by the ideologies (e.g., Okamoto and Smith 2004). To date, however, research in Japanese sociolinguistics has rarely addressed language ideologies directly or examined the complex relationships between metalinguistic ideas about language and actual speech practices.

This panel directly addresses the nature of linguistic ideologies in Japanese society by examining the meta-linguistic practices and consciousness of both ordinary Japanese and researchers themselves. The goals of the panel are to examine i) ways in which metalinguistic ideologies are disseminated or enacted in speech practices, ii) how language ideologies selectively (mis)represent certain aspects of speech practice, and iii) how ideologies may themselves influence practice. Rather than seeking simply to unmask a false consciousness, we seek to critically examine how language ideologies are created out of selective attention to speech practice, how they are enacted in metalinguistic discourse, and how ideas about language use may themselves shape practice in complex ways. The first half of the panel focuses on how ideologies of honorific use selectively represent certain aspects of honorific practice while obscuring others. The second part of the panel will examine how ideologies of gender and region interact in complex ways to shape both speech practices and representations of speech.

The papers of this panel base their arguments on mostly qualitative analysis of media representations, published materials, and naturally occurring speech data recorded in various social settings in Japanese society.

The papers of this panel will also shed light on the unconscious aspect of daily linguistic practice or what Silverstein (1981) refers to as limits of awareness, which is elucidated only when it is contrasted with explicit meta-linguistic expressions of language ideologies. The findings of the panel will potentially have an impact on methodologies of future research in Japanese sociolinguistics as well as the instruction of Japanese as a foreign language.

Contributions

[Dunn Cynthia]
Cynthia Dunn, *Japanese Honorific Discourse: Misrecognition and the Limits of Awareness*

In this paper I examine metalinguistic discourse on Japanese honorifics in order to examine how certain aspects of cognitive functioning limit speakers awareness of certain aspects of language use. Silverstein (2001[1981]) argues that speakers are best able to bring into conscious awareness and accurately describe linguistic forms which are unavoidably referential, continuously segmentable, and maximally pre-supposing.

Japanese honorifics are intermediate on each of these scales. The fact that honorifics exist as surface-segmentable morphemes means that both grammarians and ordinary speakers have an awareness of these forms and are able to provide accounts of certain aspects of their function and use. I will argue, however, that they do so by overstating their pre-supposibility.

Previous work on honorifics has shown that speakers are able to provide normative generalizations about the forms used in particular situations, particularly when asked to produce isolated sentences. More recent work on naturally occurring discourse, however, has demonstrated that speakers frequently shift honorific levels even within the same speech event in ways related to shifts in empathy, information focus, presentation of the self, or awareness of the addressee. Speakers are much less able to describe such quantitative variation in honorific use and speakers participating in the same speech event may give different accounts of which honorific speech levels were used. Furthermore, speakers are often unaware of their own patterns of style shifting, although they can often interpret such shifts when presented with a transcript. Despite these limitations, certain types of questioning can prompt speakers to provide accounts of non-normative or particularly marked instances of honorific use, suggesting that speakers do have some awareness of the possibility of what has been called initiative shifting (Bell 1984).

Such findings have clear implications for sociolinguistic methodologies and particularly the use of self-report data. Although there are certainly political aspects to contemporary Japanese ideologies of honorific use, at least some aspects of speaker misrecognition are also related to cognitive limitations of the human mind.

[Dunn Cynthia]
Haruko Minegishi Cook, *Language ideology and practice of Japanese honorifics in the homestay context*

This paper critically examines the language ideology and practice of Japanese honorifics in interactions between a learner of Japanese as a foreign language (henceforth JFL learner) and her host family.

Studying Japanese honorifics, Wetzel (2004) states that the Japanese honorifics have often been studied from the point

of view of language ideology and points out the importance of investigating the nature of language ideology of politeness and the gap between the ideology and actual practice. One of the contexts in which language ideology of Japanese is often discussed is a contact situation. To date, however, only a few studies have explored the relationship between language ideology and practice in Japanese society and how it impacts the language socialization (Schieffelin and Ochs 1986) processes of JFL learners. Iino (1996) and Cook (2006), who examined dinnertime conversations of JFL learners and their Japanese host families, found that often topics of conversation emphasize the uniqueness of the Japanese language and culture, a typical argument of *Nihonjinron* (theories on Japanese) (cf. Yoshino 1992), the prevalent ideology in Japanese society. These studies contribute to our knowledge of how ideologies are explicitly talked about in a contact situation, but neither specifically focuses on honorifics.

This paper closely looks at the conversation carried out between the JFL learner and her host mother about the uses of the Japanese honorifics and asks the following questions: I) in what manner is the meta-linguistic description of language ideology of politeness disseminated? ; 2) what aspect(s) of speech practice does the language ideology represent?; and 3) how do the language ideology of honorifics and the gap between the ideology and practice socialize the JFL learner?

The data come from video-taped dinnertime conversations of a Japanese host mother and a British JFL learner. The data are a part of a larger project involving 27-hours of dinnertime conversations of nine pairs of JFL learners and their host families. The conversation data were transcribed and qualitatively analyzed. The findings are that there is a discrepancy between the language ideology of honorifics presented by the host mother and her actual practice in the sense that the ideology only applies to the *soto* (outside/out-group) context. A meta-linguistic description of the norm of interaction in a *uchi* (inside/in-group) context is absent. The paper argues that this discrepancy implicitly socializes the learner into the culturally meaningful distinction of *uchi* (inside/in-group) and *soto* (outside/out-group).

This paper sheds light on the unconscious aspect of daily linguistic practice, or what Silverstein (1981) refers to as limits of awareness, which is elucidated only when it is contrasted with explicit meta-linguistic expressions of language ideologies.

[Dunn Cynthia]
Debra Occhi & Janet S. Shibamoto Smith, *"Real" women, "real" men: The ideological landscape of Japanese standard language, regional dialects, and gender*

Real Women, Real Men: The Ideological Landscape of Japanese Standard Language, Regional Dialects, and Gender Our work on media representations of gendered language in regional dialect speaking Japan (Shibamoto Smith and Occhi 2006) and that of Shibamoto Smith (2004) and Shibamoto Smith and Okamoto (2005) suggest that ideological constructs of feminine language linked to Standard Japanese shape, although do not entirely determine, the ways that dialect forms vs. stereotypically feminine Standard Japanese forms are used by various female characters. Based on our study of the central female characters in NHK""""""""""'s morning drama *Wakaba* (NHK, 2005), we speculated that the romantic heroine of a drama, at least, would likely be both linguistically feminine and strongly oriented toward one of the two dominant linguistic markets in Japan, that of Standard Japanese or its equivalent in cultural centrality and prestige, Kansai""""""""""'s *Keihanshin* dialect (Shibamoto Smith and Occhi 2006). They were unlikely to be persistent (or even occasional) users of other regional dialects. This preliminary study hints at two ideological forces operating simultaneously to draw women *away* from regional speech, which would support a local alignment (Sunaoshi 2004), and *toward* an alignment with real Japanese femininity as it is expressed through the use of Standard Japanese or *Keihanshin* dialect. As represented in romantic dramas, then, regional women are faced with an either-or choice: perform true femininity through use of Standard Japanese (or *Keihanshin*) stereotypically feminine forms (and be a candidate for romance) or perform local alignment through use of dialect forms (and be a nice, polite, even gentle woman, but not the heroine). The same two ideological forces do not operate on men to force such mutually exclusive choices; this resonates with research on male vernacular speech and social class in other societies (Fox 2004).

The first of these ideological forces that of Standard Japanese *joseego* as the sole appropriate vehicle for expressing modern femininity has recently come under sustained scrutiny and critique (Nakamura 2005, Okamoto and Shibamoto Smith 2004, Inoue 2006). The second ideological force that of the authentic dialect speaker as one maximally remote from the modern and the urban (Bucholtz 2003) has undergone less scrutiny. In this paper, we analyze the ideologies about dialect and dialect speakers in both scholarly and popular texts to argue that this ideological position not only obtains in the Japanese case but, as well, leads researchers selectively to attend to the speech practices of the elderly, the rural, and in some cases, the remote, while neglecting dialect use among younger speakers, particularly women, in urban regional settings. Our corpus includes seminal scholarly texts from the 1970s to the present, including samplings of *hoogen ishiki* dialect consciousness studies. How dialects/dialect speakers are represented in popular media is examined through analysis of newspaper articles from 1990 to the present.

Finally, we re-examine the ideological underpinnings of these studies against the backdrop of contemporary critique of sociolinguistic assumptions of speaker authenticity (Eckert 2003) and the more familiar Japanese concept of *rashisa* conformity to some socially predetermined image"""""""""" Jugaku (1983). We demonstrate that the two ideological forces which clash over the ways in which Japanese women can and cannot simultaneously be linguistically local and linguistically feminine have led us to limit our examinations both of a sufficiently broad range of real Japanese women and a sufficiently broad range of real dialect speakers.

[Dunn Cynthia]
Cindi SturtzSreetharan, *Regional Prestige? Kansai women's linguistic practices*

Research on Japanese language and gender has mainly focused on standard language practices (see Miyazaki, Sunaoshi, and Ogren as exceptions). The body of research has grown to encompass non-normative speakers of standard languages (e.g., lesbians in Tokyo, is but one example), shedding much needed light on linguistic practices of non-standard gender language communities. While our understandings of standard language formation and ideology (and how these articulate with normative gender) have grown over the past years, investigations of Japanese dialect speakers are rare. Various questions arise then about how speakers with access to a regional dialect use language at the everyday local level. To what extent does standard Japanese language ideology impact their speaking styles? This paper explores the speech practices of Japanese women in the Western part of Japan.

The dialect recognized in the Western part of Japan (often referred to as *Kansaiben*) is considered a prestige yet non-standard dialect. The speakers of this dialect claim pride in their language style and deny switching to Standard Japanese regardless of situation or context. As studies of language use have often pointed out, women tend to have higher frequencies of standard language use when compared to their male counterparts; but, what about when women have access to a prestige dialect? This paper examines naturally occurring conversations drawn from informal conversations collected among women in the Kansai area. Do female speakers of the Kansai dialect rely on Standard Japanese forms in particular instances? If they are creating a gendered image, do they use stereotypically gendered forms drawn from Japanese Womens Language, or are there dialectal equivalents?

Using empirical data drawn from naturally occurring informal all-female conversations among Kansai women, this paper aims to shed light on the speech practices of non-standard speakers of Japanese. Honorific verb morphology and sentence final particles are specific points of investigation. The Kansai dialect has specific honorific forms not found in Standard Japanese. For instance, *~haru* is an honorific form specific to the Kansai dialect. The frequency and contexts of use of this honorific compared to Standard Japanese forms are explored in this paper. Sentence final particles are also investigated. The literature does not provide examples of dialect-specific female exclusive final particles (although male-exclusive final particles are available). Thus, this paper will also explore what kinds of SFPs are used by the women and across what contexts.

PANEL

Susan Ehrlich & Ruth Wodak, *Approaches to Discourse Analysis: Ethnographic Perspectives on Context*

This panel reflects upon the relationship between (critical) discourse analysis and ethnographic approaches to language use. Based, in part, on their different disciplinary histories, a sharp distinction has generally been drawn between the two. However, the purpose of this panel is not to dichotomize or juxtapose any two approaches, but rather to establish a constructive dialogue between an ethnographic perspective on language use and various approaches to discourse analysis. In so doing, we seek to identify theoretical, methodological and political points of commonality and complementarity. Critical approaches to discourse analysis have typically assumed a mutually constitutive relationship between discourse and society; that is, discourse is said to constitute the social as well as being shaped by it (Fairclough and Wodak 1997). Nonetheless, the question of how analysts actually identify both theoretically and empirically evidence of social structures in texts has been highly controversial. Critical discourse analysts have been criticized for providing textual interpretations that reflect their own sociopolitical commitments, while conversation analysts are criticized for ignoring all but the most blatant aspects of the sociopolitical context in their analyses of interactions. More sociolinguistically-oriented approaches to discourse analysis have been problematized because they view the social in terms of distinct sociological variables, neglecting much more dynamic and fluid aspects of context. Finally, text-linguistic theories often focus on the inherent elements of texts, providing only impressionistic and intuitive descriptions of context. Thus, the question of how texts should be linked to social and cultural context is far from resolved. This panel brings together scholars who propose to examine this issue how analysts identify relevant traces of social structure in texts (Blommaert 2005) by considering approaches to discourse analysis that are informed by an ethnographic perspective, broadly defined. In addressing this issue, panelists will (1) describe aspects of their own research they consider to be ethnographic, (2) discuss the extent to which an ethnographic perspective has allowed them to identify traces of social structures in texts, and (3) discuss various theoretical options for linking text and context in interdisciplinary ways.

Contributions

[Ehrlich Susan]
Wolfgang Dressler, *Preference Structures in text vs. discourse and their relations to context*

This contribution is based 1) on the distinction between text vs. discourse as monological vs. dialogical, greater vs. smaller intentional uniformity and distance between producer and receiver, prototypically written vs. oral (cf. Dressler 2004). 2) The notion of text analytically excludes context, the notion of discourse includes at least the immediate context necessary for the functioning of dialogical interaction or for the establishment of intertextuality between different texts of an, e.g. ideological, discourse. 3) The framework is procedural natural text linguistics, a semiotically based preference theory developed in Dressler (1989, 2000). The parameters discussed will be iconicity, indexicality, transparency and figure-ground contrast, as selectively exemplified in what follows.
Texts may contain a high amount of text-immanent paradigmatic and syntagmatic iconicity, to be illustrated with Caesars well-known dictum *Veni vidi vici*. A discourse may be characterized by much syntagmatic iconicity, as in the stichomyths of the Sophoclean tragedy Antigone, but paradigmatic discourse iconicity which goes beyond textual iconicity needs inferential bridging by context.
Among indexical relations, immediate anaphoric and cataphoric ones and contextually bound exophoric ones exist both in the text and discourse domain. But long-distance anaphoras need only in the discourse domain, not in the text domain, a contextual basis, as to be exemplified with election campaign slogans.
Both textual and discourse-level semantic and pragmatic transparency is often greatly enhanced by context-based inferences. So far I found no principled differences between the text and discourse domain.
Verbal figure-ground contrasts can be easier established in the text domain than in the discourse domain. In both domains, however, the speakers figure-ground perspective determines what is said and what is left unsaid. Here the context plays a crucial role and may even lead to figure-ground reversals in inferencing, with consequences for communicative effectiveness (cf. already Beaugrande & Dressler 1981).
These argumentations will show a different text-semiotic approach to contextuality than traditional ones (cf., e.g., Rutelli 2003) and support several conclusions about the role and importance of context, as focused in Panagl & Wodak (2004).

[Ehrlich Susan]
Susan Ehrlich, *Legal discourse and entextualization practices*

An ongoing debate within linguistically-oriented approaches to discourse analysis has centred on the validity or legitimacy of analysts interpretations of texts. Widdowson (2004: 109-110), for example, objects to the practices of critical discourse analysis because they provide ideological interpretations 'which claim, implicitly or explicitly, to be based on close analyses of textual features.' According to Widdowson (and pragmaticists generally), interpretation can never be a direct function of textual analysis itself but rather results from the interaction of textual features and extralinguistic contextual features -- including cultural background assumptions which are not necessarily shared across individuals nor across discourse communities. This paper examines entextualization practices (i.e., the movement of texts across settings) within legal contexts, arguing that an investigation of such practices allows analysts access to the process by which participants (in these contexts) interpret texts. More specifically, I examine instances of trial discourse as they are interpreted by the judiciary at various levels of the court or, put somewhat differently, as they are interpreted in different contextual spaces (Blommaert 2005). Because judges provide verdicts and explanations for their verdicts, entextualization practices in this context provide analysts with a window onto the process of interpretation or meaning-making and, in particular, the way that contextual factors, including (different) cultural background assumptions, may inform interpretations.

[Ehrlich Susan]
Barbara Johnstone, *Pittsburgh Speech and "Pittsburghese": Dialect, Discourse, and Orders of Indexicality*

This paper argues for the relevance of linguistic-anthropological theory and discourse analytic method to questions about language change and vernacular normativity that are at the center of variationist sociolinguistic inquiry. Variationists in the Labovian tradition have typically focused on variation in linguistic practice; our focus on unselfconscious vernacular speech has foregrounded the habitus-directed (Bourdieu, 1977) activities of non-reflexive everyday talk. While some variationists continue to account for patterns of variation by adducing attributed sociodemographic identities such as age, sex, and socioeconomic class, recent work has moved towards more ethnographic accounts of how particular variants acquire indexical meaning in the course of the discursive activities in which they are used (Eckert, 2000; Kiesling, 2005).
At the same time, variationists have also been talking about folk linguistics (Niedzielski & Preston, 1999; Preston, 1989). Perceptual dialectologists like Preston claim that studying metalinguistic talk about variation is potentially relevant to variationists work. But the two lines of work have proceeded largely in parallel. Attempts to link patterns of variability in vernacular speech with explicit ideas about the social meanings of local forms have shown that there are sometimes correlations between vernacular sociolinguistic practice in a particular community and talk about it. For

example, aspects of speakers identity have been correlated with their use of forms thought to index that identity. But when we take a closer look, it turns out that we are often either conflating two groups of speakers (ones who talk in a particular way and ones who talk about what it means to do so) or confusing what features can be heard by others to index with what speakers who use them could be using them to do (Johnstone, et al, 2004). For example, a person who sounds local to others may not hear his own speech as sounding local, and so could not be using it to project localness.

One possible explanation for this is captured in what practice-oriented linguistic anthropologist Sidnell (2005) calls Malinowskis complaint: the fundamental difference between human conduct and talk about it. As Sidnell puts it, human conduct is not determined by, nor reducible to, a representation of it (8). In other words, the representations of the meanings of linguistic variation that perceptual dialectologists collect may be related only indirectly, or not at all, to the kinds of semiotic work variation does in particular everyday interactions.

In this paper I suggest that there is, in fact, a systematic, though not deterministic or direct, relationship between variation and metadiscourse about its meanings. Using data drawn from the Pittsburgh Speech and Society project (Johnstone, Andrus, & Danielson, 2006; Johnstone & Baumgardt, 2004; Johnstone, Bhasin, & Wittkofski, 2002) I show how discourse analysis, informed by Silversteins (2003) concept of orders of indexicality, can provide a way of describing this relationship.

[Ehrlich Susan]
Helga Kotthoff, *Girls on the phone*

Ill present excerpts from a recently recorded corpus of ten telephone conversations of 14 -16 year old girls, good friends, from South-Western Germany. The telephone conversations are intimate insofar as private topics are negotiated (e.g., relationships with boys) and the interlocutors rely on pre-discursive common ground (Gumperz 2002). I try to approximate the co-articulation of age, gender and friendship in the conversations (Eckert 2000, Kotthoff 2006). In talking about boys in various contexts, girls not only negotiate gender boundaries, but also feeling norms for engagement and distanciation in regard to romantic and sexual relationships. The girls, on the one side, focus their engagement on hetero-sociability, which thereby becomes the unchallenged normality of this age-specific way of being a girl. The narratives about initiating contact occur in a high involvement style with numerous direct quotes introduced by and Im like, and hes like/und ich so, und er so (see Golato 2000). On the other side, they often act cool and lend dating the spirit of consumerism that Illouz detects in media and other contexts (1997).

For critical discourse analysis and interactional sociolinguistics there is an interesting potential in these informal conversations in which the production of in-group and out-group, the drawing of social boundary lines, the negotiation of moral and emotional stylization, images of the self and the other are implicitly accomplished. I will also relate the phone talks to conversational data and observations from other contexts.

[Ehrlich Susan]
Theodossia-Soula Pavlidou, *'We are the salt of the earth': constructing (gendered) collectivities*

In a preliminary study on subjectivity in Modern Greek (paper, co-authored with Ch. Kapellidi, at the 9th IPrA conference), the context dependencies of speaker deixis were demonstrated. More specifically, it was shown that the first person as marked on the verb form with or without the first person pronoun (whose presence is not compulsory in Modern Greek) is much more common in conversations among familiars than in the institutional setting of the classroom. Moreover, a differential use of singular and plural for speaker deixis in the two contexts was observed and the different kinds of collectivities associated with the plural were demonstrated. In the present paper, an in-depth analysis of speaker deixis in the plural is attempted, drawing on 33 fully transcribed conversations among friends and/or relatives. These conversations (of at least half an hour length each) have been audio-taped by one of the participants themselves (mostly a graduate student). As a first step, all occurrences of (a) verbs in the first person plural, (b) personal pronouns in the first person plural (nominative and genitive/accusative), (c) possessive pronouns in the first person plural have been isolated. In connection then to the type of speech activity (narrative, arguments, information exchange, etc.) in which these forms are embedded, the kind of verb used (epistemic, emotive, locutionary, etc.), and so on, it is examined: - what kind of collectivities are evoked through the use of the first person plural, - how these collectivities are co-constructed or contested by the other participants, - whether these collectivities are gendered. The focus on collectivities is put forward as a test-case for the possibility of spanning the here-and-now of discourse to the more global workings of society: participants in (co)-constructing collectivities in discourse allude to lived or imaginary communities of practice in which they claim to be a member of and which they delineate through that very collective characteristic (womanhood, greekness, friendship, etc.). We may thus be getting to a theoretical link from practices and to structures, which in contrast to the other direction, i.e. from structures to practices, seems to be badly missing from all current approaches to discourse.

[Ehrlich Susan]
Joan Pujolar & Monica Heller, *The Political Economy of Tourist Texts*

In this paper, we intend to reflect on various ways in which texts can be contextualized and situated within struggles over the legitimization of symbolic and material resources. Our research is presently focused on the field of tourism and, particularly, on tourist sites that have recently emerged in linguistic minority contexts. We interpret this trend as a new form of position-taking developed by particular sections of minority groups to adjust to new social and economic conditions, namely the globalization of the economy, the internationalization of social and economic fields and the crisis of nationalist ideologies associated with post-national scenarios (Pujolar, in press).

In this paper, we shall analyze a sample of tourist texts and provide an assessment of the processes that have intervened in their production within the organizations or administrations involved. Tourist texts are inserted in sites that provide characteristic narrative genres (the texts often providing the keys to construct what is in fact a multimedia narrative that constructs particular landscapes). Such texts often draw upon established discourses on language and identity that are widely available and may appear at first sight to simply reproduce modernizing discourses on language and identity. However, a close examination of the whole process often provides a markedly different picture: first, local communities may be reorganizing their economic base from the primary and secondary sectors to the service and informational economy; second, they are also transforming an identity discourse previously devised for internal consumption in regional political struggles towards a discourse that commodifies identity within global markets.

Pujolar, Joan (In Press) Bilingualism and the nation-State in the post national era. In Heller,Monica (ed.) *Bilingualism.*New York: Palgrave Macmillan.

[Ehrlich Susan]
Martin Reisigl, *Fixing conceptual boundaries of "text", "context" and "discourse" – A critical overview of selected discourse analytical approaches*

My paper deals with the theoretical as well as practical problem of delineating and identifying the conceptual boundaries of text, context and discourse. I discuss this problem with respect to a variety of discourse analytical approaches, especially focussing on five versions of Critical Discourse Analysis, viz. (1) the Vienna approach to Critical Discourse Analysis; (2) the Duisburg Group; (3) Teun A. van Dijks socio-cognitive approach to Critical Discourse Analysis; (4) the social-psychological and rhetorically oriented approach of Discursive Psychology; and (5) Critical Discourse Analysis related to Systemic Functional Linguistics (Fairclough, Kress, van Leeuwen).

In the first step, I discuss howthe discourse analytical approaches in question perceive the relationship between discourse and text. In particular, I examine whether they make a feasible distinction between the two concepts or not, and if they conceptually distinguish between text and discourse, whether they rely on criteria of inclusion (e.g. considering text as a part of discourse), on criteria of complementarity (e.g. considering text as written piece of language and discourse as oral linguistic performance), on criteria of abstraction and concretion (e.g. taking text as the semiotically more concrete linguistic unit) or on other criteria, for instance criteria of production, distribution and perception, of complexity, of length, of multimodality and multimediality etc.

In the second step, I will explain how the different approaches characterise concepts deriving from text and discourse on the basis of a prior theoretical clarification of the relationship between these two concepts. Among others, I will look at concepts and terms such as discourse genre, discourse type, discourse form, discourse level, textual genre, textual type, sort of text, interdiscourse, intertextuality and interdiscursivity.

My third analytical step consists of answering the question as to how the discourse analytical approaches in question delineate and investigate context,how they conceptualise and make accessible different dimensions of context,how they relate their concepts of text and discourse to context (e.g. by characterising discourse as text in context) andhow they determine and describe processes of decontextualisation and recontextualisation. With respect to these questions, I particularly focus on how the approaches take into account (1) the immediate, language, text or discourse internal co-text or "co-discourse"(i.e. the synsemantic environment and local interactive processes); (2) the intertextual and interdiscursive relationship between utterances, texts, genres, discourses etc.; (3) the extra linguistic social / sociological variables and institutional frames of a specific context of situation (e.g. place, time, occasion, recipients, interactive/political roles of the participants, their sex or gender, age, profession, education as well as their ethnic, regional, national, religious affiliation); and (4) the broader sociopolitical and historical context.

In the final step of the paper, I will concentrate on the theoretical and method(olog)ical influences of the visual or semiotic turn on the understanding of text and discourse. Here, it is particularly instructive to observe how the semiotic point of view leads to a shift of boundaries between text and context, discourse and context and text and discourse.

[Ehrlich Susan]
Luisa Martín Rojo, *How to approach the construction of inequality in Multilingual Classrooms?*

This paper presents a proposal of an encompassing perspective in discourse studies, in which interactional sociolinguistic and critical discourses analysis are integrated within an ethnographic frame. In this paper, this perspective is illustrated through a current research in multilingual classrooms in Madrid. Taking as a starting point the concept of social practice, developed by contemporary sociology, schools have been approached by the ethnographic

observation of how these institutions understand and implement national/regional educational policies and laws. And in the same way, the observation has comprises how social and national relationships and tensions are created and reproduced by schools organization, routines and rules, by their explicit and implicit aims, and by the distribution of symbolic resources, like languages. The voices and experiences of the pupils and teachers are understood as primary an essential data in order to capture this understanding, and in order to avoid the imposition of researcher interpretations. The understanding of interaction in classrooms as a social practice, shaped by an institutional order, which in turn is shaped by the social structure, but which may also be changed by it, also leads to ethnographic observation. In interactions, writing and spoken exchanges, teaching materials, exercises, tests and assessments go together to make up the educational practice and the process and the distribution and assessment of social, cultural and linguistic resources which through it takes place. In our research, it is precisely the gathering of inteactional sociolinguistic and critical discourse analysis what make possible to examine how everyday interactions in these schools reproduce and generate social order inequality, charity-like mechanisms that target immigrant youth paternalistically as low-achievers. We study the unequal distribution of symbolic capital among students and explore how legitimate knowledge is allocated in the classroom by means of who is considered a normal or good student, what behavior is acceptable and which languages are validated as the vehicle for intellectual work. A critical perspective in discourse analysis undoubtedly contributes to this analysis. Critical studies of discourse seek to capture the relation between discourses and the social and institutional order (how a representation of these orders emerge from discourses and how they intervene in the processes of social conflicts, social closure and domination). It offers effective analytical tools for the analysis of social representations, and of how they are shaped by social and cultural values and ideologies. Furthermore, this approach considers the study of ideologies to be an essential part of the study and pays special attention to the naturalization of ideologies, and to how these processes are related to the current social order. This comprehensive proposal prevents some of the theoretical and methodological weakness pointed out in CDA: data from different social domains and levels are collected and interrelated, data are not taken out of their context of production, the interpretations of the analysts cannot be imposed, and direct or immediate connections between textual features and the macro social phenomena are avoided.

[Ehrlich Susan]
Elizabeth Stokoe, *Doing actions with gender categories*

This paper contributes to the burgeoning literature that studies gendered topics and practices from an ethnomethodological perspective, using conversation analysis. Such an approach analyses naturally occurring talk-in-interaction with a particular focus on the relevance of gender categories and references to the participants in the interaction. The interest is not, however, in the fact *that* gender categories and references crop up, but that they do so at particular places in talk within systematic courses of action put to use in the *achievement* of some bit of interactional business. I present findings from ongoing analyses of neighbour dispute interaction across different institutional settings in the UK, including police officers interrogations of suspects in neighbourhood crime, and telephone calls to neighbour mediation and antisocial behaviour helplines. Across the data, gender categories cropped up in three main environments: The first methodical use of gender categories was in *category-based denials* following complaints and accusations (e.g. I wouldnt hit a woman, my reaction with a woman is to pull and shove and thats all, nothing else). The second environment for gender categories was in accounts for alleged crimes or complainable activities. These accounts attempted to normalize events by appealing to what everyone knows about the attributes of category members, thereby reducing the speakers culpability in the trouble under discussion (e.g. Yknow wha- like women do, they like to do that dont they, thats two women loggerheads with each other, you know.). Finally, police officers and call takers *questions* and *responses* also contained norm-referenced gender categories (e.g. Do you think youre uh, as a single man, sexually frustrated now youre living on your own?, thats young lads for you, isnt it?). Overall, participants use of gender categories had an idiomatic quality, deployed to shortcut and package a host of commonsense categorial resonances, as members methods for doing actions of various kinds. Overall, this paper shows how gender categories are occasioned in regular kinds of interactional environments, doing the same kinds of actions, and so demonstrates a way of studying gender and interaction that combines an interest in the topic of gender with the sequential analysis of talk.

[Ehrlich Susan]
Ruth Wodak, *Bridging the Gap between Macro- and Micro-Analysis: The Every day lives of Members of the European Parliament*

This paper will consider complex theoretical and methodological problems when attempting to link the analysis of structural constraints, organizational hierarchies and rules with ethnographic research on the every day lives of politicians. More specifically, I will draw on research conducted in the European Parliament in Strasbourg when interviewing MEPs, accompanying them throughout their whole days (and tape-recording all their conversations), and following the genesis of decision-making in parliamentary committees and in the plenary discussions.
The representation of Politics in the public sphere, i.e. in televised news, is usually constructed from official images: prominent politicians giving speeches, shaking hands and embracing other politicians, stepping out of planes on red

carpets, talking to other prominent politicians, and by declaring, promising or presenting policies via press conferences, in interviews, and so forth. The public is thus confronted with symbols and rituals described most accurately by Murray Edelman, 1974, in his seminal book *The Symbolic Uses of Politics* (and elaborated in many ways by Michael Billig, 1995, in *Banal Nationalism*).

Hence, most of what is accessible to the general public could be labelled as a *performance* or as a *staging of politics*; *performativity* in Judith Butlers sense, *habitus* in Pierre Bourdieus sense, the notion of *charisma* in Max Webers sense, and *presentation of self* in Erving Goffmans sense are key concepts in the analysis of behaviour of politicians: the public is necessarily excluded from negotiations, from conversations taking place in the corridors of the buildings of various institutions as well as by phone, fax or email, from relevant decision-making bodies and from the crises and stress which necessarily occur as in most other professions. This exclusion from *doing politics* is also manifest in the scholarly literature in Political Science and neighbouring disciplines (Pelinka 2004) , except for three rather marginalized perspectives narrative policy analysis (Roe 1994) , a few studies in political action research as well as research from a more behaviouristic position in Political Sciences (Eulau 1984) ; Moreover, we find few qualitative analyses of political organizations (Yanow 1996; Holzscheiter 2006; Fenno 1989). Hence, most theories and their methodologies in political science discuss the *macro-level* of politics and policy; these theories include systems theory, rational choice, game theory, and so forth. The methodologies applied consist mostly of standardized interviews, the analysis of policy documents, opinion polls, etc.; in other words: Politics are investigated from *outside*.

The few systematic studies focussing on the *inside perspective* are to be found in anthropology (Marc Abls, Bellier & McDonald 1993; Duranti 2006), in Sociolinguistics (Holly 1990), and in interdisciplinary research situated at the cross-section of Sociology and Political Science (Muntigl, Weiss & Wodak 2000 ; Chilton 2004; Wodak & Chilton 2005; Blommaert 2005) . In contrast to the above mentioned methodologies, they investigate case studies, either with field notes, diaries or observations, or with tape- recordings and video analysis (Duranti 2006). Different theoretical and methodological approaches are employed: Conversation Analysis, Hallidayian Functional Systemic Linguistics, Argumentation Theory, Discourse Analysis; Cognitive Linguistics.

My own triangulatory discourse-historical approach is based on a concept of *context* which takes into account four levels (from the macro-context of the organization to the co-text of each utterance), to be elaborated in the course of my paper. I will illustrate these levels of context while analyzing relevant sequences from the every day lives of MEPs. Furthermore, I am interested in the discursive strategies of (positive) self-presentation (and negative other-presentation) (Reisigl & Wodak 2001) , focusing primarily on the use of metaphors, the role of social actors, argumentative strategies, cohesion devices, and transitivity, amongst other indicators. Analyzing strategies of positive self-presentation (and negative other-presentation) allows understanding the performance of politicians in everyday life and in official settings.

PANEL

Orie Endo, *Political correctness and terms of address in EU and Asian countries*

Escalating awareness to Political Correctness in the countries of Europe and Asia has affected several domains of language usage in a number of societies. A short historical over-view and stages of development in this process in an EU framework explain the societal and legal background that have triggered and influenced changes in this respect. As for Asia in Japan from the 1970-s on legal steps have been taken to respect politically correct language usage in public discourse , but in reality this policy has not sufficiently penetrated yet into everyday discourse and into the media. In China local governments have recently taken initiatives often in the form of campaigns as code of conduct for citizens to exert control on educated public behavior, part of which are efforts to raise awareness on politically correct language usage. Examples and cases taken from different countries (German-speaking countries, Hungary, Finland, Japan and China) and from different domains of language usage (business, media, academia, legislation and everyday life) will demonstrate this process in its development. The study will focus mainly on terms of address and terms of reference with a special attention to gender bias. It will be demonstrated how changes in societal values on the one hand and legal considerations on the other have their impact on language use and discourse. Considerations as to how achieve a heightened awareness to politically correct language use will be discussed.

Contributions

[Endo Orie]
Maria Balaskó, *New world, newspeak?*

It is a common place that our language use reflects the society we live in. A society which is not affected by dramatic changes is characterized by stability in its language use, whereas a society in change will find its analogy in unstable

linguistic forms which may go as far as the exchange of well-established linguistic items.

The recent rapid collapse of the old economic and political system in Eastern Europe has had a strong impact on the norms and rules which govern the linguistic, social and cultural behavior in these countries. At the same time the free flow of ideas and thoughts in a globalized world, like commitment towards the recognition of human rights, awareness of gender issues, is adding new dimensions to these questions.

Putting three communicative situations under scrutiny - official, public situations (ceremonies), unofficial, yet formal situations and informal, colloquial, intimate situations - we will look into the changes which took place on the interface between linguistic form and social action in respect of the terms of address. Examples will be taken from Estonian and compared with Finnish, a typologically similar language which however did not suffer from so strong a cultural shock in its political and economic development as did Estonian.

[Endo Orie]
Orie Endo, *Political Correctness as seen in terms of address of the Japanese language*

In the Japanese language a common and accepted form of address and term of reference is the slightly polite san" attached to the name of the person. This can be applied in the case of old and young, of males and females as well. For instance a school-girl named Tanaka Hanako can be called as Tanaka-san" by her teacher, her father (by the name of Tanaka Ichiro) can be also addressed as Tanaka-san. The wife may call her husband Ichiro-san" , whereas her friends would address her (Tanaka Michiko) as Tanaka-san" . Close friends and relatives may though call her by the firstname + san" pattern as "Michiko-san". Hence, in the usage of san" in all of the above cases, the Japanese langauge makes no distinction neither in gender, nor in age. In all Japanese newspapers however when to look at the obituaries, one discovers a discriminative usage practice. This is going to be demonstrated in this presentation. In Japan there are 5 leading daily newspapers. In Asahi Shinbun" and in Mainichi Shinbun" there is no distinction made in terms of reference, as in the case of both males and females the suffix san" is used. In the practice of Yomiuri Shinbun" Sankei Shinbun" and Nihon Keizai Shinbun" though after the name of the deceased shi" is attached in the case of men, and san" is attached in the case of women. If the deceased is a man, and the chief mourner is his wife, then san" is attached, if however the deceased is a woman, and the chief mourner is her husband or eldest son, then shi" is attached. This implies more than a simple distinction. Shi" has a higher staus-value and used in public discourse, whereas san" is common in every-day usage, and ranks lower in the hierarchy of honorific terms. Hence in the case of mourning a deceased person distinction is made in terms of honorifics depending on sex. Earlier Mainichi Shinbun" and Asahi Shinbun" also used to apply the practice of distinction in terms of reference: shi" for men, and san" for women. This has been however changed by the respective editors thanks to the governments equal gender policy legislation and efforts of civil movements to avoid discriminatory words in the media. Reality proves, that although political correctness should be taken as granted is all newspapers, there are still phrases used in some of them showing distinction. This only shows that measures to apply PC policy in Japan are still not sufficient and effective enough.

[Endo Orie]
Viktoria Eschbach-Szabo, *Gender, political correctness and law in the EU and in Japan*

Gender, Political Correctness and Law Viktoria Eschbach-Szabo, Tbingen University 1. Changing Gender Roles and Media in Asia: In the western world we share the transnational experience of being fans for a lot of famous actors like Alain Delon, but Yonsama was the first man in the East-Asian world becoming a network image. It is necessary to examine how class, gender and racial positioning both motivate and constrain an actor: The West and the Traditional East Transnational identity of young urban professionals Fuzzy gender: the gentle and passionate man Yonsamas as a network image represents the new social morphology of East Asian societies. The today"""""s media business is organizing in global networks and to produce transnational images of gender. The presentation of Yonsama and his fans in media is a special case of political correctness. In the global context the Re-gendering of language will occur with Japanese, Korean and Chinese like in the States and in the EU. Discriminatory words in Japanese law and media will be cross-linguistically compared. Our analysis concerns PC great role in prejudice and discrimination of gender in modern Japanese society. To abolish the racism and gender discrimination from our societies we continue research on the implementation of the equality law- and the economical and political risks of different speed of language sensibility.

[Endo Orie]
Judit Hidasi, *PC terms of address and reference in Hungarian*

Sticks and bones will break your bones, but words can never hurt you tells an old rhythm, but is it really true? Words in fact can and do hurt if misused intentionally or unintentionally. The latent meaning and connotation of certain words or terms of address might trigger discomfort or even conflict in communication.

Modernization of societies and growing awareness of human rights has led to movements in many countries of the world that aim to hinder the use of discriminatory words which in principle is supposed to be the ruling language usage

code in social discourse. In spite of this we can still witness in language usage many traces of prejudice and disrespect towards the weak and non-privileged. This is particularly true in language usage referring to females.

The Hungarian language is no exception to this phenomenon.

The Hungarian language similarly to other languages belonging to the Finno-ugric language group does not possess means of linguistic gender. Morphological gendermarkers characteristic in many Indo-european languages like French or Russian are missing in its linguistic repertoire. Hence the third person pronoun is the same o (singular)/ok(plural) in both genders, and in conjugation or inflections no distinction is made as for genders. Still, in terms of reference, greetings and in expressions referring to professions a rich variety of expressions was historically in use to make subtle distinctions for gender often reflecting nuances of age and position. This rich vocabulary has made a certain come-back after the early 90-ies following decades of delibarate universalizing tendencies during the years of socialism. The renaissance of gender-motivated expressions and terms is however not without controversies. On the one hand the younger generation cannot always handle these expressions in a pragmatically proper sense, on the other the modern-thinking part of the society with a strong gender-free orientation finds them unnecessary or even discriminatory. Examples taken from the current language usage will demonstrate these controversies. Some suggestions will also be offered as how to overcome these difficulties.

[Endo Orie]
Qinan Li, *Terms of address*

In some cities of China, there have beencivilization pledge for regulating thebehaviorofcitizens. One of them is the rule that prohibits the use of unacceptable language at public spaces. Thelocal regulation has been in effect to promote educated public conduct.

There exist different systems of pronouns, terms of address and terms of reference in the Chinese language, their characteristics depending ondifferentregions, ethnic beckground, andthe particular dialect, historical age, and generation-usage. Accordingly there is no universal rule of application, still several issues can be raised in this respect.

For instance the once universally used to call another person would be tong zhi (comrade) with a strong political connotation whichhas been disappearing from public discourse and is increasingly being replaced by the more internationally accepted Mr. or Ms. or Miss as in: xian sheng, or nushi, orxiao jie respectively. In all cases with the names attached. This can be greatly attributed to the influence of the English Mr./Mrs./Ms and Miss.

The phrase ai ren that was put into use after the Chinese revolution can be used in the case of married couples both to the male or the female member because it is genderless. This is common usage in urban communities and among young people, but in the countryside and among elderly the traditional zhang fu meaning husband, or taitai; lao po for the wife is still much in use.

The genderfree terms of address and reference that were typical for almost 50 years in the newly shaped China as well as during the revolution are being gradually extinguishing. Presumably forms that reflect gender differences are being reintroduced into the public vocabulary.

The phrase of addressxiao jie (without the name being attached) has developed some new connotation. This is attributable to the appearance of the bar-ladies and girls in night-clubs which in its turn is the result of increasing consumerism that goes in hand with economic development. This phrase loaded with sexual discrimination is being replaced by fu-wu-yuan.

There are still in use phrases like nu yan yuan for actresses, or kong jie for stewardesses where the indication for gender is strong.Movements to review their use have not been put into motion yet.

PANEL

Kerstin Fischer, *The Pragmatics of Human-Computer Interaction*

Language-based human-computer interfaces are becoming more and more common, yet the study of such speech situations presents both practical as well as theoretical challenges, since it allows the controlled investigation of general pragmatic processes and mechanisms involved in interaction with novel, unfamiliar and somewhat restricted communication partners. The panel addresses the pragmatics of verbal human-computer interaction from the following related perspectives: a)The first area of interest concerns the linguistic adaptations speakers make when talking to computers as communication partners and the relationship of such adaptations to speakers attention to general conversational structures (Hutchby 2001), alignment with the artificial communication partner (Pearson et al. 2006), and adjustments based on stereotypical conceptions about such communication partners (Fischer 2006), thus providing insights in general mechanisms of recipient design. b)The second area addresses human-computer speech interfaces from the point of view of system output design. In particular, the aim is to collect and systematize empirical data on the effects of linguistic properties of the computers linguistic strategies in order to identify conversational features that prove useful for human-computer interaction, depending on the mechanisms identified under a). c) The results from the

discussion will be used to address the problem of dialogue evaluation. Current approaches often focus on measurable criteria such as length of dialogue and task efficiency, rely on speech act felicity or analyses of misunderstanding, or employ post hoc questionnaires to determine user satisfaction. However, the analyses of the properties of human-computer dialogues outlined above allow a much more fine-grained pragmatic analysis of discourse success (cf. Bernsen & Dybkjr 2004), and the panel will contribute to defining a research strategy for detailed pragmatic system evaluation. The panel thus takes a truly interdisciplinary perspective and addresses conversation analysts, socio-psychologists, dialogue designers and pragmaticians interested in context and dialogue modelling. Nevertheless, it allows a coherent and focused discussion of the pragmatics of human-computer interaction.

Contributions

[Fischer Kerstin]
Mahir Akgun, Deniz Zeyrek & Kursat Kagiltay, *The role of apologetic error messages in the performance perception of users of HCI*

This study investigates the role of apologetic statements in HCI. Its starting point is that in order to increase the interaction time between the user and the interface and to mitigate the frustration caused by the computers inability to carry out the users demand, employing an apologetic error message might be needed.
A number of studies have been conducted in order to understand whether polite error messages should be used in HCI focusing on the users performance perceptions and the degree of their willingness to use an emotional interface (Tzeng, 2004; Picard, 2000; Johnson, 2004; Resnik and Lammers, 2001). This study aims to contribute to the existing literature by analyzing the role of apologetic statements in error messages rendered in Turkish to Turkish users. It investigates whether an apologetic error message affects the users self-appraisal of performance in the computerized environment. The study is comprised of two stages: At the first stage, the apology speech acts preferred by Turkish users were determined. The data were collected from 98 university studentswhile they interacted with an interface in an educational setting. The interface was designed such that the users encountered an important problem caused by the computers inability to carry out a task. The users received an error message simply saying that there was a problem in the system. The problem was not fixed but the system allowed the users to continue with their interaction with the computer. At the end of the interaction, the participants answered a questionnaire which asked how exactly they would have expected the system to inform them about their poor performance. The statements were analyzed according to the CSSARP coding manual (Blum-Kulka and Olstain, 1984) and the apology styles preferred by the users were statistically determined. The second stage aimed to investigate whether there was a statistically significant difference between the self-appraisal of performance of the users who received a preferred apology message and those who received a plain message. This phase of the study had an experimental and a control group design. The data were analyzed both qualitatively and quantitatively. The findings of the study suggest that apologetic statements in error messages should be considered while designing the user interface.

[Fischer Kerstin]
Kerstin Fischer, *On the Relationship between Recipient Design and Alignment in HCI*

Numerous studies have shown that speakers adapt to their communication partners supposed needs, that is, that they design their utterances for their particular recipient (Sacks et al. 1974). This process can also be observed in HCI: speakers initial utterances show already traces of conceptualizations of the artificial communication partner that are different from other conversational openings (Schegloff & Sacks 1973). These sense-making efforts of the ambiguous HCI situation do not only relate significantly to the recipient design of the utterances in the following interaction, as statistical analyses of the corpora show; speakers also conceptualize their communication partner in markedly different ways (Fischer 2006), leading to very different linguistic choices in the users utterances. Now, recipient design is not the only factor that influences the utterance design; speakers have also been found to align (Pickering & Garrod 2004) to the linguistic properties of their communication partners utterances, and to negotiate interactively what the current situation, including the communication partner, consists in. I present a study of the relationship between recipient design, alignment and negotiation using three different corpora of human-robot interaction which differ with respect to the robots linguistic output and demonstrate that what people align with crucially depends on their preconceptions about the robot, yet that also the robots utterances have a significant impact on the users linguistic choices, for example, with respect to grammatical mood, as well as their pragmatic strategies, such as politeness, reformulation, or grounding.

[Fischer Kerstin]
Michie Kawashima, Yoshinori Kuno, Keiichi Yamazaki & Akiko Yamazaki, *Importance of head movements in museum guide robots*

We are working on a museum guide robot with an emphasis on friendly human-robot interaction through nonverbal

behaviors. There have previously been several museum guide robot projects (Bennewitz 2005, Sidner 2005) . The research by Sidner et al. (2005) is designed to explain exhibits that showcase innovated items. Their findings reveal that participants engagement with the exhibits increases with the robots head movements. Bennewitz et al. (2005) have recently presented a humanoid guide robot that interacts with multiple persons. The robot can direct the attention of its communication partner towards objects of interest by pointing with its arms and moving its eye gaze . This research mainly focused on the autonomy of the robots and did not emphasize interaction with humans. T hese studies on guide robots did not address the issue of how gestures and other physical movements can be coordinated with talk in human-robot communication .

In this study, we focus on the coordination of head gestures and talk in explaining exhibits at a museum. Our approach has four steps. We first examine human guide head gestures and talk through conversation analysis. Second, we develop a robot system based on the findings. Third, we evaluate the robot through an analysis of interaction between the robot and humans again through conversational analysis. Then, we modify the robot based on the results. We find that human guides coordinate their head movements along with the talk when explaining exhibits. Through our experiments, we confirm that robot head turning may improve the engagement of museum visitors with the robot. Finally, we propose a museum guide robot that works autonomously with proper head gestures and can turn into a remote-control mode when more interaction with the visitors is necessary.

From our experiments on human-robot interaction at a museum setting, we find an increase in participants behaviors such as nodding and mutual engagements in the programmed mode in which the robot turns its head at interactionally significant pointswhile explaining an exhibit. This shows that the participants actively show their understanding to the robots explanation when the robot turns its head toward the participants at interactionally significant places.When the participants nod while holding mutual eye gaze with the robot, the participants strongly showtheir orientation towards the robots explanation and actively show their appreciation of the exhibition.Moreover, such reaction of the participants can indicate that the participant is treating the robot as if the robot is able to communicate in a human-like manner. This in turn suggests that appropriate timing of the robots head movement increases the participants reactions towards the robot as an interactive agent.

[Fischer Kerstin]
Manja Lohse, Katharina Rohlfing & Britta Wrede, *Try something else. When users change their discursive behavior in HRI*

Whether interacting with a colleague from another department, a child with distinct cognitive and linguistic skills or a foreigner with different cultural background, humans try to adapt to their communication partners. The adaptation allows for a flow in communication and thereby for successful turn-taking. In contrast, when users communicate with artificial systems often reduced flow and turn-overtaking [4]are observable. The reasons for these insufficiencies may lie in the fact that little is known about the turn-takingstrategiesthat dialogue systems should pursue [4]. In our approach, we postulate that it is the feedback of the system and the interpretation of the feedback by the user that are in the center of an adaptation process As a result, one way to improve HRI, and especially its communicational flow, is to focus on different types of feedback and how they affect the users discursive behavior.

In contrast to former work concentrating on telephone based speech systems or multimodal systems consisting of a touch screen and speech [1, 2, 5], we study an embodied interaction with the service robot BIRON (BIelefeld RObot CompanioN). The general goal of the studies is to develop a situated system that can learn the spatial environment as well as the names and visual appearance of objects. Therefore, BIRON can not only understand spoken speech but also co-verbal deictic references to objects in the scene and carry out mixed-initiative dialogues.

In our study, the subjects were asked to introduce objects to the robot by showing and pointing. This very restricted goal allowed us to compare verbal and gestural behavior across subjects. We analyzed the interactions of 15 native German speaking users communicating with BIRON. The interaction was carried out with the fully autonomous mode of BIRON, except for the speech recognition, which was simulated by keyboard input in order to avoid speech recognition errors. By using the autonomous interaction system, we were able to produce realistic communication sequences including problems caused by the complex interaction of the diverse perceptual system components.

In analyzing the users discursive behavior, we noticed different task-related interaction strategies. Focusing on subjects consistency and changes of strategies in the course of the ongoing turn-taking, we analyzed which feedback of the system caused a change of a strategy within a user. We found that subjects decided for one strategy addressing one perceptual channel (vision or speech) of the system and used it as long as they did not receive any feedback about the failureof this specific channel. We observed a change in strategy when it became obvious to the subject via feedback that a particular perceptual channel was not working appropriately. The change in strategy was likely to maintain the interaction flow and thereby the user satisfaction.

While these results support previous findings indicating when and how users change strategies [1, 5], they give new insights into the discursive behavior, i.e. into the repertoireof strategiesin embodied and situated interaction. The results imply that within turn-taking, users interpret the systems feedback and thus verify their model of the capabilities of the interlocutor. Thus, the change in discursive strategy is an indicator of users' expectation of how the robot functions [3].

In further studies we plan to deliberately vary the robots misunderstandings and integrate the personality traits of the subjects into the research on strategies.

[Fischer Kerstin]
Elizabeth Meddeb, *The Pragmatics of Speaking to Write for Non-native Speakers of English*

To investigate the interaction between speech recognition dictation technology and the use of language by non-native speakers of English, eight language minority undergraduate students from diverse ethnolinguistic backgrounds were asked to use speech recognition dictation software to orally compose a series of college level writing tasks. The interactions were videotaped and transcribed; the transcriptions include the participants'" verbal interactions, their non-verbal actions, and the actions of the computer.

The analysis of the transcripts draws on Halliday""'s conceptual framework of register (field, tenor, and mode), emphasizing the relationship between the forms and the features of the context. Collectively, these three components serve to predict the register used with speech recognition dictation technology and to establish a general principle governing the ways in which the context of production was projected onto the text.

The findings indicate the manner in which the technology influenced the development of text and patterns of interaction. Many of the participants adopted a strategy of perfecting the composition as much as possible during the speech sessions. This strategy included making changes in the surface features of their talk in order to accommodate the software. Speech adjustments, associated with what I call speech recognition talk, included changes in lexical choice, utterance length, and pronunciation. In addition to these modifications in speech, many of the participants gained more control over oral phenomena that did not translate well into writing, such as filled pauses, false starts, meta-comments, and imprecise wording of oral punctuation commands. As part of the two-way interaction, the software improved in its recognition rate as these same participants updated their voice templates during the editing sessions.

The conclusions of this study offer a better understanding as to the influences of the situational features associated with speech recognition technology on spoken and written English. The recommendations include the expansion of possibilities associated with the transfer of modes offered by this technology, as well as insights into the advantages and constraints that the technology imposes on communication for language minority users.

PANEL

Barbara Fox & Fay Wouk, *Cross-linguistic study of self-repair*

This panel explores same-turn self repair in 10 languages (English, Indonesian, Hebrew, Japanese, Finnish, German, Chinantec, Korean, Mandarin and Tzotzil). Same-turn self-repair is the process by which speakers of a language stop, abort, repeat, or alter their turn before it comes to completion. This panel contributes to our understanding of language use by explaining correlations between syntactic structure and conversational practice.

For some time it has been known that same-turn self-repair (hereafter: self-repair) has a grammar to it. That is, self-repair is not produced randomly but is highly patterned, both phonetically and morpho-syntactically (Jesperson, 1924; see also Maclay and Osgood, 1959; Hockett, 1967; Schegloff, Jefferson and Sacks, 1977; Schegloff, 1979; Levelt 1982). What has not been known until recently, however, is that the grammar of self-repair varies from language to language. For example, while repetition of an entire clause occurs in English with some frequency, in Japanese it is extremely rare (Hayashi, 1994; Fox, Hayashi and Jasperson, 1996).

Cross-linguistic variation in patterns of self-repair is particularly significant because previous studies suggest a relationship between the typological characteristics of individual languages and patterns of recycling, that is repetition (Fox, Hayashi and Jasperson, 1996; Fincke, 1999; Wouk, 2002; Karkkainen, Sorjonen and Helasvuo, to appear). In these earlier studies, it appears that a range of typological features, such as word order, favored anaphoric devices, degree of syntactic integration, and presence or absence of articles and adpositions, influence scope of recycling; for example, verb medial word order and high frequency of overt arguments may increase the likelihood of clausal repetition (Fox, Hayashi and Jasperson, 1996; Wouk, 2002; Karkkainen, Sorjonen and Helasvuo, to appear). However, these claims were made based on studies of a limited number of languages, and methodological differences make cross-linguistic comparison difficult. Our current on-going project seeks to investigate whether such correlations remain relevant when a larger number of languages are examined using a consistent methodology. The current project largely supports the findings of prior studies. Initial results indicate that there are two types of languages, those that strongly prefer single word recycling (Indonesian, Korean, Japanese, Chinantec, Mandarin) and those that recycle a significant number of larger units, including clauses (English, Finnish and Hebrew.) The language in this latter group do indeed have a higher frequency of overt arguments and a higher level of syntacticization than those in the former group. In our panel, we will look in detail at patterns of recycling in the languages listed above.

Contributions

[Fox Barbara]
Tiit Hennoste, *Scope of recycling in self-repair in Estonian*

Data: Corpus of Spoken Estonian of the University of Tartu, about 1 million tokens, everyday and institutional conversations, face-to-face and telephone conversations. About 300 cases, selected randomly from 80 everyday telephone and face-to-face conversations are analyzed.

My presentation looks at the same-turn self-initiated-self-repair which takes place in an emerging utterance. Only repairs, which use recycling as delay strategy are analyzed.

I have three aims in my presentation.

1.To give overview of types of postpositioned repair in Estonian conversation.

2. To analyze strategies of recyling in Estonian conversation.

There are three main strategies of recycling in Estonian:

(a) recycle back to the beginning of the grammatical phrase under construction;

(b) recycle one word;

(c) recycle back to the beginning of a clause.

Strategies (a) and (b) coincide mostly. First, phrase consists mostly of one or two words only in my data (aga loogiline kava **peaks peaks aitama** *noh (.)* **aitama** nd jlle auke leida. and logical schema **should should help** *NOH (.)* **help** now to find gaps.). Second, if there are three words in the phrase, and repairable is the last word, only second word is repeated in my data (isa abilised old ldse *vga* **lustakad (.)** *lustakad poisid* fathers assistants were altogether *very* **cheerful (.)** *cheerful guys*). So strategies (a) and (b) could be connected under one general strategy: recycle minimally.

There are only two positions, where the strategy (c) is used in my data. At the same time those are positions where all three strategies are used:

(a) repair is initiated during construction of the verb (min=rst**iga kuu sa - iga kuu ritad**seda autot in my mind **every month you a- every month [you] attempt** this car)

(b) repair is initiated after verb and repairable is object, adverbial or predicative (mul ei ole mingit vahet **kas ma kirjutan kas ma kirjutan**mingit artiklit vi arvustust vi I have no difference **whether I writewhether I write** some article or review or)

3. I will analyze interconnections between recycling strategies in Estonian and

(a) grammar (morphology and syntax) of Estonian. Estonian has very flexible word order and a very rich morphology compared with Indo-European languages. Grammatical elements generally follow the lexical elements they modify (case endings, postpositions). This suggests that there could be differencies in recycling compared with Indo-European languages.

(b) features of repair sequence. Different types of repair (replace, addition etc) and different repair initiators (cut-off, different particles) will form repair sequences with different syntactic structure. There are different positions of the repair in the turn (beginning-middle-end) and different roles of repair-containing turns in adjacency pair which may influence the choosing of the recycling strategy.

[Fox Barbara]
Minna Laakso & Marja-Leena Sorjonen, *Structure of same-turn self-repair in Finnish conversation*

Existing research suggests that languages differ in terms of the syntactic structuring of self-repair in conversation. For example, there may be differences in the scope of recycling, that is, in the extent to which speakers in different languages go back in their utterance when they repair something in their prior talk. Furthermore, this difference is associated with and informative of the kinds of syntactic resources the respective languages have (see e.g. Fox et al. 1996; Fincke 1999; Wouk 2005; Krkkinen et al. in press).

In this paper we will discuss the syntactic structuring of same-turn self-repair in Finnish conversation. We will focus on cases in which the speaker replaces some element in her prior talk (morpheme,word, or phrase). We will look both at cases of simple replacements as well as ones in which the speaker, in addition to replacing an element, also recycles some part of the prior talk. In the latter case, the material recycled can either precede the replaced element (pre-recycling) or follow it (post-recycling). Furthermore, there are cases in which the recycled elements are reordered.

We will show that in the vast majority of cases, the speaker replaces the element in the prior talk immediately. Furthermore, when the speaker, before doing a replacement, also backs up, the backing up in most of the cases occurs within the local constituent. We will discuss our observations in terms of the syntactic resources available in Finnish, as well as in terms of the impact of the interactional structuring of the talk (e.g., overlapping speech). We will also compare our findings with the findings from other, syntactically different languages.

[Fox Barbara]
Yael Maschler, *Self-Repair of Nouns and Verbs in Israeli-Hebrew Talk-in-Interaction*

This study explores the interdependency of grammar and interaction in the realm of Israeli Hebrew same-turn self-repair. The study is based on recorded data of 500 tokens of self-repair in naturally-occurring everyday Hebrew

conversations. In a cross-linguistic study comparing self-repair in English, Hebrew, and German, Fox, Maschler, and Uhmann (2006, in preparation) investigate the dependency of type of repair on the parts-of-speech of the element(s) replaced and/or recycled back to (hereafter: destination of recycling). In those studies, an overall general pattern was observed: replacement strategies are used more frequently for open-class content parts-of-speech (N, V, Adj, Adv), while closed-class function parts-of-speech tend to be favored as destinations of recycling. This corroborates earlier findings for English and German, according to which function words are repeated far more often than are content words (Maclay and Osgood 1959, Lickley 1994, Rieger 2003), and it is perhaps not surprising, since function words in these three languages precede content words, and can therefore serve as elements on which to produce prospective repair (Schegloff 1979) if there is delay in the production of an upcoming content word (cf. Fox, Hayashi and Jasperson, 1996). Furthermore, because of their larger number and lower frequency, content words may be less available for recall than the more restricted class of function words. In Hebrew, however, the situation is not symmetrical. While function words are very seldom replaced (only 14% of all self-repair tokens involving function words), the same cannot be said of content words and recycling. There is a considerable number of tokens -- 41% of all self-repaired content words -- functioning as destinations of recycling. The present study seeks to explain this asymmetry in the case of Hebrew nouns and verbs. I show that constraints of Hebrew grammatical structure -- such as the bound subject morpheme on verbs, the Pro-drop nature of the language, word order constraints in NPs, and the complex nature of the compound construction (smixut) -- result in a situation in which Hebrew content words also often serve as destinations of recycling, delaying production of an upcoming element. The analysis thus contributes to the theoretical question of the organization of self-repair in relation to the language-specific features of the grammar.

[Fox Barbara]
Ivo sanchez, *Patterns of self-repair in Spanish conversation*

Syntactic constituency in spoken Spanish is considered from the point of view of the groupings that are relevant in practices of recycling repair in conversation. Results serve to situate the language within the current typology of syntactic practices and repair initiated in Fox et al. (1996). The study shows that in Spanish, repair is most commonly organized by phrasal constituents and to a much lesser degree by the clause. In turn, the clause-equivalent category that emerges in the organization of recycling repair is the verbal complex i.e. the verb plus any negation, direct and indirect object enclitics.

[Fox Barbara]
Liang Tao, *Self-repair in Mandarin Chinese*

This study reports preliminary findings of two specific patterns of same-turn self-repair (hereafter repair) in Mandarin Chinese (hereafter Mandarin). The study aims at examining unique repair patterns in Mandarin to explore usage based grammar of the language, as well as general norms in the interactional practice of conversations cross-linguistically (e.g., Schegloff, Jefferson and Sacks, 1977; Schegloff, 1979; Hayashi, 1994; Fox, Hayashi and Jasperson, 1996).
The two aspects to be reported here both occur in repetitions and replacements. The study explores site of initiation and attempts to explain the patterns. The data for this study came from recorded natural conversations by native speakers of Beijing Mandarin.
Mandarin is a tone language with four lexical tones that differentiates morpheme meanings. A morpheme is formed with a single syllable, in the pattern of CV (+/- -n or ng, although the nasals are often incorporated into nasalized vowels.). Every stressed syllable has its designated tone that differentiates it from other morphemes sharing the same syllable (e.g., Chao, 1968; Li & Thompson, 1981). Currently, a Mandarin word may contain a single syllable, but the majority of words are formed with two or more syllables, based on analysis of written language (about 80%, e.g., Liu & Peng, 1997).
The present study finds that the location where a repair is initiated in Mandarin is mostly late in the word, after all the segments and the tone have been clearly produced. This preference of using a completely uttered morpheme to initiate a repair is very likely conditioned by (i) the specific CV syllable structure and, (ii) word formation of the language. Because of the CV syllable pattern, there is no voiceless consonant at the word-final position in the language. In actual language usage, this practice promotes utterance of a full syllable, which may be a single-syllable word or an element of a multi-syllable word. One specific finding of this study is that although the majority of Chinese words are dual or multi-syllable, in natural conversations, a repair is often initiated in a single-syllable word (80%) because repair appears to be initiated mostly in single-syllable function words. The single-syllable word is often uttered in a syntactic unit that is recycled together during repair (e.g., nei51ge: demonstrative + classifier).
In addition to initiating a repair at the post word position, the present study also finds that Mandarin speakers occasionally do cut off part of a syllable to initiate a repair (16% in the data). This cut-off manner results in initiating a repair at two additional positions: the word initial and word-final positions. At the word initial position, a consonant is uttered but without an audible vowel and tone, making it almost impossible to guess what the intended word is. Such a practice is relatively rare (about 6%). At the word final position (9%), a vowel with a tone is clearly uttered, but both are shortened; so a contour tone (e.g., a pitch fluctuation of falling and rising contour) is often incomplete. In the latter

case the meaning of the utterance may be guessed for the hearer to follow the speaker.

The findings of this study contribute to the understanding of Mandarin grammar in actual usage, and to the cross-linguistic study of repair. The study demonstrates how Mandarin grammar conditions unique repair practices in natural conversations, how words are grouped to form syntactic unites in actual language use, and how these unique practices conform to the cross-linguistic study of patterns of recycling in natural conversations.

[Fox Barbara]
Susanne Uhmann, *Self-repair in German*

This paper is intended as a contribution to a growing understanding of the interdependency of INTERACTION (here: self-repair) and GRAMMAR (here: syntax and morphology). The corpus of this study was collected as part of an international cross-linguistic project on self-repair, and it was assembled according to the guidelines for that larger project: up to 100 instances of self-repair were taken from each interaction (cf. Fox & Wouk, 2003) with a total of 500 instances of audio-taped self-repairs in naturally-occurring German everyday conversations.

While prior studies on German (e.g., Hoffmann 1991; Kindt & Laubenstein 1991; Uhmann 1997, 2001, 2006) focus on the grammar of self-repair and corroborate earlier findings, namely that self-repair is not an instance of distorted speech but highly patterned, this study explicitly shifts the perspective to cross-linguistic aspects, e.g. to differences in repair strategies due to different language-specific grammatical features. In a cross-linguistic investigation of three major repair strategies - recycling, replacement and (pre)recycling &replacement (cf. Fox, Maschler & Uhmann in prep.) - German has turned out to be a relatively balanced language with a much higher rate of replacement strategies (replacement and recycling &replacement) than English and Hebrew. One reason for this difference might be that German is a typologically inconsistent language (XVX, XXV, VXX) with gender, relatively rich case morphology, agreement and rather flexible word order (as compared for instance with its Germanic sister English).

The focus of the analysis presented in this paper is the relation between repair strategies and the topological structure of German sentences. In particular, it will be shown that the front field and the left sentence bracket are major reference points for the organisation of self-repair in German. Speakers" options concerning repair strategies (replacement versus recycling &replacement) can be explicated according to the topological position of the repairable. This becomes especially evident in cases where the repairable belongs to syntactic category verb.

PANEL

Thorstein Fretheim & Kaja Borthen, *Reference*

The panel on reference is meant to be a forum where people engaged in research on reference resolution in discourse can exchange views on a number of problems relating to the question how linguistic expressions refer and the context-dependent consequences of the communicator's selecting one type of referring expression at the expense of other available options at a given point in a discourse. The list of invited panelists(four 90-minute slots)reflects our desire to organize a meeting between scholars who approach the study of reference from widely different angles and whose reasons for having entered into this field of research may differ considerably. It includes computational linguists, as computational pragmatics is one of the designated themes of the conference, as well as people interested in the relationship between referring expressions and context, notably the communicator's assumptions about where in the addressee's cognitive system information about the intended referent is stored.

Both computational linguists and cognitively oriented linguists have found Centering Theory (CT)fruitful to work with. Michael Strube & Katja Filippova (Heidelberg) report on experiments which aim to test some of CT's hypotheses on large corpora and address the question whether empirical evidence supports CT as a sufficient model of the local coherence oftexts.Nancy Hedberg and Sandra Dueck (Vancouver) apply CT to discourse reference in Cakchiquel (Mayan) and evaluate the result. UsingCT parameters, Maite Taboada & Loreley Hadic Zabala(Vancouver) look at English and Spanish casual conversations and aim to show what factors determine the use of a particular type of referring expression in the encoding of subject and topic. Rodger Kibble (Goldsmiths, London) addresses the question whether game-theoretic models can be sufficiently refined to the extent that they generate robust predictions about the correct interpretation of nominal expressions in naturally occurring text. Jeanette Gundel (Minneapolis) and her collaborators Mamadou Bassene, Bryan Gordon, Linda Humnick and Amel Khalfaoui report on an ongoing NSF project whose goal is to extend the empirical basis of the Givenness Hierarchy model of the relationship between the cognitive status of discourse entities and the nominal expressions used to refer to them.Gundel et al.relatetheir research team's findings for as widely different languages asOjibwe (Algonquin),Egimaaa, Kumyk (Turkic, Dagestan) and Tunisian Arabic. Thorstein Fretheim (Trondheim) argues that response words like "Yes" and "No" have lexical properties which justify their classification as discourse anaphora and shows how the conceptually enriched truth-evaluable representations of response words (in Norwegian, whose response word system is richer than that of English) in turn serve as antecedents for the resolution of pronouns that refer to propositions. Nana Aba Appiah Amfo

(Trondheim) asks how it is possible for an indefiniteness marker like Akan "bi" to appear as a modifier of a noun phrasethat containsa definiteness marker. Such phrases are claimed to refer to a specific type of object: "one of this sort". Two papers deal with children's use of anaphora. Anne Salazar Orvig (Paris) looks at young children's use of subject clitic pronouns in French. She shows that other factors than the influence of the referring expression used by the children'sadult interlocutors may determine the choice of pronouns as opposed to descriptive nouns in a referential chain. Margot Rozendaal (Amsterdam) has studied the spontaneous conversation of Dutch- and French-speaking children, andconcludes that her subjects were not sensitive to the presence or absence of mutual knowledge in their determiner choice, while pronouns were hardly ever used to introduce a referent that was not mutually known and perceptually available. Josep Ribera (Valencia) argues that demonstratives cannot be analysed merely in terms of accessibility or topicality, because they also have cognitive functions such as recategorization and nominal encapsulation of complex non-nominal entities. Demonstratives often do not mark coreference; the type of referential relationship between the demonstrative and its antecedent-trigger in the discourse may depend on the perspective of either addressor or addressee. A corpus study by Kaja Borthen (Trondheim) suggests that real-world knowledge and general reasoning plays a crucial role in determining the intended interpretation of 1st p. pl. pronouns, structural cues in the utterance being less important for this purpose. The behavior of Norwegian 1st p. pl. *vi* ('we') poses problems for any theory of reference assignment which assumes that the hearer's task is to assign a unique referent to referring expressions of this sort. She proposes that a fruitful analysis of referring expressions, including vague uses of the 1st p. pl. pronoun, can be achieved by adopting a relevance-theoretic analysis in tandem with more grammar-oriented reference assignment theories.

Contributions

[Fretheim Thorstein]
Nana Aba Appiah Amfo, *Indefinteness Marking and Akan bi*

The form *bi* in Akan has two realizations, with a high tone or a low tone. High-tone *bi* occurs in nominal phrases. It collocates with the head noun (and other modifiers) and may co-occur with other determiners that are markers of definte reference. However the reference of a noun phrase containing high- tone *bi* is indefinite. Bare nouns in Akan also have indefinite reference. Their use gives the addressee access to a representation of the type of object described by the bare noun. On the other hand, the use of a noun modified by high-tone *bi* suggests that the speaker has a specific referent in mind, which is not already known or manifest to the addressee. Following Gundel, Hedberg and Zacharski"s (1993, Language Vol 69, No 2) Givenness Hierarchy model, a bare noun in Akan encodes the cognitive status "type identifiable", while a referring expression of the form *N bi* encodes the next-higher status "referential" in their list of implicationally related cognitive statuses.

The focus of this paper is two-fold. First, it examines the unusual collocation of high-tone *bi* with definiteness determiners such as *yi* (proximal demonstrative determiner) and *no* (definiteness marker). In spite of the co-presence of so-called definite determiners, this paper argues that such noun phrases refer to a specific **type** of object. The syntactic position of high-tone *bi* in the noun phrase that includes one or more definite determiners is significant in determining the intended interpretation. *No/yi* occuring after *bi* is an echoic metarepresentation of someone"s use of a phrase with the form *Nbi*. However, when a token of *bi* immediately follows a phrase like the one in (1) where the definite demonstrative *dEm* and *yi* surround the modifying descriptive phrase *abaEfor ndwuma* (modern jobs), the presence of *bi* tells us that the referent is an entity of the kind described in the preceding definite NP: "one of this sort".
(1) DEm abaEfor n-dwuma yi bi so nye n-dowa-nyEn.
DEM modern PL-job this some also is PL-bee-rearing
"One of such/those modern jobs is bee rearing."
Second, the use of *bi*, as illustrated in (1), is compared with that of low-tone *bi*. Low-tone *bi* occurs independently of a head noun. It refers to a kind of entity which is mutually manifest to the interactants. Since low-tone *bi* does not co-occur with a noun as a single close syntactic constituent, there is more reliance on contextual information in determining its intended referent.

[Fretheim Thorstein]
Kaja Borthen, *On how we interpret we*

This presentation concerns the interpretation of the Norwegian 1st person plural pronoun *vi* ("we"). On its conventional use, this pronoun is used to refer to a set, consisting of the speaker of the utterance and at least one more individual, just as English *we*. As pointed out by Fretheim (1987), this other individual may either be the hearer (or the hearers), in which case *vi* has a so-called inclusive interpretation, or it may be someone else, in which case *vi* has a so-called exclusive interpretation.
A preliminary corpus study has suggested that real-world knowledge and general reasoning plays a particularly crucial

role in detecting the intended interpretation of *vi*, whereas structural facts known as important cues for the interpretation of e.g. 3rd person singular pronouns (see e.g. Mitkov, 2002) are less important. The study has also shown that the interpretation of *vi* is often vague, in the sense that it is left (deliberately) underdetermined who, in addition to the speaker, is referred to. This behaviour of *vi* poses problems for any theory on reference assignment that assumes that the hearer"s goal is to assign a (delimited and possibly unique) reference, which seems to be the standard presumption (see e.g. Gundel et al. 1993). In this presentation, I will argue that a fruitful analysis of referring expressions, including vague uses of *vi*, can be achieved by adopting Relevance Theory (Sperber and Wilson, 1995) as one"s tool of analysis in tandem with more grammar-oriented reference assignment theories.

[Fretheim Thorstein]
Thorstein Fretheim, *Response words as discourse anaphora and as antecedents of pronominal anaphors*

The context-dependent nature of referential (i.e. propositional) interpretation of response words is more conspicuous in languages whose response word system involves a three-way distinction, than in a language like English with just a binary opposition between "yes" and "no". On the basis of Norwegian data this paper argues that response words are indexicals, specifically anaphoric expressions that must be conceptually saturated in context just like pronominal abstract-entity anaphors that represent a proposition. Norwegian has two response words that affirm the truth of a positive proposition *Ja* and *Jo* ("yes") and one that affirms the truth of a negative proposition *Nei* ("no"). There is no logical difference between *Ja* and *Jo* at the lexical level, but the latter constrains the hearer"s pragmatic search for the intended antecedent proposition in the preceding discourse, which has to be a negative proposition. This constraint on the antecedent-anaphor relation implies that context-driven pragmatic development of *Jo* results in a truth-evaluable proposition that contradicts the proposition identified as the (negative) antecedent of *Jo*.
Special attention will be given to answers to questions that contain a negative complement clause, as in the Norwegian talk exchange between A and B presented here. Consider the alternative responses B1-B6.
A:*Syns du at pengene ikke skal fordeles likt mellom oss?*("Do you think that the money should not be shared equally between us?")
B1: *Ja.* (Yes = "Yes, I do.") B2: *Nei.* (No = "No, I don"t.") B3: *Jo* (Yes = "Yes, it should.")
B4: *Det syns jeg*. (lit: That think I = "I do.") B5: *Jo. Det syns jeg*. (Yes. That think I = "Yes, I think it should.") B6: *Ja. Det syns jeg*. (Yes. That think I = "Yes, I do.")
The fact that the propositional pronoun *det* in B5 is resolved differently than the same pronoun in B4 and B6 shows that it cannot have the same antecedent in B5 as in B4 or B6. Since A"s interrogative is constant, the discourse antecedent of *det* in B5 cannot be sought in A"s utterance; it must be the response *Jo* in B5, which contradicts the proposition expressed by *Ja* in B6. The major theoretical point argued for is that a response word, though itself an anaphor, can in turn be the linguistic antecedent of a later abstract-entity pronoun, like Norwegian *det*, in the sense that the interlocutors" mental representation of the proposition represented by the response word is needed to resolve the reference of a pronoun in the following utterance.

[Fretheim Thorstein]
Seiko FUJII, *A corpus-based study of preferred argument structure and information structure in Japanese narrative*

This paper examines the applicability and validity, in Japanese, of the hypotheses and claims proposed under the rubric of Preferred Argument Structure in a series of studies by Du Bois et al. (Du Bois 1985, 1987, 2003a, 2003b; Du Bois,Kumpf, & Ashby eds. 2003). In lines of research exploring "grammar and discourse", Du Bois claims that, when attested spontaneous language use is systematically investigated, there are consistent statistical tendencies marked by the predominance of certain grammatical configurations of argument realization, and the relative scarcity of others. Proposed are several tendencies, subsumed under the header of Preferred Argument Structure (hereafter PAS), regarding the ways in which the grammatical roles of S (intransitive subject), A (transitive subject), and O (transitive object) are realized in utterances in spoken discourse (i.e., whether the core NPs are instantiated with a full lexical NP, a pronoun, or zero anaphor). The main tendencies can be reformulated as the following soft constraints: 1) Avoid lexical A. (Avoid more than one lexical core argument.) 2) Avoid new A. (Avoid more than one new core argument.) The ergative alignment of S and O, differentiated from A, has been claimed to reflect a preferred discourse structure and information flow (S and O for new information, A for given), and to provide a discourse basis for ergativity which can be contrasted with the nominative-accusative alignment of S and A motivated by topicality and agentivity. The universality of PAS has further been proposed, based on studies in various languages. <<<2nd PARAGRAPH>>> The present study examines these PAS hypotheses, particularly the constraints (1) and (2) above (i.e., non-lexical A constraint; accessible A constraint), in Japanese discourse. The data used are Japanese narratives that were elicited from twelve adult native speakers of Japanese by using a picture book (Frog Story). For comparison, ten English narratives elicited in the same method have also been examined. The forms of core NPs were coded in the following four categories: a) full lexical NP, b) deictic determiner (DD) + NP (e.g., sono hito ""that person""), c) pronoun, and d) zero. Among the total of 1025 core NPs coded, the proportion of tokens of each type was a) 68.5 %, b) 2 %, c) 0.7 %, and d)

28.9 % respectively. Considering the results reported in Clancy""s studies of referential choices (1980, 1982), it comes as no surprise that the use of lexical NPs is extremely frequent in Japanese (compared with other languages such as English), and that zero anaphor is the most dominant form of attenuated reference. <<<3rd PARAGRAPH>>> The results lend qualified support to the PAS hypotheses. The ergative alignment of S and O has indeed been supported in the present study of Japanese narratives (statistically more firmly than the comparable English data). The overall frequencies of each of the four referential forms for each of the three grammatical roles S, A, O showed a skewed distribution; ? 2 was conducted on the 4 x 3 table, yielding a significant difference [?2 = 42,0833 d.f.=6, p < .001]. When we examine the S, A, O distribution of full lexical NPs, however, the A role (32.5 %) does not exhibit a lower frequency than O (29.1) and S (38.5). With respect to the distribution of zero anaphor, by contrast, a major difference was found among S (30.4 %), A (50.3 %), and O (19.3 %), establishing A as the most likely role for zero instantiation -- the least explicit referential form. This is perhaps what is responsible for the significant difference in the overall results (4 x 3). This phenomenon in a sense conforms to the PAS hypothesis in that A is indeed likely to represent given information. The results, however, conflict with the specific constraint "Avoid lexical A" ; lexical NPs are not "avoided" at all in Japanese, not even for the A role. This means that, in Japanese, preferred discourse structure and information flow are reflected in the relative ease of zero anaphor, but not in the uses of full lexical NPs. The implication of this study is thus that the realization of PAS in a given language is relative to the major structural characteristics of that language. Hence the universality of PAS should be reinterpreted and rescrutinized by paying careful attention to the typological characteristics of the language(s) under investigation. <<<4th PARAGRAPH>>> Based on the corpus analysis, this study reveals S and O as preferred staging sites for new referents in Japanese narratives as in English. Furthermore, to explore the issue of why S and O function as preferred loci for new referents, this paper examines aspects of information structure and pragmatics of construction types as delineated in Lambrecht""s work (1994, 2000, etc.), and relates ""focus"" in information structure to the way S and O behave in preferred argument structure. In particular, this paper attends to the information structure of predicate-focus construction to account for the behavior of A and O, and to the characteristics of sentence-focus construction to account for S.

[Fretheim Thorstein]

Jeanette Gundel, Mamadou Bassene, Bryan Gordon, Linda Humnick & Amel Khalfaoui, *Reference and Cognitive Status: Results from Corpus Studies of Eegimaa, Kumyk, Ojibwe, and Tunisian Arabic*

It is generally accepted that the conceptual content encoded in referring forms grossly underdetermines the speakers intended referent. This is most obviously true in the case of pronominals such as she and that; but it is equally true for full determiner phrases like the conference or that Italian restaurant in Stockholm. Gundel, Hedberg, and Zacharski (1993) propose a theory whose basic premise is that various determiners and pronouns conventionally encode information about the cognitive (memory and attention) status of the intended referent in the mind of the addressee, thus further constraining possible interpretations. The statuses form the following Givenness Hierarchy: In Focus >Activated > Familiar>Uniquely Ideniifiable> Referential >Type Identifiable Since the statuses are in a unidirectional entailment relation, where anything in focus is necessarily also activated, anything activated is necessarily also familiar, and so on, they are not mutually exclusive. This feature distinguishes the theory from other referential hierarchies and taxonomies (e.g. Givon 1983, Ariel 1990, Chafe 1994, , Prince 1981) and allows it to make a wide ranging set of predictions, both absolute and probabilistic, as forms that conventionally encode a given status are underspecified for, but not inconsistent with, higher statuses. Higher statuses are, however, sometimes excluded as a result of conversational implicatures. For example, while the English indefinite article a simply encodes the status type identifiable, a status entailed by all other statuses, it typically implicates that the referent is not uniquely identifiable, and therefore also not familiar. The present paper reports on an ongoing NSF-sponsored study which extends the empirical base of the Givenness Hierarchy work to four languages from genetic and typological groups that have not yet been studied in this respect: Kumyk, a Turkic language spoken in Southern Russia; Eegimaa, a West Atlantic Niger-Congo language spoken in Senegal, Ojibwe, an indigenous language of North America spoken in the Upper Midwestern US and adjacent Canadian provinces, and Tunisian Arabic. Based on corpus analysis supplemented by native speaker judgments of constructed examples, the goal of the project is to test and refine the Givenness Hierarchy theory and establish form-status correlations for these languages. Preliminary results support the empirical claim that all languages have forms that conventionally code the cognitive status of the intended referent. Some other preliminary findings include the following: (1) Kumyk, Tunisian Arabic, and Ojibwe, all have a 3-way demonstrative distinction. However, the relative distribution of these forms is different in the three languages, and more insightfully described in terms of cognitive status than the traditional spatial distinctions of proximal, medial, and distal; (2) consistent with the premise that what is encoded by a particular determiner or pronoun is the status an entity has, not how it came to have that status, none of the languages has separate forms for linguistically introduced entities and ones that are activated by virtue of their presence in the immediate spatio-temporal context or familiar from general experience; (3) contrary to the hypothesis that all languages have forms distinguishing statuses at the upper end of the hierarchy, Eegimaa may not have distinct forms for in focus referents and those that are at most activated.

[Fretheim Thorstein]

Nancy Hedberg, *Centering and Zero Pronouns in Cakchiquel Mayan*

Centering Theory (Grosz, Joshi and Weinstein 1996, Walker, Joshi and Prince 1998), a computationally explicit theory of local discourse cohesion, has been applied to a variety of languages: English, German, Italian, Spanish, Greek, Hindi, Turkish, and Japanese. Intuitive data, corpus data and experimental data have been examined. Hedberg and Dueck 1999 presented a preliminary Centering Theory corpus analysis of an extended oral narrative text in Cakchiquel Mayan, a language spoken in Guatemala. The text is a retelling by a native speaker of Cakchiquel of the 1983 feature film, "El Norte", a film which tells the story of a Mayan brother and sister who illegally immigrate to the United States from Guatemala. Cakchiquel is of interest to Centering Theory because it is different from the languages studied to date in several ways. Almost all of the languages studied to date - except Hindi - have been morphologically accusative in their case/agreement systems, while Cakchiquel is morphologically ergative in its agreement system as well as arguably being syntactically ergative in some aspects of its grammatical system. Italian, Spanish, and Greek allow zero pronouns in subject pronouns with a concomitant subject agreement marker being placed on the verb. Hindi exhibits subject or object agreement but not both at the same time and exhibits both zero subjects and zero objects. Turkish also allow non-subjects to be dropped, but only marks subject agreement on the verb. Japanese allows both zero subjects and zero objects but exhibits no verb agreement at all. Cakchiquel exhibits both subject and object agreement at the same time and allows zero subjects and zero objects, as well as zero oblique arguments with agreement markers being placed on prepositions. Word order in Cakchiquel is also different from the languages studied to date. In English, German, Spanish, Italian and Greek, basic word order is SVO, and word order in Hindi, Turkish and Japanese is SOV. In Cakchiquel, basic word order is either VSO or VOS. Cakchiquel is the first aboriginal language of the Americas to be studied in light of Centering Theory. In a preliminary study of the Cakchiquel Mayan text, Hedberg and Dueck 1999 showed that zero pronouns are used for center continues while full pronouns and full noun phrases are used for center shifts. The purpose of the present paper is to report on an elaboration of that study, refining it in the following ways: (1) Better analyze the range of center transitions, by articulating zero transitions and rough shifts into a greater number of categories (Poesio et al. 2004). (2) Better analyze the segmentation of the text into utterances by distinguishing coordinate and subordinate clauses of various types (relative clauses, complement clauses, initial and final adverbial clauses) (Miltsakaki 2003). (3) Better analyze discourse segmentation by considering the role of discourse particles, pause length and fundamental frequency shifts in signaling the beginning of a new discourse segment. And (4), take into consideration word order variants and variant syntactic constructions such as passive, antipassive, focus antipassive, and right- and left-dislocation in ranking discourse entities in the list of forward-looking centers. The distinction between zero pronouns, stressed or unstressed full pronouns, and full noun phrases will be examined, with a view to how they signal center continuations and shifts. Comparison will be made to studies that have examined form of referring expression in subject position in English relative to transition type (Poesio, to appear), to studies that have examined form of referring expression of backward-looking center in any position with regard to transition type in Cakchiquel (Hedberg and Dueck 1999) and Spanish (Taboada, to appear), and to studies that have examined form of referring expression with regard to the history of transition types in Italian (Di Eugenio 1998) and Hindi (Prasad 2000).

[Fretheim Thorstein]
Rodger Kibble, *Game-theoretic models of discourse anaphora*

There have been various proposals for using the apparatus of game theory to model discourse anaphora, starting from an intuition that in any interaction involving attenuated noun phrases such as pronouns, successful communication requires the hearer to reason about the speaker"s intended referent, and the speaker to reason about how the hearer is most likely to resolve the reference. Game-theoretic analyses assume that interlocutors will converge on an equilibrium state, in which it is common knowledge that a particular reference resolution would be somehow optimal for both parties. This paper will sketch the background to game-theoretic analyses and will look at some problematic aspects of two recent accounts: 1. Shiramatsu et al (2005) claim that statistical corpus analysis confirms a positive correlation between the salience of a particular referent and the utility of the corresponding referring expression, and argue that rules of Centering Theory can be derived from this finding. However their analysis is incomplete in that although they provide a quantitative metric for salience in terms of referential probability, there is no independently motivated, quantitative account of "utility", simply a stipulation that pronouns have greater utility than full noun phrases. 2. Clark and Parikh (in prep) propose a formal model of "games of partial information" which rests on several questionable assumptions: a) that pronouns have greater utility than full noun phrases, since the latter require more "work" both to produce and to interpret. However, hearers only benefit from the brevity of pronouns at the cost of maintaining and searching a discourse model as Kibble (2003) already observed. b) that utilities are perfectly symmetrical between speakers and hearers: in fact the tasks of generating and interpreting noun phrases involve quite different computations. c) it is more "costly" to use expressions with high semantic content such as names and definite descriptions. It is well known that a repeated name carries a penalty if used when a pronoun would be unambiguous, but a definite NP may be felicitous if it carries extra information about the referent - see example below. d) that indefinites are invariably used to introduce discourse referents, and definite NPs to refer back to them. In fact, definite NPs can introduce new referents if they are functional; non-functional definites can be used anaphorically: - The British Prime Minister arrived in Washington

today. - *Mr Blair* said that ... - *The 52-year-old father of three* plans to ... The example illustrates that definite NPs not only serve to pick out discourse entities but can also convey new information about them: a reader of the above text can be assumed to know that Britain has exactly one Prime Minister, but may not know his/her name, family details etc. In both these accounts the notion of "utility" appears to be under-developed. Assumptions (a) and (b) above are shared by both theories. This paper will not present a fully-fledged game-theoretic model, which would be premature, but will focus on the following issues: - developing a notion of utility for referring expressions as a function of the cost of processing them and their informativity, where an RE is informative to the extent that it either eliminates candidate referents, or eliminates possible worlds by expressing properties of referents; - considering how this utility can be quantified on the basis of corpus studies and psycholinguistic experiments.

[Fretheim Thorstein]
Josep Ribera, *Demonstrative expressions and attentional focus. A cross-linguistic approach to text deixis in narrative sequences*

Demonstrative noun phrases and pronouns as cohesive referential devices have been approached from different perspectives. Ariel""s (1990) Accessibility Theory treats demonstratives as intermediate accessibility referring expressions placed in a graded scale between ellipsis and personal pronouns (high markers) and definite noun phrases and proper names (low markers). This author points out the role of referential distance to define demonstratives as intermediate markers. On the other hand, Gundel *et al.* (1993) establish a Givenness Hierarchy based on the notions of topicality and attentional focus in which demonstratives prototypically point to not-in focus entities. From a different perspective, Cornish (1999) reformulates the opposition deixis vs. anaphora considering that what defines each referential phenomenon is not the situational (deixis) or textual (anaphora) reference origin but the ability of deixis (including text deixis) to bring into the attentional focus entities which were not in focus and the property of anaphora to refer to already topicalised entities.
This paper is a corpus-based study on the data obtained from J. M. Barrie""s *Peter Pan* and two translations of Barrie""s text into Catalan and Spanish.
Demonstratives in narrative sequences are a text-deictic procedure whichs maps the spatial ground of utterance onto the text itself by means of the metaphor "text is a space". Although it was found that referential distance is fairly variable, there is a significant amount of cases in which the antecedent-trigger of a demonstrative expression is in the previous sentence. According to this fact, it is firstly argued that referential distance is not the main variable in choosing a demonstrative. Secondly, the data show that demonstratives refer mainly to discourse entities which are not in focus, but some occurrences in which these units refer to an in focus entity can be observed as well. Furthemore, the total amount of demonstratives is significantly higher in Catalan and Spanish than in English*,* a fact which leads us to conclude that a non text-deictic referential expression may be translated by means of a text-deictic one and therefore changes in the cognitive perspective are carried out. All these results point to the fact that demonstratives cannot be analysed merely in terms of accessibility or topicality, but other discourse and cognitive functions, such as, e.g., recategorization and encapsulation as nouns of complex non-nominal discourse entities, should be taken into account, as opposed to those performed by ellipsis, personal pronouns and definite expressions. Thirdly, contrary to the mainstream which considers demonstrative expressions as marking co-reference, it is argued that the type of referential relationship between the text-deictic demonstrative unit and its discourse antecedent-trigger is sometimes dependent on the perspective of either the addressor or the addressee (cf. Apothloz & Reichler-Bguelin 1999)

[Fretheim Thorstein]
Margot Rozendaal & A.E. Baker, *Interactions between the acquisition of the morphosyntax and pragmatics of reference: evidence from spontaneous child language in Dutch and French*

Morphosyntactic forms chosen for reference depend on the degree of mutual knowledge between speaker and hearer about a referent. Mutual knowledge can, amongst other things, arise from previous discourse availability (new versus given referents) or perceptual availability, which makes deixis possible (e.g. Clark & Marshall, 1981; Ariel, 1993). In the acquisition of reference, therefore, children are faced with learning diverse skills: they have to acquire the relevant morpho-syntactic forms (e.g. determiners, pronouns etc) and learn the pragmatics of reference.
The acquisition of the morphosyntactic devices for reference (articles, pronouns etc.) seems to take place fairly early (at 1-4 years). The acquisition of pragmatic skills however takes some time: even at 8 years children are still over-estimating the listeners knowledge in telling narratives (Hickmann, 2003) but already at 2 years they have been shown to be sensitive to more subtle pragmatic distinctions: they adjust their communicative attempts according to whether a referent is new or given for the interlocutor (O""Neill, 2005) and drop pronouns for referents that were previously mentioned in the discourse (Serratrice et al, 2004). The developmental course of childrens pragmatic sensitivity is not clear. It is also unknown if the acquisition of morphosyntactic devices influences the acquisition of the pragmatics of reference in early child language.
This study aims to fill these gaps by investigating: (1) what factors (given/new in discourse, mutual knowledge, perceptual availability) govern the choice for form-function combinations in 2-3 year-olds. Two languages that differ in

the speed of acquisition of determiners (Dutch and French (Rozendaal & Baker, submitted)) are investigated to address the second question: (2) whether differences between languages in the moment of acquisition of the morpho-syntactic forms influence the acquisition of the pragmatics of reference.

Longitudinal conversational data from three Dutch and four French children between 2;0 and 3;3 were taken from the CHILDES-database. Person and object reference is analyzed every three months (av. 250 references per sample per child). The focus lies on the use of nouns with indefinite and definite determiners and pronouns for several pragmatic discourse functions (introductions, maintenance, shift, non-specific reference and labelling) and for different activation levels of the referent (no mutual knowledge and mutual knowledge with/without possibility for deixis).

The results show that the children are not sensitive to the presence/absence of mutual knowledge in determiner choice: they incorrectly use a definite determiner for introductions when there is no mutual knowledge (error rate 50%). However, pronouns are hardly used to introduce a referent that is not mutually known and not perceptually available (low error rate: <10%). For given/new in discourse, the results show that from 2;0 onwards indefinite nouns are correctly applied to new referents only (low error rate <10%). Moreover, pronouns become increasingly associated with maintenance (given referents) between 2;0 and 3;3 (from 30% to 80%.). The results also show that morphosyntax and pragmatics interact in the acquisition of reference: the French and Dutch children use determiners largely similar for different discourse functions (indefinite for non-specific reference and labelling and definites for introduction, maintenance and shift), even though the French children are half a year ahead of the Dutch in determiner use.

It is concluded that the morphosyntax-pragmatics interface in reference is acquired on a form-by-form basis and that it is present from the start of language acquisition. Also, different aspects of this interface are acquired at different rates.

[Fretheim Thorstein]
Anne Salazar Orvig, Rouba Hassan, Jocelyne Leber-Marin, Haydée Marcos, Aliyah Morgenstern & Jacques Parès, *Pragmatic factors in the use of third person pronouns by young children*

This paper presents young childrens use of subject clitic pronouns in natural dialogues. Most studies have focused on the syntactic or morphosyntactic dimension of pronominal acquisition in spite of the fact that in adult language clitic pronouns are the anaphoric device par excellence; their role is to mark topical continuity in discourse. (Charolles, 1991; Cornish, 1999; Givn, 1995; Kleiber, 1994). Since the subject very often expresses the sentence topic, clitic pronouns frequently have this function in oral language. (Francois, 1974; Givón, 1995; Jeanjean, 1980)).

Studies on the pragmatic and discursive dimension of pronouns have been conducted mostly on narratives and/or on children aged three or more. (M. Bamberg, 1986; M. G. W. Bamberg, 1987; Bennett-Kastor, 1983, 1986; de Weck, 1991; Hickmann, 2000, 2002; Karmiloff-Smith, 1985; Peterson & Dodsworth, 1991). According to these analyses, young childrens use of pronouns is grounded in the situation and is therefore mostly of a deictic nature. In the contrary, work on spontaneous dialogs with children between 1;9 and 3 in various situations (Salazar et al. 2004 & 2006) show that third person pronouns appear massively in the context of shared attention and that they are mainly used for second mentions in situations of discursive continuity. Pronouns might therefore first be acquired with the discursive and pragmatic function of maintaining reference. They could be viewed as precursors of anaphora.

The aim of the research presented here is to further explore these early anaphoric properties by studying the relation between pronouns and their dialogical context. Since childrens use of pronouns is not the result of mere imitation of adults preceding discourse, pragmatic or discursive factors could explain these early anaphoric processes.

Longitudinal and cross-sectional corpora of French speaking children between the ages of 1;8 and 3 (MLU between 1.3 to 6.48) are analysed. The use of pronouns is compared to the use of nouns according to several axes : the relation between childrens and adults production, the rank of pronouns and nouns in the referential chain, the types of dialogical continuity associated to each of these referential expressions.

Results suggest that other factors than the influence of the form used by the interlocutor might determine the choice of pronouns as opposed to nouns to express immediate referential continuity, namely their position in the referential chain and the type of dialogical moves involved. The shared construction of a thematic sequence could partly explain the use of pronouns whereas contrast and opposition moves determines the use of nouns in a referential chain.

[Fretheim Thorstein]
Michael Strube & Katja Filippova, *Constraints on Pronominalization: Extending the Coverage of Centering's Rule 1*

Rule 1 of Centering states that in an utterance U(i), if some element of the Cf list of the preceding utterance is pronominalized, then the Cb of U(i) should also be pronominalized. The intuition behind Rule 1 is that each forward-looking center has a certain salience and that if a less salient center is realized with a form requiring high accessibility, i.e. pronoun, then the more salient center should also be realized with a pronoun. For English, it has been demonstrated that this rule holds in more than 95\% of the cases (Poesio, 2004).

Rule 1 distinguishes only two ways of surface realization -- pronominal and nominal. Therefore, despite its high precision, Rule 1 has a low recall, because it can be applied only to very few cases and does not predict anything for utterances with either two pronouns, or two nominal NPs, or utterances with null arguments which are encountered in

languages like Spanish or Hindi.
Here, we would like to present a more general formulation of Rule 1.

[Fretheim Thorstein]
Maite Taboada & Loreley Hadic Zabala, *Subjects and topics in conversation*

This paper is an examination of the expression of subject and topic in conversation, using parameters established by Centering Theory. Based on a corpus analysis of English and Spanish casual conversations, we aim to show (i) under what circumstances the subject and the topic of an utterance coincide (topic is defined, according to Centering, as the backward-looking center of an utterance); (ii) what referring expressions are used to encode subject and topic; and (iii) what factors determine the use of a particular type of referring expression. The paper also discusses the adaptation of Centering to the analysis of spontaneous casual conversation, and its role in computational applications.

PANEL

Donna Fujimoto, *Interacting in another language: Expert and novice talk*

In recent years, a growing number of researchers have been using Conversation Analysis (CA) to examine novice second language (nonnative) interaction. Some have aimed to uncover the ways that situated identities such as novice and expert are made relevant through the talk, while others have focused on what Conversation Analysis can reveal about the process of second language acquisition (CA for SLA).
In this panel the presenters will make use of the CA aesthetic of fine-grained analysis to expand on this line of inquiry. Using episodes of naturally occurring second language (L2) interaction, the focus of each presentation will be on the way that L2 speakers make use of the fundamental tools of interactional organizationincluding turn-taking, sequence, repair and preference to collaboratively accomplish actions both with expert speakers and among themselves.
Presenters will look at diverse sets of data, including novice L2 learners in EFL classroom settings, lunch table talk at an international school, and mundane conversation among married couples from different language backgrounds. It is anticipated that the panel will shed light on the ways that understanding is achieved when participants have limited or disparate access to interactional resources.
During the discussion session, we will draw on these data to consider how the presence of an expert speaker affects communication, and examine what ways the norms of interaction change when novice L2 speakers communicate among themselves.

Contributions

[Fujimoto Donna]
Jack Barrow & Jack Barrow, *Electronic dictionary practices of novice English learners*

In Japan, students often bring electronic dictionaries into the language classroom to use not just for reference, but also to use actively while speaking or performing tasks. This paper examines the electronic dictionary practices of novice learners conversing in dyads. Eight Japanese first-year university student volunteers participated in thirty-minute free conversations in English and these interactions were video recorded. It was noticed that learners were using their electronic dictionaries extensively and that this reliance on the dictionary influenced the interaction. To this researchers knowledge, no study of the effect of electronic dictionary use upon interaction has been conducted. Utilizing Conversation Analysis, the student talk was analyzed focusing specifically upon reoccurring turn-taking patterns as participants constructed meaning together with the aid of their electronic dictionaries. This study proposes that there are characteristic types of electronic dictionary practices that novice learners employ to look up words during conversation. One type occurs during the current speakers turn-in-progress. The current speaker goes to the dictionary, looks up the word, uses it, and gets acknowledgment from the recipient. Another type is the co-look-up in which the recipient collaboratively goes to the dictionary. In a third type, the recipient goes to the dictionary, during or after the current speakers turn, to look up a word for a next, or later turn. In this case, the recipient initiates a later turn at an appropriate turn transition place, for example, an assessment of previous talk or a next topic initiation. Yet, another type of electronic dictionary look-up displayed is the abandoned look-up, a look-up that is not successfully completed. This study shows in detail how electronic dictionary look-ups affect turn-taking and gaze behavior during learner interaction.

[Fujimoto Donna]
Donna Fujimoto, *Novice speakers in multi-party classroom interaction*

While it is common for language learners to be placed in small groups in order to practice the target language, little research has been done to learn more about how learners accomplish this task. This presentation reports on a study of novice speakers in multi-party interaction using Conversation Analysis. While all the participants are novice speakers, their levels of language proficiency and strategic competence vary. One striking difference among the novice learners is the time leading up to the initial entry into the interaction.

Closer examination of this pre-entry period shows a number of interesting micropractices. It is quite common, for example, for participants to display incipient facial expression, gaze shift, lip movement, preparatory embodied movements, inbreaths, ingressive clicks, coughs and other behaviors. It also becomes clear that for the novice it is a rather formidable task simply to enter the discussion. The participant must be able to: a) recognize a transition relevant place (TRP), b) be able to time their entry into the flow of talk, c) begin to speak before others take a turn, d) select the appropriate wording which will express what they want to say, e) be able to make themselves understood by the others, and f) make their utterance relevant to the previous talk.

This study focuses even more closely on Turn Construction Unit (TCU) beginnings, which according to researchers in Conversation Analysis, are sequence structurally important places. The TCU beginning is not one unitary entity, but it can be analyzed even more finely by identifying the just-before, during and just-after components. While these segments are in fact a very limited part of the overall interaction, it is the contention of this study that close attention to this locus is essential to the understanding of novice behavior in multi-party interaction.

[Fujimoto Donna]
Tim Greer, *Accomplishing (non)nativeness in bilingual interaction*

Drawing on Zimmermans (1998) notion of identity categories in interaction, this paper uses Conversation Analysis to challenge the widely held view that so-called native-speakers necessarily hold positions of power in mixed-proficiency conversations.

Through a counter-chronological single case analysis, the study tracks the emergent nature of identities in interaction by analyzing a sequence of bilingual talk in which a novice speaker of Japanese questions the linguistic authority of an expert Japanese-speaking peer, due in part to that persons failure to provide a timely English explanation of a Japanese lexical item. Close attention to the details of the talk reveals that transportable identity pairs such as native/non-native are only understandable in relation to other incumbent membership categories that are being invoked in the talk, including situated identities such as liar and discourse identities such as questioner/respondent.

In addition, the role of peripheral bilingual co-participants in accomplishing their own bilingual authenticity in relation to the dispute will also be considered. Throughout the paper, the focus will be on uncovering the manner in which participants use the structures of conversation to make various aspects of their identities relevant to the ongoing interactional business. In particular, it will note the need for researchers to pay attention to the occasioning of identity within the sequential context of the talk. The data are taken from naturally occurring bilingual talk recorded among Japanese-English bilingual teenagers at an international school in Japan.

[Fujimoto Donna]
Yuzuru Takigawa, *When novice becomes expert: problematic talk in intercultural marriage*

This study explores the communication between married couples where the wife is Japanese and the husband is American. The data is taken from naturally occurring face-to-face interaction between married couples whose medium of communication in the home is Japanese. The audio-recorded conversations took place in the home while the participants were engaged in everyday activities, such as eating meals. This study uses Conversation Analysis to examine when and how these couples oriented to each others differential language expertise. The display of being expert or novice is not random in the data. It should be made clear that being a native speaker of a language does not automatically confer expert status upon the speaker and, in the same vein, some non-native speakers can certainly be considered expert. The data reveals that these American husbands acted as the novice when the talk was about the naming of objects. Conversely, the Japanese wives foregrounded their identity as the expert in their speech. In most cases, being expert or novice was recognized by both parties and the interaction was non-problematic. However, there were occasions where language expertise was disputed. In these cases, the Japanese language expert wives challenged their non-native husbands use of the language, orienting directly to the husbands novice status. The American husbands resisted being placed in this category and defended their knowledge of the Japanese language. The Japanese wives maintained their expert stance in these cases and refused to recognize that the husbands may in fact be the language experts in those particular circumstances. When this occurred, the interaction often became problematic as both parties attempted to establish their expertise. These arguments typically were resolved when one party steered the conversation back to the original topic. In sum, the language expert and novice categories are occasioned through interaction and they become observable when the participants themselves make them relevant in the interaction. It is the contention of this study that this struggle to maintain identity as expert underlies much of the problematic talk between intercultural married couples and not, as is often assumed, the fact that they are from different cultures.

PANEL

Maria Marta Garcia Negroni, *Scientific discourse: a polyphonic-argumentative approach*

Neutrality, objectivity and monologism have traditionally been considered as characteristics of academic or scientific discourse. Scientific texts are meant to convey, accurately and impartially, results of scientific observation and analysis, with no involvement of the persons carrying out the research. However, recent research has demonstrated that these tokens are nothing but covert intentions: scientific authors leave traces of themselves in their argumentation as well as traces of other researchers in various polyphonic (multivoiced) constructions. Linguistic markers of argumentation and of polyphony will constitute the object of study in the present panel.

As it is well known communicating knowledge alongside with the difficulties university students encounter when reading or writing scientific academic discourse represent a central research problem related to the varied academic genres which remains unsolved. In addition, personal presence in scientific texts differs of course both in nature and in frequency according to different disciplines and different languages. The large majority of the studies undertaken on scientific discourse till now have been devoted to Anglo-American discourse. In order to understand the pragmatic complexity of and to attain the necessary skills in both reception and production of scientific texts (particularly as regards microdiscursive or linguistic characteristics), it is necessary to study texts written in other languages as well.

The general theme of our panel is Scientific discourse: a polyphonic-argumentative approach in Spanish, French, English and Norwegian corpora. Its purpose is twofold: firstly to offer brief summaries of the work done so far by the groups involved and secondly to initiate discussions on the challenges related to the study of similarities and differences between scientific discourse in different languages and disciplines.

Contributions

[Garcia Negroni Maria Marta]
Andrea Estrada, *Evidencialidad y discurso académico: el caso del adverbio "evidentemente"*

En esta ponencia, me propongo identificar y describir en el marco de la semántica argumentativa las propiedades semántico-pragmáticas del adverbio evidencial *evidentemente* en discurso académico escrito. Parto de un corpus de aplicación constituido por ponencias y artículos científicos de tres disciplinas: ciencias exactas, ciencias sociales y ciencias humanas.

Numerosos trabajos sobre la modalidad epistémica, que estudian la inscripción del sujeto de la enunciación en el discurso científico-académico (Hyland 2000, 2001; Chafe, 1986) describen los recursos de modalidad que atenúan (*hedges*) o refuerzan (*boosters*) el discurso y con los que el escritor de texto científico se resguarda o protege de las posibles críticas de sus colegas.

La función de un marcador evidencial es señalar la fuente de conocimiento y cuando dicha fuente es directa, estos recursos reflejan la inscripción explícita del sujeto de la enunciación, mientras que si es indirecta, reflejan cautela epistemológica, es decir distanciamiento con respecto a la verdad del enunciado. Se desprende de esto que la asertividad puede ser expresada en mayor o menor grado –siempre en relación con el modo de acceso al conocimiento– y que, por lo tanto, los evidenciales pueden funcionar como atenuadores o como reforzadores de la modalidad epistémica asertiva.

En esta línea, *evidentemente* ha sido caracterizado con diversas etiquetas: especificador del valor de verdad de la aserción (Barrenechea, 1969; Kovacci, 1994), marcador epistémico-modal (Merlín-Barbaresi, 1987) y evidencial, pues agrega información sobre el modo en que ha sido adquirido el conocimiento (Barrenechea, *op.cit*. Martín Zorraquino, 1994; Fuentes Rodríguez, 1991; Reyes, 1994). Pero mientras, para la mayoría de los estudiosos *evidentemente* funciona como un reforzador, para Reyes (*op.cit.*) se trata de un evidencial de inferencia que atenúa el grado de certeza del locutor.

En este trabajo me propongo, por un lado, demostrar que las contradicciones expuestas por la bibliografía no son tales, y que la ocurrencia del evidencial *evidentemente* está estrechamente relacionada con la configuración discursiva propia de cada disciplina, es decir, con los efectos de cientificidad emanados de la construcción del objeto de estudio y de la presencia del locutor como intermediario de los fenómenos descriptos. De hecho, el análisis del corpus muestra que *evidentemente* posee un porcentaje de ocurrencia mucho menor en los artículos científicos de ciencias duras que en los de ciencias sociales o ciencias humanas. En efecto, las ciencias duras parecen configurar su objeto de estudio a partir de procedimientos descriptivos, mientras que por el contrario, en las ciencias blandas la preeminencia del razonamiento deductivo sobre las evidencias o pruebas pareciera incrementar los rasgos de subjetividad. Por otra parte, la ocurrencia de *evidentemente* es menor en los artículos científicos que en las ponencias –género escrito, pero para ser comunicado en forma oral–, lo que probaría la relación entre la subjetividad y la configuración discursiva propia del discurso académico.

[Garcia Negroni Maria Marta]

Maria Marta Garcia Negroni, *Metadiscurso, subjetividad y discurso académico en español*

Tradicionalmente, el discurso científico ha sido definido por las propiedades de objetividad y precisión con las que referiría a la realidad externa. Muy a menudo, en efecto, este tipo de discurso ha sido descripto como típicamente informativo, sin marcas de subjetividad, polifonía o argumentación. Según esta concepción, el discurso científico transmitiría de manera imparcial y exacta los resultados de las observaciones y análisis realizados por el autor o su equipo de investigación. Esos resultados se presentarían así por sí mismos, sin implicación o interpretación del investigador y como totalmente independientes de las emociones, sentimientos y apreciaciones del sujeto de la enunciación. En los últimos años, sin embargo, esta concepción tradicional de objetividad y de impersonalidad ha sido fuertemente cuestionada (cf. entre otros, Hyland, 2000; Breivega, Dahl & Fløttum, 2002; Dahl, 2004; Gallardo, 2005; Harwood, 2005), y de hecho muchas investigaciones actuales han puesto en evidencia que el locutor del discurso académico (incluso el de las ciencias naturales y exactas) deja huellas de su presencia y que su discurso no es ni monológico ni neutro. En este trabajo, y en el marco de la investigación que llevamos a cabo desde hace ya algunos años sobre las propiedades microdiscursivas del discurso científico en español en la Universidad de Buenos Aires, analizaré la presencia de la subjetividad a partir de las del estudio de los elementos del metadiscurso en un corpus constituido por 20 artículos de investigación pertenecientes a ciencias humanas y exactas y 20 ponencias publicadas en libros de actas de congresos de las mismas disciplinas en español. El estudio es cualitativo y contrastivo. Definido como el discurso sobre el discurso, el metadiscurso puede realizarse a través de variadas formas lingüísticas y puede cumplir diferentes funciones pragmáticas en el texto, pero en todas sus formas y funciones, constituye una de las huellas de la presencia del sujeto en su discurso. En el trabajo, presento en primer lugar, una caracterización de los elementos lingüísticos que refieren al texto mismo (metadiscurso textual), para luego centrarme en las formas meta-enunciativas, en particular en las comillas, las glosas y las itálicas. En efecto, verdaderos operadores metalingüísticos, esas formas de la heterogeneidad mostrada marcada (Authier, 1995), circunscriben un punto de heterogeneidad en el discurso, y al hacerlo permiten indicar la homogeneidad del resto que se presenta así como a cargo del responsable de la enunciación.

[Garcia Negroni Maria Marta]
Sara Gesuato, *Calls for abstracts: how conferencing shapes academia*

Calls for Abstracts (CfAs) are value-laden communicative acts through which academic standards are formulated, circulated and maintained. In CfAs, scholars present their outlook on given issues, signal topics worth exploring, and define how future research questions should be tackled. Although not sufficiently studied yet (Raeisaenen 2002), CfAs are pragmatically interesting because they carry out multiple functions: they *inform* academics of developments in their disciplines; they *offer* scholars opportunities to share their work; they *request* their contribution to conferences; and they *impose* rules on conference participants.
This paper illustrates the pragmatic value and generic organization of 100 CfAs (63,000 words) representative of four disciplines (biology, computing, history and linguistics).
First, the CfAs examined reveal functional complexity, since they include various moves. The one justifying the CfAs is the invitation to contribute to the conferences. This crucial act of offering-and-requesting is not prominent in the CfAs, which mostly consist of supportive moves. Some play an informative role, and qualify CfAs as announcements: (e.g. definition of conferences, report on their history, identification of their goals or provision of technical details).Many others are regulatory in nature, and include: directive moves (e.g. indication of conference policies, specification of relevant topics); promotional moves (e.g. attractive descriptions of conference venues, listing of famous invited speakers); and persuasive-argumentative moves revealing the value of conferences (e.g. provision of background information about conference themes, identification of relevant issues to be addressed).

[Garcia Negroni Maria Marta]
Anje Müller Gjesdal & Kjersti Fløttum, *Authorial presence, argumentation and polyphony in research articles*

Authorial presence in scientific texts differs in nature and in frequency according to different disciplines and languages. In the present paper, we will study authorial presence in research articles written in English, French and Norwegian taken from the disciplines of economics, linguistics and medicine. In the first part of the paper, we will focus on the manifestation of arguing authors through the use of first person and indefinite pronouns and through the use of polyphonic markers such as the negation not and the concessive connective but (and their counterparts in French and Norwegian). The distinction between explicit and implicit argumentation will be central. In the second part, we will investigate the role of the French pronoun on (one) in the perspective of authorial presence. French research articles are characterised by a complex pattern of pronominal use: The pronouns je (I), nous (we) and on can all be used to refer to the author; on can also be used in an indefinite or generic sense which is close to impersonal constructions. The semantics of personal pronouns can be seen as resulting from the interaction of their inherent values (in langue) and

their discoursal, or contextually determined values. The norms imposed by the genre constitute an important aspect of the discoursal value of pronouns. However, we will argue that relations within the text itself also determine pronominal semantics. In this perspective, each text can be said to have an individual pronominal system where pronouns interact and contribute to the textual argumentation. In the present paper, we will discuss results from a qualitative study of pronominal use and passive constructions in articles taken from the KIAP Corpus (see below). We will argue that the pronouns constitute a particular system of representations of authorial voice. Furthermore, we will argue that the pronominal system is complemented by passive constructions and that the play of these different values constitutes an important feature of the rhetoric of the research article. Our material is taken from the electronic KIAP Corpus, consisting of 450 research articles, established within the KIAP project (KIAP is short for Cultural Identity in Academic Prose; see www.uib.no/kiap). In KIAP we have studied to what extent and in which ways research articles display traces of authors and their interaction with the reader and the whole discourse community, in different disciplines, in different languages, and in individual texts, with a particular focus on the manifestation of different voices. Our key issue has been whether cultural identities can be identified in academic discourse, and, if so, whether these identities are related primarily to language or to academic discipline. Our findings indicate that discipline is more important than language with regard to cultural identities in academic discourse and that discipline is a more important variable than language to explain similarities and differences between research articles. (For more details, see Flttum, Dahl & Kinn (2006), ACADEMIC VOICES, John Benjamins.)

[Garcia Negroni Maria Marta]
Beatriz Hall, *Efectos de cientificidad y modos de decir en el discurso académico en español*

La designación *discurso académico* no siempre define al mismo objeto teórico . Esto depende de los elementos que se consideren relevantes para su estudio y, consecuentemente, de la perspectiva teórica desde la cual se establezcan esos aspectos. Por nuestra parte, p artimos de una definición (general) de discurso como efecto de sentido entre locutores (Pêcheux, 1969), y desde esta perspectiva, consideramos las condiciones de producción como concepto relacional constitutivo de la producción y circulación de este objeto de estudio. En este sentido, destacamos, como una de sus características prototípicas, la constitución de sujetos de conocimiento con pretensión de neutralidad y los *efectos de cientificidad,* que se materializan en distintos aspectos de los textos. El objetivo de este trabajo es indagar acerca de los presupuestos que caracterizan el *discurso académico* y de sus modos discursivos. Para esto se propone estudiar el texto en su funcionamiento y advertir cómo la materialidad textual produce sentido (Orlandi, 2003, 2006). Con este objetivo, se analizan los encadenamientos formales, la sintagmatización de mecanismos lingüísticos y la estructura textual como procesos discursivos que construyen objetos científicos con pretensión de neutralidad y objetividad. Proponemos un relevamiento de las disciplinas científicas en tanto comunidades de discurso que, a través de sus prácticas discursivas, legitiman espacios públicos de pertenencia y establecen modos de decir, que buscan crear la ilusión de la coincidencia entre el objeto que se describe y el "objeto mismo". El corpus está compuesto por textos pertenecientes a distintas disciplinas que forman parte de la bibliografía obligatoria de las asignaturas de Ciclo Básico Común, de la Universidad de Buenos Aires.

[Garcia Negroni Maria Marta]
Giovanni Parodi & Giovanni Parodi, *Academic and professional discourses: Approaching El Grial PUCV-2006 Corpus of Spanish*

The increasing importance of register variation across disciplines as an explanatory factor for diverse knowledge construction within discourse communities or communities of practice has been highly recognized over the past decade. The perception that there is, as such, no core disciplinary discourse, and that it is better to talk about disciplinary discourses in plural, is becoming more accepted among researchers. Empirical findings have documented the importance of corpus-based analysis as a way to advance and describe in detail the variation across disciplines and across text types. The objective of this presentation is to describe a corpus-based research project of Spanish texts underway at Pontificia Universidad Catlica de Valparaso (Chile), focused on two Spanish corpora. The first is an academic written corpus, collected from reading material university students use in their academic life as part of four disciplinary domains: Industrial chemistry, civil engineering in construction, psychology, and social work. The second corpus is a professional collection of texts, gathered from the professionals who studied these same four university careers, but who are now working in their respective workplaces. We interviewed four kinds of professionals working in their normal environments to ask them about the reading material they use in everyday labor activities. Therefore, specific research objectives are to collect from a naturalistic perspective the universe of texts circulating at university level and to describe, analyze and compare these text types employed as reading material by university students that are part of four academic curricula mentioned earlier. At the same time, we collect and describe the texts these same kinds of four professionals, once in their active professional activities, employ in their workplace as part of their daily routine written communicative events. The corpus **El Grial PUCV-2006** is still under construction and until now has collected **916** documents with a number of over **90 millions words**, only in his academic component. The computational tool

employed to tag, upload and interrogate the corpus is El Grial interface (www.elgrial,cl). Preliminary results show that nine text types are detected. Among others, some of the identified are Manual, Specialized Text, Dictionary, Norm, Didactic Guideline, et. The text typology is showing interesting differences between the basic and engineering sciences domains compared to the social and humanities sciences domains: the textbook (or manual) emerges as the most prototypical text employed, but with surprising variations among the four domains. More text-types diversity is detected in psychology and social work.

[Garcia Negroni Maria Marta]
Silvia Ramirez Gelbes, *Titles and ethos: academic face and disciplines variety*

Titles of lectures constitute informative conglomerates which not only lead the hearing/reading but also appeal the attention of the hearer/reader in order to get the full presentation to be heard/read. To achieve the intensity and abridgement required, they are not more than phrases, often nominalizations, that imply much of the information meant to be recovered by the audience. And reveal, by the way, the authors *ethoi*, i.e., the self-image authors convey through those titles (Ducrot, 1984; Maingueneau, 1998; Amossy, 1999).
This paper studies titles of lectures that belong to three different disciplines: biology, law and language studies. Its aim is twofold: first, I want to show that varied strategies the use of different nominalizations (in terms of *Aktionsart*), the occurrence of varied noun phrases (in terms of distribution or subjectivema), give raise to divergent academic faces, i.e., compose divergent *ethoi*; second, I intend. to show that the information deleted is highly recoverable by experts in the specificity and not so recoverable by semiexperts.
To reach this goal I first analize a corpus of more than 400 titles and then apply a survey to experts and semiexperts in the three disciplines. Results prove that titles in the experimental science tend to build an objective *ethos*, titles in the social science conform to a conservative *ethos* and titles in the human science construe an innovative/artistic *ethos*. All of the experts recover the deleted information with the same expertise in their own fields. On the contrary, semiexperts are not so efficient when inferring the implied data.

[Garcia Negroni Maria Marta]
Mónica Graciela Zoppi Fontana, *La construcción del "hecho nuevo" en el discurso científico y su circulación en la sociedad*

El 24 de agosto de 2006, la Asamblea General de la Unión Astronómica Internacional (UAI), reunida en Praga para su XXVIa. Conferencia, aprobó, a través de una resolución sometida a votación, una nueva definición del concepto de "planeta" y una nueva categoría, la de "planetas enanos" (dwarf planets), aplicada a la descripción de los fenómenos astronómicos. En aquel momento ambas resoluciones tuvieron una amplia e inmediata difusión en la prensa en general y especialmente en las publicaciones de divulgación científica, pues ellas producían como resultado la reconfiguración del sistema solar a partir de la exclusión de Plutón, no más considerado un planeta. En este trabajo nos proponemos analizar la discursivización (mise en discours) de este acontecimiento científico. Consideramos que su estatuto de novedad en tanto hecho científico es consecuencia de los efectos de sentido producidos por los procesos de constitución, formulación y circulación de los textos que participaron en su discursivización. Adoptamos como marco teórico el Análisis del Discurso de afiliación francesa (Michel Pêcheux) y brasileña (Eni Orlandi), a partir del cual relacionamos la textualidad (y las operaciones lingüísticas que la constituyen) a las condiciones de producción concretas y particulares en que los textos son elaborados. Para el análisis reunimos textos escritos publicados en soporte impreso o digital (web) por instituciones y actores que participan de la producción/difusión del saber científico y que se refirieron específicamente a este acontecimiento, incluyendo en el corpus las resoluciones y los releases de prensa (en inglés y francés) producidos por una asociación científica internacional (la UAI), un artículo publicado en el periódico institucional de divulgación científica de la FAPESP (fundación que financia la investigación científica en el estado de San Pablo/Brasil) y noticias publicadas en la prensa en general y especializada (divulgación científica) brasileña (en portugués). Analizaremos de forma contrastiva las diferentes operaciones enunciativas y discursivas que construyen el "hecho científico nuevo" en los textos. Describiremos el funcionamiento de operaciones de meta-enunciación (glosas, incisos, autocomentarios), de construcción de la escenografía discursiva (ethos, deixis discursiva) y de construcción de las imágenes (formaciones imaginarias) del lector, de la ciencia y de la relación de ésta con la sociedad. La construcción y descripción del corpus se fundamenta en una comprensión del discurso científico que no solamente lo considera como un conjunto de textos producidos por diversas operaciones lingüísticas, sino también y principalmente como una relación históricamente determinada entre estas operaciones de textualización y el conjunto de prácticas discursivas (y sus actores e instancias institucionales) que configuran su circulación. En este sentido, el estudio de la discursivización de " el caso Plutón" es paradigmático, pues permite analizar la construcción discursiva del hecho científico como "novedad o descubrimiento". Así, como objetivo de este trabajo queremos demostrar que la formulación del discurso científico (sus operaciones de textualización) debe ser descripta y explicada como efecto de las condiciones de producción y de circulación de estos textos en la sociedad.

PANEL

Cornelia Gerhardt, *The appropriation of media texts*

This panel seeks to explore the multifarious ways in which media texts are appropriated in everyday life. Appropriation encompasses all the locally specific ways in which people integrate media in their daily lives, making sense of them. Texts here refers to all modes of communication available in a certain medium, be it written or spoken language, pictures or sound.

On the one hand, there is an extensive body of research on media texts in various disciplines such as media studies or linguistics. Research interests range from the investigation of all types of media (e.g. television, newspapers, computer-mediated communication) to the analysis of different genres (e.g. news, soap opera, sports commentary, chat rooms). On the other hand, linguistics has developed (or embraced) a number of tools which describe language in common face-to-face encounters (such as ethnomethodology, interactional sociolinguistics, conversation analysis). This panel intends to bridge the gap between these two strands: it will explore how actual people use media texts in their lives, how they assign meaning to specific texts, and construct identities and social realities with the help of them. Hence, the focus of the panel will be the linguistic behaviour of the media users, not the media texts themselves.

The panel will explore how the meaning of media texts is negotiated by their users. This issue covers both the immediate reception situation and reference to media texts in later talk or computer-mediated communication (CMC). The panel thus investigates communicative (verbal, extra-verbal and para-verbal) practices during the reception process including the interplay between the primary media text and the talk at home. Also, influences of the media on everyday conversation will be dealt with. Due to the nature of media texts, multimodality will be another issue. Furthermore, the panel seeks to explore how social realities, participant roles, identities, and communities of various kinds are constructed with reference to media texts.

The presentations in the panel range fairly widely over the domain of appropriation of media texts. Topics include micro-analyses of talk during the reception situation such as moral communication or the gaze behaviour of television viewers. Furthermore, presentations will illustrate how watching television can be a creative process, for instance when audiences invent their own games betting on the outcome of sitcoms. Another contribution illustrates how the use of CMC allows media fans to expose their true feelings about a television show. Finally, in a number of talks, references to films or television shows will be presented as a resource in family talk building public/private intertextuality to create alignment.

The media studied include television, CMC, and film. The papers are mainly based on corpora consisting of naturally occurring conversation (one contribution using a web-site as data). The languages studied include English, German, and Swedish.

Contributions

[Gerhardt Cornelia]
Ruth Ayass, *Moral communication in media reception*

This contribution to the congress examines moral communication in media reception. The data stem from a research project that was financed by German Science Foundation (DFG). In this project we mainly analyzed the structures of recipients talk in everyday reception on the basis of audio recordings in natural reception communities. This paper now focuses moral forms of communication. Especially three forms of moral communication will be analysed: negative assessments, repairs and sequences of backbiting.

While backbiting (series of negative statements about an absent person) may be easily recognized as a form of negative moral communication, with the two other forms, repair and disagreement, the moral quality is not likewise overt. We know about the forms and functions of disagreement and repair in everyday conversation from the studies in conversation analysis: There is a preference for agreement and a preference for self-correction (while disagreement and other-correction are dispreferred). But repair and disagreement produced in media reception contexts provide interesting differences. The data shows direct articulations of disagreement, undelayed and almost offensive repairs and even face threatening acts e.g. insulting utterances to the media text.

The paper will answer the following questions: What kind of moral work is done through these communicative forms? And why are these forms so suitable for recipients talk? Are these unmitigated forms of moral communication due to the situation of media reception? And what are the consequences for the talks among recipients while watching TV?

[Gerhardt Cornelia]
Kristy Beers Fägersten, *The appropriation of media texts as conversational and pragmatic strategies*

A cornerstone of pragmatic theories of the interpretation or negotiation of meaning is the concept of common ground (Stalnaker, 1978), common knowledge (Lewis, 1969), or joint knowledge (McCarthy, 1990), which Clark (1996:92) refers to as the sine qua non for everything we do with others. One thing we often do with others is watch television or movies, and subsequently we secure these activities as common ground through talk. In this paper, I analyze conversations among family members whose use of quoting from the dialogue of films and television programs represents conversational strategies whereby common ground is exploited for different purposes. In particular, quoting is shown to be used by children to showcase knowledge and hold the floor, and by parents to establish alignments with other members of the family or indirectly opinionate on an on-going conversation between other family members.

The data come from recorded conversations among members of a four-person, Swedish-American family. Each family member speaks Swedish and English and uses both on a daily basis. Three members of the family also speak German and use it on a near-daily basis. The shared linguistic knowledge among the family members therefore represents an additional common ground, which enables the appropriation of media texts in different languages. The integration of quotes from film or television texts into conversation often results in code-switching and, due to the languages typically associated with the different possible familial dyads, crossing (Rampton, 1995) can be said to occur as well. The appropriation of a media text is therefore identified as an appropriation of and alignment with a linguistic identity, resulting in additional challenges to interlocutors with regards to the negotiation of meaning.

[Gerhardt Cornelia]
Cornelia Gerhardt, *The gaze behaviour of spectators: Tackling the multimodality of watching TV*

This paper seeks to examine how participants negotiate the multimodality of their everyday lifeworld by describing the gaze behaviour of people watching television and talking to each other. It is based on a turn-by-turn analysis of the ATTAC-corpus which consists of video-recordings of Britons watching football on television in their homes. It must be stressed that the participants in this corpus gathered for the purpose of watching football, i.e. the television is more than unanalysed and unattended background decoration. (Scollon 1998: 151) Instead, it holds a central role in the interaction of the participants as e.g. when England plays Argentina.

In regular everyday conversation, generally people tend to face each other, and gaze is used as a key cue for turn-taking and interactionality. However, telephone calls and the language competence of the blind show that gaze is not a necessary prerequisite for oral interaction. In this specific setting, the conversationalists face the following dilemma: on the one hand, they can direct their gaze at each other, but only at the cost of not being able to look at the screen. On the other hand, they may decide to concentrate on the pictures on television. This, however, may be potentially impolite considering the availability of gaze.

First, two non-linguistic factors need to be taken into account, as they are dominant and come before any linguistic or interactional considerations. The spatial arrangements of the viewers seem consequential. The closer and the more in line the participants are seated, the more effort must be used to look at the other person. This represents an extra strain for the elderly, which they may choose not to take. Contrariwise, the further apart (under normal living room conditions) and the more in an equilateral triangle with the television, the easier it is for a dyad to exchange mutual gazes.

Talk-in-interaction is a mutual endeavour by both speaker and recipient(s). For this reason, in conversation, we expect the speaker to gaze at the listener from time to time. Also, the listener should be looking at the speaker to signal listenership. (Goodwin, 1980) In contrast, in the ATTAC-corpus, the football fans, immersed in the games, often choose to waive gaze as a resource in their talk. The violation of this rule is not oriented to by the speakers.

The following factors, however, do prompt the viewers to (re)direct their gaze towards their co-viewers. Humour plays an important role: quantitatively, gaze redirections and laughter often co-occur. By directing their gaze away from the television towards a co-viewer, the participants mark the keying as humorous or draw the attention to (humorous) passages in the media text. Hence, to make humour a binding force between interlocutors, extra-linguistic reinforcement seems called for.

Another context triggering gaze redirections is evaluations. First, regarding the primary media text, utterances such as good pass that was or foul for sure, where participants take an evaluative stance against the media text, are accompanied by gaze. Also, when participants tell stories, instances of evaluation (Labov & Waletzky, 1967) are marked by gaze. Hence, when viewers open themselves up and give personal opinions, or invite in criticism, gaze is used.

Taking these examples together with the gazes in the context of humour, the umbrella for all these instances is apparently that the selves of the viewers become instantiated or foregrounded at these points. Hence, further inquiry may yield that gaze in this setting is primarily a marker for identity work.

[Gerhardt Cornelia]
Cynthia Gordon, *Appropriating media texts in family interaction: Reinforcing and testing family boundaries*

In this presentation, I draw on the notion of *intertextuality* to explore the appropriation of media texts in everyday family discourse from the perspective of interactional sociolinguistics. Following Kress (2000) idea that there are at least two senses of *intertextuality*, I examine family members *references to* media texts as well as their *transformations*

of bits of these textsor what Becker (1995) refers to as *reshaping prior text*as these occur in talk among members of four American families who audio-taped their own interactions nearly continuously over the course of one week. I demonstrate how through referring to mutually-familiar television programs and movies and by transforming linguistic material from these texts, family members bind themselves together as a family while also negotiating interactional and social boundaries between family members. For instance, one mother refers to When Harry Met Sally, a movie dealing with the question of whether men and women can be friends without experiencing romantic or sexual tension, as a way of inquiring into her 22-year old sons relationship with a close female friend: There wouldnt be any yknow, Harry-Sally tension there? Through this strategy, the mother references shared familiarity with this movie while also broaching a potentially sensitive subject. I thus identify media texts as productive sources of prior text in family talk, illustrating how parents as well as children (of various ages) draw on them to negotiate the kaleidoscopes of shifting alignments (Tannen 2001) that characterize and constitute family discourse.

[Gerhardt Cornelia]
Alla Tovares, *Watching out loud: Television texts as resources in family interaction*

Two decades ago in his study of family television, Morley (1986) called for an exploration of the increasingly varied uses to which the television set can now be put (14). Since then, a number of studies have investigated the role television, as a domestic medium, plays in family life and communication (e.g. Lull 1988,1990; Spiegel 1992, 2001; Bryant and Bryant 2001 and others). Building on this diverse body of work and drawing on Bakhtins (1981, 1984, 1986) notion of dialogue, this study considers one of the ways in which family members engage with television texts. Specifically, I analyze how family members play along with the participants in the TV game show Who Wants to Be a Millionaire and even invent their own games by betting on the outcomes of the situations that emerge in the TV sitcoms and drama series. I argue that such active involvement with television texts or as Tulloch and Moran (1986) call it "watching aloud," enables family members and friends create alignments, claim identities, display or mitigate their knowledge and negotiate their relationships. The data for this study come from a larger research project where adult members of dual-income families recorded almost non-stop their conversations at work and at home for one week. My analysis further develops Fiskes (1989) argument that contemporary TV game shows derive from the "oral" tradition of family games by demonstrating that television games not only derive from but also add to the "oral" tradition of family games where family members dialogically intertwine TV texts with family discourse. For instance, family members compete with each other and with the competitors on the show to answer the question first and in doing so they actively engage with the game genre against a backdrop of family relations and talk. Furthermore, this study shows that watching television can be an active creative process where family and friends use TV texts as valuable resources. This work also contributes to the study of the role of TV texts in family interaction by proposing a methodology that focuses on participants naturally occurring involvement with television texts in the absence of the researcher.

[Gerhardt Cornelia]
Margaret Toye, *Presenting the real self: Solidarity politeness in on-line talk about the TV show Train 48*

A growing phenomenon on the world wide web is what has been called participatory TV (Nussbaum 2002), viewers participation in on-line communities devoted to particular television texts whereby viewers can communicate with other fans about their favourite showl. This paper addresses www.trainrider.ca, a fan-run website devoted to the Canadian television series Train 48. It was not a widely viewed show, but had a loyal group of about 60 viewers who regularly contributed to the website. I first offer examples from the websites central feature, a message board wherein fans discuss the show, illustrating their evaluations of and speculations about characters and plot lines, and predictions of future events. I then show how Trainrider discourse exhibits a phenomenon that Herring (1994) calls the appreciative, attenuated tone of female net style (283) in her study of interaction within Usenet communities (precursors to web-based message boards). Trainrider participants of both sexes employ the same style, characterized by expressions of appreciation, support and value for one anothers contributions and for their interactions sole topic, Train 48. It does not tolerate directly confrontational contributions, and expressions of negative opinions are always mitigated by the provision of reasoned arguments. I propose that Trainrider participants strictly adhere to a solidarity politeness system (Scollon and Scollon 2001), and that this system has become the norm for mixed-sex television-related message boards, reflecting Holmes (1995) contention that supportive elicitations and modified criticisms are much more likely to facilitate good quality open-ended discussion or productive exploratory talk (47) than antagonistic elicitations (45) are. Finally, I argue that the use of this politeness system is tied to the phenomenon that Jones (2001) exposes, that computer-mediated communication (CMC) can allow users to be more real (14) than they are in off-line interaction. He suggests that CMC provides an emotional buffer that allows one to find it easier to communicate very personal, intimate or even confidential matter (13). In a survey about Trainrider members fanship of Train 48, 35% of respondents claimed that their family and friends cant believe [they] watch the show! While in the off-line world Train 48 fans might be scoffed for vocalizing dedication to the show, the Trainrider website thus allows them to be themselves and enjoy the show. Viewers find it liberating to be able to communicate with like-minded others about the unpopular TV show they, sharing nit-picks about an episode and little known facts about the actors, and even sharing crushes on cast-members.

They can, as Jones suggests, be truly themselves. I suggest that the convention of extreme solidarity politeness emerges to respect those exposed true selves.

PANEL

Jean Goodwin, *Corpus work on argumentation*

Argumentation theory has grown in the past fifteen years to be an interdisciplinary and international endeavor drawing scholars from philosophy, communication, artificial intelligence, discourse analysis, linguistic pragmatics, English Studies, and cognitive psychology (among other disciplines), all sharing an interest in the reason-giving talk that occurs in situations of disagreement. Researchers in the movement are concerned to understand the (informal) logic of arguments in practice; they also attend to the pragmatics of argumentative discourse and the structure of argumentative interactions

As argumentation theory has progressed, it has to some extent been replicating methodological developments within linguistics. Originally, theorists drew support from their own intuitions about argument structure and process and illustrated their ideas with invented examples. More recently, theorists have begun to rely on examples drawn from actual practice. Even such examples, however, may not be representative of the full range of practice. And there is a high risk that theorists will project their theories into the discourse, seeing there only what those theories allow them to see.

This panel therefore features innovative work in argumentation theory, work that uses the computer-assisted methodologies developed in corpus linguistics to advance the empirical study of arguments and arguing. Panelists will report the results of their corpus studies, comment on the methodological challenges of this new approach, and identify areas for future research.

Contributions

[Goodwin Jean]
Caroline Coffin, Ann Hewings & Sarah North, *Argumentation and text-based conferencing: what can language data and corpus methods illuminate?*

Over the last decade, computer conferencing has increasingly been used as a forum for the exchange of views on academic ideas and issues. It has been claimed that asynchronous text based conferencing in particular is a useful medium for developing students argumentation skills. By creating a space for slow discussion, students are able to reflect on, and deepen their views on important issues and teachers/e-moderators can more easily and effectively monitor and intervene in the learning process.

This paper reports on two research studies which have explored such claims. One study (funded by the UK ESRC *) focuses on the use of conferencing to develop the argumentation skills of secondary school history students. The other (funded by the UK Higher Education Academy) investigates the way in which undergraduate students use conferences to exchange views within the field of Health and Social Care. Both studies employ as their main research method the pragmatic analysis of language data. By combining close qualitative analysis of the language data with quantitative methods using a concordancer (Wordsmith) a number of important insights regarding the effectiveness of computer conferencing were obtained.

In total we collected and analysed in detail a corpus of 16 computer conferences (comprising 49,223 words) from the undergraduate study, and 5 computer conferences (comprising 10, 078 words) from the secondary school study. The analytical approach we developed in order to examine the data is underpinned by work into conversational exchange (e.g. Eggins and Slade, 1997). However, of necessity, in order to capture the unique choreography of asynchronous discussion (see Herring 2001), our framework extended analytical systems designed for use in face to face contexts. In addition our focus was largely on functional elements which comprise argumentative dialogue (including their linguistic expression). For example, *claim, support, challenge, counterclaim, thesis*. These we refer to as argumentative moves.

Our analysis revealed some significant trends. Overall, across both studies, it seems that students are more inclined to put forward *claims* and *support* moves than *challenges* or *counterclaims*. However, the degree to which teachers/e-moderators intervene in the process and the extent and quality of their *argument prompts* can have considerable impact on the overall balance. Equally our concordancer searches of the corpus which focused on argumentation-related lexis and use of modality revealed that the linguistic expression of claims appeared to be related to the degree to which they might be challenged.

Other significant trends include the fact that in both studies few students or teachers/e-moderators review the overall direction of a discussion by making *thesis* moves. Some topics/issues generate lengthy sustained argumentative dialogue whilst others quickly peter out. These findings point to the need for raising awareness of how best to exploit

new technologies as a forum for effective argumentative exchange.
*award reference no. RES-000-22-1453

[Goodwin Jean]
Peter Cramer, *The Selection and Fit Problems in Corpus Argumentation: An Example of a Text-Level Solution*

In corpus linguistics research, one of the primary methodological complaints concerns selection bias: If the data are a whole corpus of texts, how does the researcher justify limiting the analysis to a single feature within the corpus or within any given text? Since linguists typically analyze and draw conclusions about the features of language itself, however, they suffer less from a second problem which concerns fit: If the data are texts, how does the researcher justify drawing conclusions about supratextual features?

As researchers conceive corpus studies for argumentation, we will have to confront both of these problems. Unlike linguists, corpus argumentation researchers must confront the second problem in addition to the first because we analyze the features of reasoning rather than the features of language. This is a methodological problem that we already confront when we analyze single examples of arguments from "real world" examples, but it is magnified greatly as we take on large numbers of arguments over hundreds and thousands of texts. There seem to two standing solutions to this problem: argument reconstruction and argument keyword search. Both of these approaches rely on an inevitable tradeoff between analyst interpretations and a search for surface linguistic features.

In this paper, I introduce a third approach that emphasizes text-level features. I illustrate this approach by presenting results from a corpus study of newspaper coverage of a controversy, a study that examines all of the direct reported speech in the corpus. In beginning with a text-level feature--rather than lexical items or argument reconstructionsI attempt to address both the selection and fit problems that corpus argumentation confronts. I address the selection problem by presenting research showing that readers tend to give particular weight and authority to text that appears within direct quotations. I address the fit problem by meeting the textual data on its own termsby focusing on a feature that is an important in the particular kinds of texts that make up the corpus, journalistic accounts. Finally, I investigate the amount and kind of reasoning within the direct quotations, and draw conclusions that shed light on the relationships between media texts and argumentation.

[Goodwin Jean]
Jean Goodwin & Viviana Cortes, *Indicators of argument in a U.S. Congressional debate*

It has long been commonsense wisdom that phrases like "I do not agree with this view" or "on the basis of" are indicators of argument. Researchers have proposed, and textbook authors advised, that the presence of such indicator phrases identifies some stretch of discourse as an argument, as opposed for example to an explanation. Further, these phrases are said to help recipients analyze the structure of the argument, distinguishing the premises from the conclusion. And finally, argumentation textbooks also encourage students to use these terms themselves, when they make their own arguments.

In this paper, I want to consider whether the commonsense wisdom is in fact empirically justified. I will examine an 800,000 word corpus of speeches from the 1991 debate in the U.S. Congress over authorizing the use of force in response to Iraq"s invasion of Kuwait. This debate was widely praised as excellent by ordinary citizens and expert commentators alike; further, the statements made within it are presumably argumentative (at least in part). Using the Lexical Bundles Program designed by Viviana Cortes (e.g., 2004), I will isolate frequent (20 occurrences and in five speakers) three to six word collocations in the corpus. These will be classified using the functional category scheme developed by Biber, Conrad and Cortes (2004).

In particular, I will focus on lexical bundles that serve as stance markers and text organizers. Stance markers make explicit the speaker"s commitment to or attitude towards what is being said; it is intuitively plausible that stance markers in arguments will help define issues ("I assert that," "I oppose the view that") and make explicit the strength of the reasoning ("it is probable that"). Text organizers mark the relationship of what comes before to what comes after; again, it is plausible that text organizers in arguments will help make clear logical relationships ("because of the fact that"). So I will ask: to what extent do the stance markers and text organizers actually found in this debate match those predicted by previous research and the textbook traditions?

Preliminary results suggest that although the Congressional speeches are relatively "dense" in lexical bundles, the specific argument indicators predicted by previous research and teaching are not frequent. To deal with this finding, we might conclude either that this debate is not a paradigmatic example of argument, or alternatively that our theories of argumentative discourse need modifying. Assuming that the debate was in fact argumentative, I will in closing point to some ways in which contemporary argumentation theory needs to be modified in order to deal with the indicators of argument occurring in actual practice.

[Goodwin Jean]

Nancy Green, *Some Pragmatic Features of Argument Presentation*

We have been performing a fine-grained qualitative analysis of a corpus of patient letters written by genetic counselors to their clients. Use of argumentation is a prominent characteristic of this genre, since one of the genetic counselors professional responsibilities is to help the client to understand the rationale for the healthcare providers conclusions. For example, the letters contain arguments supporting the diagnosis of the patients genetic condition. The intended outcome of our analysis is a computational model, for use in a natural language generation system. Although development of the model is informed by the corpus study, the model must be applicable to cases beyond those represented in the corpus. A possible application of such a system would be an authoring tool for genetic counselors that would produce the first draft of a patient letter automatically, given a brief description of the patients case (e.g. symptoms, test results, diagnosis, etc.).

So far, we have analyzed the type of content, general argumentation patterns, and genre-specific moves in the corpus. That knowledge was used to build a computational model that distinguishes the genre-specific organization of the text, the abstract causal model of genetic disease communicated in this genre, and general argument patterns [1]. The functional elements of these argument patterns are distinguished in our model following Toulmins approach, i.e., as claim, data, warrant, or backing. The specification of argument patterns is general in the sense that it is non-genre-specific and does not refer to genetics or biomedicine. Currently, we are studying pragmatic features of argumentation in the corpus in order to develop the part of the model responsible for argument presentation, i.e., the part which decides on which elements (e.g. warrant, claim) of an argument to present explicitly, the ordering of elements of an argument (e.g. data or claim first), and how to express the argument via linguistic choices.

In this presentation, we describe our findings on certain features of argument presentation in the corpus such as ordering of argument elements, qualifiers (e.g., is consistent with), implicated elements (e.g., when a claim is stated as a universal but the audience is intended to infer its relevance to a particular patient), missing argument elements, and lexical markers of argumentation (e.g., although). We hypothesize that some of the strategies we have observed in the corpus (e.g., use of indirection and delay) are intended to reduce the clients emotional distress, but that use of these empathic strategies may interfere with our goal of argument transparency, i.e., presenting an argument in a way that helps its audience to assess it.

[Goodwin Jean]
Kieran O'Halloran, *Using corpus analysis to ascertain positioning of argument in a media text*

This presentation starts by examining an argument in a media text. The argument which I consider comes from the popular UK tabloid newspaper, *The Sun,* on the expansion of the European Union, on May 1st 2004 , to include 10 new countries. The argument concludes that it is understandable that large numbers of Eastern European migrants, from new accession countries, should want to come to Britain given open access to jobs, the large number of vacancies and the attraction of a benefit system if migrants pay tax and national insurance. Through corpus-informed analysis, I indicate how target readers have, however, been potentially positioned to understand the argument in a different and, in fact, pernicious manner. This is due to regular exposure to particular argumentation in previous stories from the same newspaper.

I draw on a 26,000 word corpus of *Sun* texts on the subject of the EU expansion and migration in the 6 weeks leading up to May 1st, that is, during the time that *The Sun* began to regularly inform its readers of the May 1st accession date. I employ the corpus analysis software, Wordsmith Tools 4.0, and a British National Corpus reference corpus, BNC-baby (4 million words), to help locate regular patterns of argumentation in the *Sun* corpus. An important concept in the presentation is keywords, words which show up more frequently in a corpus than in a reference corpus. By locating common keywords and keyword links across the *Sun* corpus, I ascertain how regular patterns of argumentation accompany similar lexicogrammatical patterns which, in turn, can function as cues of the argumentation patterns in subsequent news texts. Importantly, the keyword method of analysis constrains arbitrary identification of these argumentation patterns. I also employ the 45 million word *Sun* corpus from The Bank of English to see whether less specific but related argumentation had been built up in preceding years.

[Goodwin Jean]
Vincenzo Pallotta, Violeta Seretan, Marita Ailomaa, Hatem Ghorbel & Martin Rajman, *Towards an argumentative coding scheme for annotating meeting dialogue data*

This paper reports on the main issues arisen during the development and test of a coding scheme for the argumentative annotation of meeting discussions. A corpus of meeting discussions has been collected in the framework of a research project on multimodal dialogue analysis and a coding schema has been proposed. The coding scheme evolved in order to cope with problems arisen during the annotation of data. The coding scheme we propose is aimed at reconstructing the linked sequence of argumentative actions that are common in meeting discussions and that highlight the main effort of participants to solve conflicts of opinion in order to end up with some agreed decisions. Annotations have been

gathered by a set of annotators with different skills in argumentative discourse analysis and the reliability of the coding schema has been assessed against standard statistical measures. The practical motivations behind this study are supported by a user study on queries for the meeting domain. The user study shows that potential users of a meeting query tool would ask questions about the argumentative processes that might occur during the discussions as well as how and why certain decisions have been taken.

[Goodwin Jean]
Christian Plantin, Christian Buty & Andrée Tiberghien, *Investigating argumentation in labwork in Science Education*

The proposed investigation on the role of argumentation in science education is grounded in the video database VISA (developped in the Laboratoire ICAR, CNRS - INRP, Lyon University). VISA is a database of videotaped labwork sessions in science education (involving a teacher plus 2 students). VISA offers a substantial amount of structured data, available for research in science education, as well as in acquisition, or language use in general.
My aim in this presentation is to show that it also provides new and substantial materials for argumentation studies. We will focus on two points:
1) Case analisis of a small collection of special case of arguments, that is arguments about competing assertions about perceived reality (which will be later on in the course considered as a "scientific fact"). 2) The suggestion that (in contrast with purely verbal argumentative confrontation) such situations, where objects are manipulated in the course of a planified action, should be considered as basic argumentative situation.

[Goodwin Jean]
Chris Reed, *Argument Corpora: Experiences and Challenges*

The University of Dundee has been developing a small corpus of examples of argumentation from a variety of domains (newspaper editorials, advertising, parliamentary records, judicial summaries, etc.) and a variety of regions (including India, Japan, South Africa, UK, Australia, US and others). This corpus has been analysed according to theories of argument structure as part of a project examining the role and structure of argumentation schemes linguistic forms expressing stereotypical patterns of reasoning that form the "glue" of interpersonal rationality. The corpus represents the first resource of its kind, and it is now being utilised by software systems in both teaching and research contexts. After explaining briefly the motivation and methodology adopted by the data collection and analysis work, the first results of preliminary analyses of the corpus as a whole are presented, exploring two distinct areas. The first is a straightforward investigation of surface features of the analysed arguments. Through such investigation, general differences between types of argument are identified. The second area is then a deeper exploration of scheme use, assessing links between scheme cladistics and their domain of use. This represents the first empirical assessment of real-world use of a complex set of argumentation schemes.
The experiences with this initial pilot data collection and analysis project have also raised a number of key questions that frame challenges for argument corpora in general. First is the challenge of inter-coder reliability (measured by the Kappa coefficients): if even argumentation experts cannot agree on appropriate analyses for non-trivial texts, how can research assistants be trained to produce analyses that will yield a coherent corpus? Second is the challenge of cost. Getting good analyses can be very time consuming (of the order of hours for a several hundred word text). This represents a practical, mundane but very real barrier to large corpus creation. How can analysis time be reduced? Third, is the coding scheme that analysts work with. To enhance re-usability, it is important to develop a common coding scheme (such as TEI has done in other linguistic domains). How far are we from such a scheme for argument analysis, and what are its limitations? The ramifications of these challenges are discussed, and some potential avenues towards tackling them are explored. The aim throughout is to stimulate discussion aimed at laying a foundation that will support both a wide range of small-scale individual argument corpus related projects, whilst at the same time enabling multi-site international, directed efforts at synthesising large-scale corpora that can do for argumentation analysis (and its computational applications) what resources like the Penn Treebank have done for natural language processing.

[Goodwin Jean]
Hui-tsen Jeanne Tuan & Jay Lee, *The preferred sequential structure in Taiwanese and American English responses to reprimand*

This purpose of the study is to analyze and characterize the sequential structure applied by Taiwanese and American in their English responses to reprimand in the scenes of institution. The responses analyzed, taken from a corpus of spoken English in role-play activities, have preferential realization patterns that can be linked in part to the power discrepancy between the interactants. The data collected for this study, in addition, show Taiwanese English proficiency to be influential in the argumentative style. On the whole, Americans do not adjust their linguistic forms to specify their acknowledgement of the differences in social status as much as do Taiwanese. Although they are much more direct and

blunt in their responses to reprimand, Americans are more likely than Taiwanese to disagree upfront and then patch the disagreement up. Like Americans, advanced Taiwanese are inclined to employ aggravated disagreements in their responses, like the sequencing of contradiction and self-defense, to protect and defend their own face, when they express disapproval to their interlocutors about their unfounded accusation or unfavorable assessment. Their utterances contained with a fair amount of antagonistic questions, however, which are not typical of Americans, substantiate the claim of multilingual competence. The intermediate Taiwanese utterances are produced without special precautions generally associated with face-threatening acts, in response to a subordinates unfounded accusation. The respondents most often reject the blame leveled at them by using face-aggravating acts, like the sequences of contradiction and challenge. In replying to a supervisors reprimand, the intermediate participants are prone to sidestep the direct confrontation; they simply recognize the power distance and show deference to the superior by oversupplying apologies, at the expense of being liked and of freedom of no imposition. In order to exonerate themselves from blame, both Taiwanese and Americans also have strategies of blaming the third party and repudiating the claim as their resort. This research is hoped to have implications for EFL pedagogy as well as the study of intercultural communication. The researchers put forth a number of relevant recommendations for further research.

PANEL

Mitchell Green & Peter Pagin, *Speech Acts and Norms*

Research in the philosophy of language has recently seen an upsurge in interest in the norms, if such there be, that lie behind and allegedly help to explain some of the features of speech acts of interest not just to students of communication, but also to epistemologists and philosophers of mind. A much-discussed case is assertion: Grice"s maxims of conversation tell speakers to assert only what their evidence justifies; Williamson on the other hand holds that assertion is governed by the norm that one should only assert what one knows to be so. Searle and Vanderveken hold that assertion of p is "an undertaking to the effect that p". Brandom, by contrast, holds that one"s assertion is beholden to the norm that one should only assert what one is in a position to justify in response to a challenge, and an assertion is the issuing of an "inference license."
In addition to the various norms that have been attributed to assertion, and the question which, if any, accurately characterize it, we might also ask what norms, if any, govern related speech acts. For instance, conjecturing seems distinct from asserting (it is not appropriate to respond to the latter with the question, "How do you know?"), and both seem governed by different norms from guessing, and supposing something for the sake of argument. Again, all these speech acts, which are arguably cousins of assertion, seem importantly different from, for instance, questioning; yet questioning is crucial to inquiry, and goes hand in hand with assertion and its cousins. Are there norms governing questioning, and how do they relate to those of the assertion family? Again, do familiar notions such as conditions of satisfaction and direction of fit merit inclusion in an overall account of norms governing speech acts, or should they be replaced with something more comprehensive?
Finally, what is the status of these norms underlying speech acts? Are they reducible to norms of practical or theoretical rationality, to ethical norms or to some other system; or are they sui generis, in the way that norms of etiquette seem to be?

Contributions

[Green Mitchell]
Anne L. Bezuidenhout, *Speech actions versus speech acts: A naturalistic account of speech behavior*

Bhler (1934/1990) draws a distinction between speech actions and language works. Speech actions are bits of behavior that are fully integrated and continuous with other parts of a persons meaningful behavior. Just as one may use ones hands to achieve some goal, so too speech can be integral to the activity and play its part in achieving ones overall goal. A language work on the other hand is a kind of product which has some measure of independence from the person who produced it. Speech actions are woven into life situations. A language work on the other hand must be regarded at a remove from its position in the individual life and experience of its author. (1934/1990: 63). Bhler notes that speech actions tend to be only scraps of speech. This doesnt make them any less effective for performing their tasks. Think of two mechanics fixing an engine. They need to coordinate their behavior in such a way that the right tools and parts are at hand at the appropriate times as they disassemble the engine, do their trouble-shooting, and then reassemble the engine. Linguistic cues will take their place alongside of other cues, such as gestures and direction of gaze, to help in the coordination of action. The language fragments used may not even be grammatically correct and/or complete phrases. Bhlers notion of speech action is very different from the notion of a speech act that plays a role in Anglo-American analytic philosophy, which is based on the foundational work of Austin (1962) and Searle (1969). Speech

acts in this analytic tradition are conceived of as things that have felicity conditions and that are performed by producing grammatically correct and complete sentences. Stainton (2006) challenges the assumption that speech acts can only be performed by uttering complete sentences, but the fact that his views are controversial only goes to show how entrenched that assumption is. (Bhler (1934/1990) also invokes the notion of a speech act as distinct from a speech action. However, the former in no way coincides with the Austin-Searle notion. Rather, it is based on Husserls (1913/1970) phenomenological investigations of meaning. For my current purposes, Bhlers speech act/ speech action contrast can be set to one side). I argue that while it makes sense to talk of speech acts in the Austin-Searle sense as being governed by norms or at any rate that it makes sense for those speech acts that lie towards the conventional end of Strawsons (1964) convention-intention continuum it is inappropriate to talk of Bhlerian speech actions as norm-governed. This is not to deny that such speech actions can be instrumentally evaluated. Such action can surely be more or less effective for performing their tasks. There can be misunderstanding and misdirection. But the errors here are like the errors in DNA transcription and other such bio-chemical processes. There is no external standard against which it is appropriate to judge these actions. We can of course try to understand and explain them from a naturalistic point of view, as conversational analysts, ethnographers of communication, interactional sociolinguists, and others have long tried to do.

[Green Mitchell]
Manuel García-Carpintero, *Assertion and the Contingency of Convention*

Austin appears to have held a radical conventionalist view of central speech acts like assertion; assertion would be conventional in that, just as acts such as marrying, it could not be performed except by successfully following a conventional procedure. As Strawson and others showed, this is a very implausible view. However, a weaker conventionalist view might still be correct: although there are nonconventional assertions, they are, in some sense to be articulated, parasitic on conventional ones. In this paper, I will object to a claim by Williamson that there is a relevant asymmetry between assertions and conventions, which have been appealed to in order to reject weaker conventionalist claims like that and related views Williamson himself does not do so, but other writers have, on the basis of his claim. According to Williamson, the asymmetry lies in that, while assertions are defined by constitutive norms that are essential to the act, conventions are arbitrary and therefore impose only contingent obligations.

[Green Mitchell]
Sanford Goldberg, *Speech Norms and Communicated Knowledge*

Others speech is an important source of human knowledge. Knowledge of this sort has been well-studied by epistemologists under the rubric of testimonial knowledge, or knowledge through testimony. The paradigmatic instance involves a situation in which a hearer, having recognized a speaker as having asserted that p, comes on the basis of understanding and accepting that assertion to believe and, in happy circumstances, to know that p. But assertion is not the only speech act through which a speakercan communicate knowledge: a speaker can do so, for example, via other speech acts (in observing you question whether that p, I come to believe and, in happy circumstances, to know that you dont know whether p); and in addition, a speaker can do so indirectly, via implicature (in observing you assert that Jones has been spending an awful lot of time with Smith (a female who is not Jones" wife), I come to believe and, in happy circumstances, to know that Jones is having an affair with Smith). In this paper I aim to determine whether the sort of knowledge that a hearer acquires in such non-assertion cases is interestingly different, epistemologically speaking, from that which is acquired in the assertion case; and to see how the various speech act norms involved might bear on this question.

[Green Mitchell]
Mitchell Green, *How do speech acts express psychological states?*

Searle and many other students of speech acts take them characteristically to have an expressive dimension: Assertion expresses belief, apology regret, promise intention. Yet expression, or at least sincere expression, is as I argue a form of showing: A sincere expression shows whatever is the state that is the sincerity condition of the expressive act. How, then, can a speech act show a speakers state of thought or feeling? To answer this question I consider three varieties of showing, and argue that one of them is suited to help us answer our question. I also argue that concepts from the evolutionary biology of communication provide one source of insight into how speech acts enable one to show, and thereby express, a psychological state.

[Green Mitchell]
Mark Kaplan, *"Saying More than You Know"*

It is commonly argued that the norm for assertion is that one not assert that P unless one knows that P. I will test this

hypothesis. In particular, I will be looking at Timothy Williamsons argument for the hypothesis in *Knowledge and its Limits*, and how (or so I will be arguing) that argument fails.

[Green Mitchell]
Peter Pagin, *Does Moore""'s paradox need norms?*

It is a dominant view in speech act theory that speech acts are essentially governed by, or even constituted by, norms. In connection with Moore""'s paradox, this view is often accompanied by the view that the nature of speech act norms, and in particular for assertion, account for the paradox. If this correct, Moore""'s paradox should not arise in connection with representations that clearly are not norm-governed. However, this appears to be false. It seems that Moorean phenomena arise outside both thought and speech acts. A plausible account for this also provides an alternative account of Moore""'s paradox itself, and suggests a norm-free view of assertion.

[Green Mitchell]
Marina Sbisà, *Varieties of speech act norms*

When a normative perspective on language is contrasted e.g. with a naturalizing one, the very notion of "norm" is often left unanalysed. This fact explains at least some of the differences in theproposed contents of the norms to be followed by speakers in performing speech acts (other differences may express substantive disagreements about the nature of speech acts). I distinguish 3 main kinds of norms: constitutive norms, maxims, and objective requirements. Constitutive norms enable us to bring about states of affairs or changes in states of affairs of a conventional kind on the basis of intersubjective agreement. Maxims encode regulative advice for optimal communicative behaviour from the point of view of the subjects involved. Objective requirements are standards of truth, fairness,and perhaps even goodness that the speech act should meet independently of the subjective perspective of the participants (albeit not independently of other contextual constraints). I exemplify this three-fold distinction with reference to speech acts such as naming (a ship), promising, congratulating and stating.

PANEL

John Heritage & Gene H. Lerner, *Finding the Universal in the Particular: A Panel honoring Emanuel A. Schegloff on His 70th Birthday*

Stephen Levinson states in Presumptive Meanings, (p.xiv) that "Current perspectives on the relation between universal human nature and cultural factors often seem to me to be inverted: for example, language is held to be essentially universal, whereas language use is thought to be more open to cultural influences. But the reverse may in fact be far more plausible: there is obvious cultural codification of many aspects of language from phoneme to syntactic construction, whereas the uncodified, unnoticed, low-level background of usage principles or strategies may be fundamentally culture-independent.......Underlying presumptions, heuristics and principles of usage may be more immune to cultural influence simply because they are prerequisites for the system to work at all, preconditions even for learning language." This panel takes as it theme the universal and the particular that is the hallmark of Manny Schegloffs oeuvre on the occasion of his seventieth birthday. The final session of this panel will consist of a series personal reflections by eminent practitioners of Conversation Analysis and neighboring disciplines that will guage the contributions of CA and especially Manny Schegloffs discipline-founding work on their own work and discipline. This session will include Sue Ervin-Tripp, Betty Couper-Kuhlen, and Paul Drew. The other 2 sessions will be devoted to new empirically-grounded conversation analytic studies based in a range of languages by former students and colleagues of Professor Schegloff. At the conclusion of the panel Prof. Schegloff will be given the opportunity to reflect upon his career and the future of the discipline he co-founded.

Contributions

[Heritage John]
Galina Bolden, *Opening up closings in Russian*

This paper examines some practices for initiating conversation closings in Russian. It builds upon Opening Up Closings by Emanuel A. Schegloff and Harvey Sacks (1973), a classic work that undertook to describe how coparticipants in social interaction solve the structural issue of closing the encounter in an orderly fashion. Drawing upon over 60 hours

of recorded casual telephone conversations between native speakers of Russian, this paper describes some compositional and positional properties of conversation closing initiations and ways in which closing relevant contexts are established. Special attention is paid to the role of prosody in the environment of closing initiations.

[Heritage John]
Maria Egbert, *Selection Principles for Other-Initiated Repair Turn Formats —*

This study reports on a previously undocumented type of other-initiated repair (OI) termed positioned question (PQ). PQs are unique in three aspects. Firstly, their turn design consists of three elements in a recurring order: a question word + a verb low in lexical content + a locally subsequent pro-term. Thus they do not fit any of the five OI turn formats reported so far for English (Schegloff, Jefferson and Sacks 1977) or for German (Egbert 1996). Secondly, PQs have only been found in multiperson interaction. Thirdly, PQs always target a sequentially removed trouble-source turn with at least one turn by a coparticipant other than the OI or repair operation speaker. Thus PQs are not positioned in the default next position following the trouble-source. In that the turn format indexes the locally relevant feature of sequential remoteness between OI and trouble-source turn, PQs do not seem to follow the selection principle of the preference for the strongest possible turn type, i.e. the OI type which displays the best possible grasp of the trouble-source turn (Schegloff et al. 1977). Taking the analysis of PQs and prior research as a point of departure, this study explores how different selection principles may be connected. While certain sociocultural and local contextual features appear to have an immediate relevance, the preference for the strongest possible OI is oriented to as the default selection principle. In reference to the recent discussion of how the sociocultural, the linguistic and the interactional system are related in a theory of social order (Levinson 2005, Schegloff 2005), this paper argues for Schegloffs view that the interactional system is primordial and central, a position Levinson challenges and labels as dangerous. For the intersection of grammar and interaction this paper hopes to show how syntax and word class are interrelated with aspects of sequence and activity. The findings support the theoretical assumption that the organization of language used in human interaction is primarily based on interactional principles of action and activity.

[Heritage John]
Seung-Hee Lee, *Extended Responding: Interaction and Collaboration in the Production and Implementation of Responses*

In conversation analysis, actions that make up the main parts of a sequence are usually described as occurring in turns. The aim of this paper is to show that those actions in a sequence can themselves be realized through sequences. In particular, this paper examines an extended form of responding to requests in airline service contexts. The analysis shows that an action of responding can be accomplished over the course of processing several components that implement granting a request. When customers make a request for airline reservation and the availability of a requested flight is established, service agents move to processing several elements of the flyers identification information, including membership, name, phone numbers, etc. Through several sequences of dealing with identification information, the parties collaboratively process components that comprise granting of the request and implement making the reservation. Thus, the action of responding is constructed and completed as its components are processed piecemeal over several sequences. It is extended over several courses of action of dealing with the components that implement granting the request, and is collaboratively constructed by the parties. This shows that the action of responding can be achieved with sequences.

[Heritage John]
Gene Lerner & Geoffrey Raymond, *On the Practical Re-Intentionalization of Action in Interaction:Midcourse Pivots in the Progressive Realization of Manual Action*

Human coordination of talk and other conduct in interaction is organized moment-by-moment through an ongoing orientation to an action-so-far as first projecting its further development and then monitoring its progressive realization in terms of what had been projected and of course that progressive realization forwards or abandons or alters what had been projected. Projectability and progressivity constitute the Janus-like twin features of emergent courses of action both in the talk and in body-behaviorally realized conduct. It is by reference to these ever-present and omni-relevant features that courses of action can be seen to change mid-course or go wrong. Turns at talk can be recognizably re-projected or their moment-by-moment or beat-by-beat realization can be altered or adjusted by e.g. accelerating its delivery as instantiated by transition space rush-throughs (Schegloff, 1987) or halting its delivery as instantiated by delayed completion (Lerner, 1989). The progressive realization of recognizable manual conduct can also be noticeably adjusted in many ways e.g. through acceleration, retardation, halt/hold or retraction/retracing (Lerner & Raymond, frth). In each of these cases the projected action is progressively realized, but its realization can be markedly adjusted to coordinate the emerging action with the conduct of other parties or other actions of the adjusting actors themselves. Here progressivity is relaxed in order to nonetheless accomplish the projected action. By contrast, in this report we

focus on cases of apparent adjustment in which the actor seems to be engaged in an attempt to suppress the visibility or noticeably of the adjustment. These are cases in which the originally projected course of action is abandoned, while an attempt is made to maintain (or give the appearance of maintaining) action progressivity but now the progressive realization turns out (post hoc) to implement another, opportunistically pursued, course of action. We show that this type of practical re-intentionalization of action can not only be found to operate in turn-constructional pivots (Fox, 1993; Franck, 1985; Ono & Thompson, 1995) in which an emerging turn-so-far pivots from one grammatical construction to another, but it can also be found in the midcourse pivots of emerging manual action that shift the ongoing body behavior from one course of action to another while minimizing disruption to the progressivity of the body behavior itself. Thereby, in comparison to e.g. retraction, concealing (for all practical purposes) the original, but now pre-empted emerging course of action.

[Heritage John]
Anna Lindström, *Acceptances and grantings of deferred action requests, invitations, and proposals*

Sacks, Schegloff & Jefferson (1974) demonstrated that turn-taking is a socially organized system that is locally managed by parties in talk-in-interaction. They argued that the turn-taking system allocates single turns to single speakers; any speaker gets, with the turn, exclusive rights to talk to the first possible completion of an initial instance of a unit type [italics added] (p. 706). Speakers are thus ordinarily entitled to a single turnconstructional unit (TCU) with the turn reaching possible completion after that TCU. In this study I describe a sequential environment where an expanded rather than minimal turn is required to accomplish a preferred second pair part. The study focuses on the preferred sequence trajectory of action requests, invitations, and related proposals that cannot be immediately satisfied. Action requests are those where a speaker requests that a recipient perform a course of action other than supplying information. The analysis is based on deferred action request/invitation/proposal sequences with accepting or granting second pair parts drawn from a larger corpus of invitations, offers, and requests. The larger data base includes requests and invitations that are immediately satisfiable as well as invitations and requests that are rejected. Most of the data is from audio recordings of telephone conversations but I also show some examples from videorecordings of co-present interaction. The analysis show that while an affirmative response token can register receipt and project granting or acceptance of a deferred action first pair part, it cannot complete a claim of alignment with that action. Granting or acceptance is demonstrated with the next turn component where the recipient either makes an explicit commitment to fulfill the deferred action or initiates a new action that shows that the deferred action will be satisfied. I also show compound responses to actions that can be immediately satisfied and argue that the second responsive component in these responsive turns may be dedicated to other interactional work than claiming alignment. This study lends further credence to Sacks et al."s argument that the turn-taking system is an interactionally managed system that in its local management, participant-administered form, fits to conversational interaction (p. 726). Interactional projects that require some future commitment because they cannot be satisfied in the present can shape the organization of turns by making relevant a multi-TCU turn. Reference Sacks, Harvey, Schegloff, Emanuel A., & Jefferson, Gail (1974). A simplest systematics for the organization of turn-taking for conversation. Language, 50, 696-735.

[Heritage John]
Sue Wilkinson, & Celia Kitzinger, *The strategic deployment of gender categories in action: Are husbands men?*

There is a substantial body of conversation analytic work on how persons are referred to in talk-in-interaction, especially as members of various social categories (e.g. Sacks, 1972; Sacks and Schegloff, 1979; Schegloff, 1996, 2007). However, most reference to persons is not done using membership categories, and most uses of membership categorization devices are in the service of actions other than referring (Schegloff, 2007), so that when someone is referred to using a category, the question why that now is always appropriate. This paper builds on previous work interrogating the uses of linguistically gendered categorical person references (e.g. we women, Kitzinger, 2007) to explore participant orientations to gender in interaction as these are displayed, deployed and contested in talk about a non-present other elsewhere in the same data referred to as my/your/her husband but here alluded to via the gendered category men (or, sometimes, blokes, fellas, etc.). Drawing on around three dozen such data extracts from ordinary conversation and from helpline calls and support groups, we show that - and how - gender provides a resource for making claims about a particular individual when that person is unknown to the speaker and/or when the recipient (rather than the speaker) has greater epistemic rights to know about that individual (e.g. when he is the recipients husband). We find that the deployment of (gendered) categories is very commonly - though not exclusively - a resource either for blaming or for exonerating non-present persons via the attribution of category bound attributes. We also find that allusions to non-present individuals as gendered male is overwhelmingly affiliative, indexing participants orientation to shared (female) gender as displayed through contrastive naming of the category men. We consider the omni-availability of gender as an interactional resource but show that it is nevertheless not always activated and therefore not omni-relevant - and that its relevance can be, on occasion, contested by participants themselves

PANEL

Evelyn Ho & Marco Jacquemet, ***Discourse and power in transidiomatic environments***

This panel examines the pragmatics of social interactions in a multiplicity of transidiomatic settings. We propose to use the term transidiomatic settings to describe the communicative practices of people engaged in transnational discourses such as refugees and human rights, acupuncture and holistic medicine, migrant labor unionionizing, pagan identification, and the translation of media idioms. Such discourses are the results of the co-presence of multilingual talk and electronic media, in contexts where power inequalities heavily structure social indexicalities and semiotic codes. Based on ethnographic, interview, and mass mediated data, these papers argue for a reconceptualization of what we consider the communicative environment. Communication must no longer be restricted to its default parameters (focused, monolingual, and face-to-face) but should also account for communicative practices based on multilingual and multimodal talk, most of the times exercised by de/re-terretorialized speakers, channeled through both local and electronic media. With this panel we seek to bring together scholars from a wide array of disciplines (linguistics, communication studies, linguistic anthropology) interested in the study of power and pragmatics. The corpora brought together by the proposed speakers cover a wide geographical spread including U.S. HIV/AIDS-related neuropathy patients use of acupuncture and massage therapy, Italian asylum seeking procedures, U.S. Pagan communities, Colombian television dramas as replicated in the U.S., and Indonesian migrant workers organizing in South Korea.

Contributions

[Ho Evelyn]
Kristine Fitch, *Bety la Fea becomes Ugly Betty*

Bety la Fea began as a hit telenovela in Colombia in 1999. After significant success in other Spanish-speaking countries and translation into other languages and cultures worldwide, it arrived as an English language comedy to the U.S. in 2006. Concern was widespread in media previews of the U.S. debut that Colombian humor centered around an unattractive woman might be offensive to the politically correct sensitivities of an American audience. Predictions that it would be as successful there as it had been elsewhere prevailed, and *Ugly Betty* was scheduled in one of the most desirable day and time slots available. *Ugly Betty* was an immediate success commercially, drawing 16 million viewers per episode within its first month. It was also critically acclaimed for venturing into issues of race and class that have been largely unseen and unheard on U.S. television.

This essay will compare the idiom of class and race in the Colombian *Bety la Fea* to that in the first season of *Ugly Betty*. I will show that although class and race are conflated in both iterations of the program, the Colombian televisual vocabulary operates within resources for meaning that are largely built around class and quite limited with regards to race. The U.S. version, by contrast, has an extensive vocabulary for race that is applied to class, in the absence of an active system of symbolic resources to index class differences. The common thread between the shows is that of a woman who presents a gender paradox because her unattractiveness renders her initially sexless. Bety/Bettys inner qualities of honesty, kindness and intelligence soon radiate more powerfully than her homely exterior on both shows, and she soon wins the most sought after prize of all: male attention and approval.

Global media practices provide an arena both for hybridization of ideas, and for language through which to describe and interpret life experiences. It is too early to tell whether the fictional world of a cast of television characters can enlighten U.S. Americans about the class imbalances that most scholars agree are invisible to the large (though shrinking) middle class in that country. *Ugly Betty* may be able to borrow and translate enough of Colombians deeply rooted language of class stratification to open the eyes of the American audience to the realities of their own social world. Alternatively, the price of commercial success might be failure to deliver on the shows emancipatory potential, as critics argue happened with two earlier U.S. American primetime comedies: *The CosbyShow*s promise of deliberating racial relations (Jhally & Lewis, 1992) and *Will andGrace*s potential to call stereotypes of gay men into question (Battles & Hilton-Morrow, 2002). To the extent mass media open up spaces for new understandings of social life, close semiotic analysis of globalized texts may be a productive environment for transidiomatic exchange.

[Ho Evelyn]
Megan Foley, *Transidiomatic Practices, Stigma, and the Construction of Pagan Community Identity*

In the last fifteen years Education in Italy has changed significantly in response to the increasing complexity of todays society, which has become culturally stratified, and socially mobile (Piazza & Ianes, 1999). Global population movements have caused significant immigration to Italy, previously a country of emigration (Collicelli & Salvatori,

1995). Within a multicultural theoretical framework, the Italian educational system has developed theories and practices of intercultural education (Demetrio & Favaro, 1992,1997; Durino-Allegra, 1993). This framework stresses stressing the dynamic exchange between cultures within a pedagogy that considers the cultural other the starting point for reflection and action (Poletti, 1992; Perotti, 1994) and promotes the equal exchange between cultures as a dynamic interaction among all the participants in the educational process: teachers, Italian children, immigrant children, and their parents (Amatucci, 1994; Crotta, 2000).

This paper presents a narrative analysis (Cook-Gumperz, 2005) of interviews conducted with K-12 teachers working in highly populated immigrant communities in Central Italy. It addresses teachers discursively constructed perceptions, concerns, and reactions to intercultural educational challenges in literacy practices with immigrant children and their families. Analysis of the interviews took theories of interculturality as a starting point and focused on the varying ways of talking about the other that teachers adopted as they faced the challenges of a multicultural classroom. Delpit (1995) and Corsaro (2005) have shown that while culturally sensitive teaching strategies may help students from diverse cultural groups, in these situations teachers can find their personal values and beliefs challenged in the classroom on a daily basis (Paoletti, 2000). Such a situation provides an ideal site for narrative. The analysis looks at how the narratives develop interactionally during the interview, focusing on the how teachers negotiate their roles and positions relating the official pedagogy of multiculturalism to their own experiences.

[Ho Evelyn]
C. Mimi Harvey, *Speaking Transnationally: An Illegal Migrant Labor Union in South Korea*

The flows of people crossing national, cultural and linguistic borders throughout the globe has increased exponentially in the past two decades. One such flow consists of the millions of migrant laborers moving from economically-stagnant countries, such as Indonesia, to those nations with expanding economies and growing needs for workers willing to do the 3D jobsdirty, dangerous, and difficulttheir citizens are no longer willing to do. Since 1990, South Korea has grown from a labor-sending country with a struggling economy to a nation with a expanding yet volatile economy in which nearly 400.000 migrant workers from dozens of countries live, work, and struggle to survive alongside their Korean neighbors. This is the geographical and economical setting of the present study of migrant workers living and engaging in multilingual and multimodal transnational discourses. This paper, based on data from a larger ethnographic study of an illegal migrant labor union in South Korea, describes the communicative practices of the members of this labor union who are engaged simultaneously in resisting negative identity constructions and public discourse surrounding non-Koreans, and in working to construct a shared identity of unity in diversity through multiple languages, local, embodied modes of communication, and various forms of electronic media. In August, 2003, the Korean government announced an intensified nation-wide crackdown on illegal migrant workers. Crackdown measures included manhunts with net guns, nighttime and factory raids, and summary deportations. In response, the Equal Trade Union-Migrant Branch, at that time the only labor union made up of all illegal migrant workers, began what became a 368 day live-in tent city protest strike on cathedral grounds in downtown Seoul. The 120 members who lived, ate, slept and protested at this tent city site included Nepalese, Pakistanis, Bangladeshis, Mongolians, Indonesians, their Korean union supporters, and one American-Canadian participant/ethnographer. While Korean language was the only common language amongst all the union members, all of the languages spoken by ETU-MB members were included in meetings and printed propaganda, at struggle culture festivals, and during public protest rallies and demonstrations at the beginning of the strike. During the course of the year-long struggle, however, I observed the silencing of all but the powerful languages of Korean and English by the Korean labor activists who were the de facto leaders of the union as they were powerful enough to protect the illegal ETU-MB members from arrest and deportation by Korean Immigration officers. In response, the migrant worker members began to hold their own rallies in their native languages, contacting hiding and hunted members via cell phones and migrant worker chat rooms and internet sites. In the end, however, loss of support and protection from the Korean labor unionists opened the way for the Korean government to raze the tent city, thereby sending the ETU-MB members back into hiding. In this paper, I discuss how the new contexts and modalities of transnational communities such as the ETU-MB call for new conceptualizations of what we consider the communicative environment. As well, I argue that, based on my ethnographic data, studies of the communicative practices of such communities will contribute to a broadening of our perspectives on power and pragmatics.

[Ho Evelyn]
Evelyn Ho, *Qi/energy, shen/spirit, yin yang/holism: Transidiomatic Chinese medical terms in U.S. acupuncture settings*

Chinese medicine is a cover term for a wide variety of ancient healing forms that include such practices as acupuncture, Qigong, herbal medicine, and moxibustion. Although no longer solely practiced in China, this body of health care still retains Chinese roots and begins in Chinese language. As these healing forms have spread throughout the world, Chinese medical philosophy has been translated and transformed over time and place. The U.S. has a widely popularized introduction of Chinese medicine in the story of reporter James Restons use of acupuncture as anesthesia following Richard Nixons 1971 visit to China. In the forty years since that time, the use and licensing of Chinese

medicine in the U.S., specifically in acupuncture, has tremendously increased. In the U.S., acupuncture is more popularly used than herbal medicine. However, in China, traditional Chinese medicine, a recent health construction of Mao-era policies, focuses more on herbal therapies that are easier to scientifically test and in some ways aligned with biomedicine.

In this paper, I examine the different ways acupuncture practitioners, clients, students and the popular media use either American English or Chinese medical terminology in order to accomplish different tasks in everyday discourse. On the one hand, global technologies and migration has allowed for more and more Chinese medical resources, in the form of texts and practitioners, to be translated into different languages and incorporated with a variety of global ethnomedical systems including Western biomedicine. This results in the transidiomatic spread of Chinese medicine. However, it is not always clear why or how acupuncture, given its history of migration and translation throughout the world, still retains aspects of Chinese-ness. In this paper, I examine the ways in which U.S. acupuncture practitioners work to retain certain Chinese medical terms as a form of strategic exoticization that also functions to maintain professional and lay boundaries. At the same time, many Chinese medical terms and ideas are more commonly translated into English, tapping into alternative discourses such as holism, to serve as a critique of and preferred alternative to biomedicine. Given more dominant scientific discourses of medicine, this movement between Chinese and English in acupuncture discourse can be heard in peoples talk and read in mass mediated documents resulting in a particularly U.S. version of acupuncture.

[Ho Evelyn]
Marco Jacquemet, *The Italian Verbale: The deposition of asylum seekers as evidence of communicative doxa*

While judicial systems around the world vary, the regulation of justice everywhere revolves around the construction of a public space where words are exchanged and carefully recordedwhether in memory or through various media. The construction of a record, i.e. the entextualization of public verbal performances in institutional settings, is the representation of the world in moral terms acceptable to the ideology of the dominant classes. This is not only true in the regulation of conflicts, but also in the processing by government agencies of all legal claims requiring face-to-face interactions.

This paper explores the link between verbal performance, *doxa*, and entextualization by documenting the procedure through which asylum-seekers claims are examined by Italian authorities and translated into a public record. Every year thousands of displaced people seek the protection of the Italian state by filing political asylum claims which are examined by seven territorial commissions (each composed of four members: two judges, one member of the local administration, and a representative of the United Nations High Commission for Refugees) scattered all over Italy, mostly in the South. In their depositions, asylum-seekers are interviewed by the commission for approximately an hour, and immediately after this interview they are presented with a *verbale*: a short text that summarizes their story and spells out the decision of the commission on the case. These asylum-seekers have the right to an interpreter of their mother tongue and to a lawyer, although the former is at times impossible to find and the latter usually not deemed necessary by the asylum-seeker.

The claim of this paper is that in the Commissions queries to the asylum-seekers, culturally biased questions (such as inquiring about the mother tongue, the color of the national flag of the alleged country of origin, or asking the claimant to sing or recite the national anthem) were activated and processed into the text as markers and boosters of the dominant *doxa*. In this light, the entextualization of the asylum-seekers verbal performance reveals how public officials rely on common-sensical, at times inappropriate, knowledge about language, national origins, and identity to determine the validity of the claim. This procedure runs counter to the communicative reality of most refugees, whose ethnolinguistic identities are better understood as generated by discursive practices resulting from the impact of de/reterritorialization rather than from exposure to an alleged national language. As a result, these inquiries are fraught with unexamined assumptions about citizenship, national identity, and communicative competence, leading to egregious violations of the asylum seekers human rights.

PANEL

Juliane House & István Kecskés, *Pragmatics of English Lingua Franca*

Globalization has changed the world and the way we use language. With English being the most frequently used lingua franca much communication happens without the participation of native speakers of English. The development and use of English as a lingua franca (ELF) is probably the most radical and controversial approach to emerge in recent years. Graddol (2006) argued that it is an inevitable trend in the use of global English that fewer interactions now involve a native-speaker. Understanding how non-native speakers use English among themselves has now become an important research area.

Several studies claimed that ELF communication operates under different conditions than NS-NS or NS-NNS interaction. ELF interactants engage in communication strategies and use communication patterns that may be unique to this context, and may differ to some extent from the ways in which NSs typically negotiate meaning (cf. Knapp & Meierkord 2002; Pickering 2006; House 2002, 2003; Mauranen 2003; Seidlhofer 2005; Kecskes forthcoming). This suggests that we may need to revise key concepts and tenets that have guided our research practices. This revision has already started. The VOICE project, led by Barbara Seidlhofer, is creating a computer corpus of lingua franca interactions focusing on lexico-grammatical features. Firth (1996) used a CA approach to the description of ELF talk, Jenkins (2000; 2003) described the unique features of ELF phonology, Lesznyak (2004) focused on topic management in a process-oriented qualitative framework, Kecskes (forthcoming) examined formulaic language use in ELF data, etc. This panel aims to bring together scholars from different disciplines whose research interest is in ELF to discuss two main issues:

1) What are the main pragmatic features of ELF communication? To what extent do ELF interlocutors keep the original rules of the game?
2) How can current pragmatic theories explain ELF communication?

Contributions

[House Juliane]
Janina Brutt-Griffler, *English as a Lingua Franca and intellectual culture: Implications of the growing dominance of English in academia*

The growing presence of English as a lingua franca in the academic domain internationally presupposes a particular relationship between language and culture in general, and language and intellectual culture in particular. The relationship between language and culture seems so straightforward that it is scarcely ever discussed by those who cite the spread of English in the academic domain as a manifestation of cultural imperialism (Phillipson 1992). It is assertedand acceptedthat an inherent connection exists. When a language spreads, a culture necessarily spreads with it. When a language disappears, a culture is lost. On the basis of such notions, scholars like Nettle and Romaine (2000) contrast Western scientific knowledge with the quite different, but equally valid, analyses of the world that thousands of languages have arrived at (70). The implication is clear: Western *languages* and *cultures* claim ownership over science, and indigenous languages quite differentanalyses of the world. My primary concern here is to suggest that however much some might want to exalt the particular, the cultural, there is ever rising above it the human universal, a notion critical to ELF communication and pragmatic theories. To it, and not to particular cultures, belong such historical products as diverse as international intellectual culture and human rights. And to that realm, and not to a particular culture, belong English and other international languages as media, for the moment, of that universal human culture which includes academic pursuits.

[House Juliane]
Alan Firth, *On "fragility" and "robustness" in English Lingua Franca discourse*

Over the last decade the field of English as a Lingua Franca (ELF) has become established as an important sub-field of applied linguistic research. Numerous papers and monographs have discussed and debated ELF"s significance and implications for language theory, methodology, pedagogy, and more. Central questions include: When non-native speakers of English outnumber native speakers by 3 or 4 to 1, how should we, as language researchers and educators, respond? How do we address language standards when the fabled "native speaker" is displaced by lingua franca users who legitmately lay claims to the viability of their own endonorms? However, the area where ELF research is lagging is in terms of empirical descriptions of interactions in ELF. That is, thus far we know relatively little of ELF-in-interaction. The aim of my paper will be to address this matter. By working through a series of interactional phenomena witnessed in ELF encounters, I show how interactants locally manage and thereby instantiate issues of intersubjectivity, multilingualism, the pluricentrality of language norms, and varying degrees of language proficiency. In doing so, I broach the notions of "robustness" and "fragility" in spoken ELF discourse. I show how a focus on such aspects can throw much-needed light on ELF discourse. By so doing I attempt to enlarge the empirical bases of ELF research and address whether, to what extent, and how, ELF can be said to be a discourse form in its own right.

[House Juliane]
Juliane House, *Intersubjectivity in English as Lingua Franca Discourse*

Existing empirical studies of the pragmatic aspects of English as a lingua franca (ELF) discourse has looked primarily at phenomena such as turn taking, negotiation of meaning, topic management, and the co-construction of utterances. The study to be presented in this paper examines a phenomenon that has not been touched upon in ELF research: the

construction of intersubjectivity. Concretely, I will look at how ELF interactants use structures featuring the personal pronoun *you* plus the mental verbs *know* and *see*.

My data base consists of audiotaped ELF interactions where speakers from many different L1 backgrounds interact with each other and also provide post-hoc feedback. Preliminary findings of the analysis of utterances featuring *you know* and *you see,* their co-occurrence with various semantic and syntactic phenomena and their impact on the function of the utterance in which they appear show that ELF speakers do not seem to be aware of the interpersonally and interactionally sensitive meanings of these structures. Rather, *you know* and *you see* tend to be used in their literal sense, and whenever speakers attempt to overcome their own planning and formulating difficulties disregarding the intersubjective potential of these 2d person constructions.

In an attempt to explain these findings, I will consider two (related) hypotheses: the level of ELF speakers pragmatic fluency and the resulting self-orientedness of their moves.

[House Juliane]
Istvan Kecskes, *Lingua Franca pragmatics as a "Third Space" phenomenon*

Analyzing English Lingua Franca (ELF) data this paper argues that Lingua Franca Pragmatics (LFP) can be best explained as a third space phenomenon. Postmodern theory, particularly in anthropology, literature, cultural and feminist studies has created the concept of third space, third culture that refers to intermediate spaces linguistic, discursive and cultural spaces between established norms (Barnlund 1975; Evanoff 2000). They appear to be problematic because they constitute neither one thing nor another but are, by definition, in-between. The crucial question for LFP is to investigate how much and/or what kind of autonomy these intermediate spaces can reach by transcending their component sources through a dialectical process to make a new, expanded space (core principles of LFP) that did not exist before.

The study of communicative patterns related to the use of formulaic language and subordinate conjunctions, and communicative strategies in ELF data demonstrates that the third space (LFP) created by ELF speakers is characterized by the following features that will be discussed in the paper through examples from the database:
1) Both relative stability/regularity and variability
2) Linguistic code functions as common ground
3) More explicit, less economically communicated utterances
4) Inferencing relies on newly-created rather than prior knowledge
5) Discourse rather than utterance level creativity

[House Juliane]
Anna Mauranen, *Chunking in ELF*

Chunking has been much discussed in linguistic research in the last few years. The dominant focus has been essentially paradigmatic: repeated phraseological units have been studied under a variety of names (formulaic sequences, prefabs, fixed expressions, etc). Such units tend to be frequent and highly conventionalised (e.g. Pawley and Syder 1983, Erman and Warren 2000), and it has been postulated that they are essential components of fluency, highly characteristic of native speaker usage (e.g. Wray 2002), but very hard to learn for non-native speakers (Nattinger and DeCarrico 1992). Nevertheless, conventional chunks are quite commonly used by speakers in *lingua franca* situations, even if they may not fit entirely the confines of native speaker norms (e.g. Mauranen 2005, 2006). Many conventional chunks in spoken discourse seem to appear in primarily interactive functions (*I think, Let me just ask you, we could say*); in written language, they seem to be predominantly text reflexive (Mauranen 1993).

Academic settings, in particular polylogues such as seminars or discussions put a lot of pressure on participants language use: speakers need to manage interaction and negotiate sophisticated content at the same time, and this must be sufficiently couched in the conventions of the discourse community so as to project appropriate identities. These demands do not depend on speakers native language or their language status with respect to nativeness; however, in contexts which are run using a lingua franca, the linguistic situation is far more complex than in an all-L1 case. The diversity of expectations as well as L1-based varieties and proficiency levels mean that participants must engage in adaptive strategies of accommodation and assimilation, and, importantly, that they must make their meanings more explicit than is necessary in a shared-background situation.

This paper investigates conventional chunks in a corpus of academic English as a lingua franca, paying particular attention to speakers management of interaction. The data is the 0.6 million word ELFA corpus (www.uta.fi/laitokset/kielet/engf/research/elfa/).

The chunks investigated here are akin to discourse particles (Aijmer 2002), many of which are multi-word items. These units are not usually very long, mostly consisting of two or three words (*I dont know*, *I would say*, *or something*). The study departs from most research on multi-word units in that its primary viewpoint is linear, in the way outlined in Sinclair and Mauranen (2006). It makes use of corpus transcripts by chunking up the unfolding discourse, and then focusing in on the interactive elements, which are further compared to similar strings in the rest of the corpus. The purpose is thus to integrate syntagmatic and paradigmatic perspectives, but prioritising the syntagmatic .

[House Juliane]
Lucy Pickering, *: Issues of intelligibility, comprehensibility and interactional success in English as a Lingua Franca*

The investigation of pragmatics in cross-varietal contexts of English has typically privileged inner circle Englishes and hence marginalized the rapidly expanding ELF context. More recently however, although research undertaken into ELF is in its infancy, it suggests that the processes by which understanding is achieved in ELF interaction are qualitatively different from those observed in NS-based interaction (Jenkins, 2000; Meierkord, 2000). This work suggests that we need to further unpack the notion of interactional success in order to accommodate a blurring of traditional notions of intelligibility and comprehensibility in ELF talk (Pickering , 2006). For example, definitions of successful and effective communication in NS-NS interaction typically incorporate the notion of the expression of orientation to or solidarity with an interlocutor using very specific linguistic devices (Gumperz, 1992; Pickering, 2001) yet investigations of NNS-NNS interaction suggest that participants may be aware of and compensating for a lack of mutual orientation in Lingua Franca communication (House, 1999). This paper suggests that we may need to redefine our current notions of effective and felicitous interaction based on NS-NS or NNS-NS talk in order to accommodate the increasingly prevalent contexts of NNS-NNS interaction.

[House Juliane]
Barbara Seidlhofer, *Accommodation and the idiom principle in English as a Lingua Franca*

As Sinclair points out, one of the major insights that corpus linguistics has provided is that actual language usage is not a matter of open choice item-by-item composition but conforms to what he calls the idiom principle, whereby users have recourse to ready made idiomatic patterns, relatively ready-made formulaic expressions for on-line assembly. Sinclair adduces this principle to account for the particular patterns that occur in the data of native speaker (NS) usage, and suggests that one reason for their occurrence is that they facilitate language processing, enabling users to operate on a least-effort principle. The particular idiomatic expressions that are used, however, are also markers of community identity and social territory, and departures from established patterns reveal the perpetrators as outsiders and are generally noticed and often stigmatiised.
Since the idiom principle is a feature of natural language use, it is to be expected that it would find expression in the use of English as a lingua franca (ELF). And so it does. For here too users naturally develop formulaic expressions to accommodate to each other, facilitate on line processing and to stake out their own personal space. But, again naturally, the actual idiomatic expressions that ELF speakers devise for their communicative purposes do not correspond with those that have become established inNS communities. Indeed simply to adopt such NS forms would often be communicatively dysfunctional. ELF usage conforms to the idiom principle, but will often, perhaps usually, do so by the use of patterns which are not attested in NS usage.
In the analysis of ELF interactions from various settings and domains of use which have been recorded in the VOICE corpus, we can see the different ways in which ELF users act on the idiom principle on their own terms, and in their own terms, by creating their own formulaic patterns on line, and how they use these patterns to communicative effect. We will discuss examples from the VOICE data of how idiomatic expressions emerge in the process of interaction, and how they result in the formation of pro-tem, ad hoc communities working through ELF, demonstrating the crucial role that accommodation and the negotiation of meaning play in this process.

PANEL

Cornelia Ilie & Clara Lorda, *Parliamentary discourse strategies: Persuasion, dissuasion, deliberation and controversy*

The aim of the panel is to explore, by means of interdisciplinary approaches, various pragmatic and rhetorical aspects of the persuasive and dissuasive strategies and effects of the deliberative dialogue used in the parliaments of different countries around the world. As is well known, political discourses in general are distinguished by their persuasive purposes. Furthermore, in parliamentary debates, the aim is often also to dissuade in order to avoid the adoption of a decision or the stipulation of a law. This was the case, for instance, in the Spanish Parliament, when all the opposition parties tried to dissuade the conservative government to participate in the Iraqi war. However, the use of persuasive and dissuasive arguments in institutional deliberation runs the risk of petering out in the clash of interests between opposed parties. The strategies applied in order to reach different purposes display most probably both common and different features depending on the historical traditions, social circumstances and current political situation in each of the countries under consideration.

The contributions included in this panel explore various kinds of discursive and argumentative strategies, their deliberative and/or controversial characteristics, as well as the social and political context in which they arise and which they contribute to shape and influence. A wide range of multidisciplinary approaches and models will be used, such as the Pragma-Rhetorical Approach, Discourse Analysis, Critical Discourse Studies, Pragma-Dialectical Theory, Multimodal Discourse Analysis, Conversational Analysis, Social, Historical and Political Studies, as well as Quantitative Methods.

The papers presented and discussed within the framework of this panel address closely related and/or complementary issues concerning parliamentary discourse practices, democratisation processes, culture-based institutional discourse structures, patterns of parliamentary interaction, as well as parliamentary strategies of deliberation and accountability from various theoretical perspectives. A particular focus of these investigations will be on the correlation between national and international issues in national parliamentary debates, the rhetorical strategies of persuasion and dissuasion, the co-construction and re-conceptualisation of identity and citizenship. Special priority will be given to various problematisations in parliamentary meaning negotiation and policy deliberation on issues related to perceptions of democracy and ongoing democratisation processes, to convergent and divergentdemocratic goals, and in particular to perceptions, attitudes and legislations concerning human rights and globalisation.

Contributions

[Ilie Cornelia]
Nikolai Biryukov, *Languages of politics and strategies of political argumentation in parliamentary discourse*

1. The languages of politics are not the languages to speak *about* politics they are languages to speak *politics*. This assertion reflects the simple fact that political discourse (e.g. parliamentary discourse) belongs to politics, not to political science. The apparent consequence of this linguistic dimension of politics is the self-referential nature of political utterances with all the paradoxes arising out of it.

2. The natural way to avoid these paradoxes would be to develop a metalanguage allowing one to talk about the language of politics without necessarily subscribing to all the assumptions of a particular political culture. This is, however, no easy task, insofar as the discourse analyst is expected to speak not just about the *language* of politics, but about the language of politics as a *part* of politics, in other words, about *politics* itself. The major cause for this difficulty is the nature of most referents of political discourse which are not objective entities existing independently of what we say (or think) about them, but are in fact instituted through (if not by) discourse and hence cannot be meaningfully spoken of in any language other than the instituting one. (That is why we opt to transliterate words like *parliament, riksdag, president, socialism, jihad,* or *jamahiriya,* instead of translating them).

3. This means that political argumentation, as activity aspiring to convince the audience, is only possible inasmuch as the speaker addresses it in its own language (obviously, a trivial observation), i.e. adopts (or, at least, pretends to adopt) and invokes (however cynically) the basic assumptions (*alias* prejudices) of the addressees (an observation not entirely trivial). In this, it differs substantially from what is conventionally regarded a proper scientific argumentation that would not hesitate to *reject* basic assumptions if they get in the way of what science considers its principal mission, that of providing a picture, as accurate as it may be, of objective reality. Parliamentary discourse analysis provides ample empiric evidence to demonstrate and ponder on the difference.

4. Since political assumptions can, from the cognitive standpoint, be subdivided into three major categories, viz. ontological beliefs, basic values and accumulated operational experience (*modi operandi*), political argumentation can be further analysed along these lines. Invoking *ontological beliefs* (the deepmost assumptions, seldom, if ever, subjected to critical reflection) seems to be the surest way of obtaining the addressees accord, provided the beliefs in question are relevant to the subject matter and do not contradict the speakers intentions. Analysis of parliamentary verbatim records reveals two principal ways of engaging the audiences socioontological beliefs: (1)by references to basic notions (more properly identified as pre-conceptions) of the political language in question, such as *state*, *order*, *freedom*, *public good*, *government* and the like, and (2)in a more subtle way, by appealing to the audiences identity patterns through the use of significant names and/or pronouns. This *fundamentalist* strategy is, however, of limited use to politicians advocating reforms (unless a particular reform can be disguised as restoration) who consequently have to adopt an alternative *ideological* strategy engaging *values*. Values are, to be sure, not unrelated to ontological beliefs, but, being regular characters of public discourse, are more susceptible to reflection and change. This variability makes values a ready weapon of internal political strife, whereas ontological beliefs are more expedient in propaganda wars across national (cultural) borders. Of particular interest to parliamentary scholars is invention and promotion through and by legislative bodies of value-laden names, such as *Holocaust*, *golodomor* and the like. The convincing power of *operational experience* (the *know-how* of politics) is generally limited to those who share that particular experience, i.e. the political class (this *professional* argumentation can usually be extended onto the public at large only on the authority of professionals, provided the latter enjoy enough prestige). Since much of this professional communication goes on behind closed doors, glimpses from parliamentary debates remain the outside observers key source of empirical knowledge concerning this kind of discourse practices.

[Ilie Cornelia]
Kjersti Fløttum, *Polyphony in speeches by Tony Blair*

In the present paper, I propose to examine some linguistic characteristics of a selection of speeches held by Tony Blair in 2004 (to the British Parliament) and in 2005 (to the European Parliament), before and just after the referendums on the EU Constitution Treaty in France and the Netherlands. These speeches can to some extent be characterised as visionary speeches (Wodak and Weiss 2004) on Europe and European integration . By introducing a polyphonic perspective, I will point to some specific features helping to spell out the complex relationship between text and context, in particular how the text itself contribute[s] to the constitution of context (Chilton & Schaffner 2002: 16). The theoretical framework used for analysing the speeches will be linguistic polyphony, as developed in the ScaPoLine theory (Nlke, Flttum & Norn 2004; see also Flttum, Dahl & Kinn 2006).

Political discourse is particularly multi-voiced in the sense that politicians must take into consideration many arguments, the voices of many different groups and communities. The speaker may thus set up polyphonic plays signaling the presence of both his or her own voice and the voices of others. Different voices are given the floor, if not explicitly (for example by citation), then by some distinctive mark signalling polyphony (negation particles, various connectives, epistemical adverbs, etc.). These voices may be refuted or accepted in various ways and are used in a complex set of controversy strategies as well as of persuasion strategies, with clear elements of consensus-orientation. Both common or mainstream EU voices (see Krzyzanowski 2005) and national voices are manifested.

The paper is related to the multidisciplinary project EURUN (Common European versus national/regional political discourse; see www.uib.no/eurun/), located at the University of Bergen, Norway. The project aims at a mutual complementation by linguistic and political scientific approaches to ongoing European political processes as they are reflected in the language of politics in various countries and regions.

[Ilie Cornelia]
Mihai Daniel Frumuselu, *Pseudo-parliamentary discourse in a communist dictatorship: dissenter Pârvulescu vs dictator Ceausescu*

This paper analyses the incident that occurred during the meeting of the 12th Congress of the Romanian Communist Party by using a multimodal approach. The dissenter Constantin Prvulescu accused the then party and state leader Nicolae Ceausescu of having organised the congress to be re-elected as a leader.

The argumentative confrontation is asymmetrical and rhetorically laden. The delegates who took the floor after Prvulescus address were suggesting that Ceausescu should be held in power because he was defending Romanias sovereignty, accusing Prvulescu of being a tool of the Soviet Union. In his speech, Ceausescu took over these theses and highlighted the gap separating Prvulescu from the Romanian people.

The paper will try to answer the question whether the incident analysed confirms the multimodal view on meaning, namely that discourse meaning is carried not only through language but also through a whole range of semiotic channels. The incident was re-contextualised by the Romanian state-controlled television by means of all semiotic channels: the visual framing pushed the dissenter towards the background and offered Ceausescu a generous close-up. The audio framing reduced the dissenters voice to an indistinguishable background noise, while the speeches given by Ceausescu and his supporters were brought to the fore. Ironically (and symptomatically) enough, this happened although the incident was not broadcast live!

Intertextuality also seems to confirm the multimodal hypothesis: the Romanian population knew the event only by indirect description, due either to eyewitnesses, among them correspondents from the Free World. These reports were in many cases distorted, and the Romanians got a blurred image of the event, with dissenter Prvulescu opposing Ceausescus personality cult. This is also an instance of re-contextualisation, made within the oral culture of the Romanian population during the communist dictatorship. The incident could have changed the history of Romania if the dissenter Constantin Prvulescu would have been supported in opposing or at least refraining Ceausescus greed for power.

[Ilie Cornelia]
László Imre Komlósi & Istvan Tarrósy, *Presumptive Arguments Turned into Presumptuous Fallacies: The Evaluation of Pre-election Debates in a Democracy of Promises*

A medium-range analysis of pre-election discourse in Hungary (1998, 2002, 2006), focusing on the persuasive power of candidates rhetorics measured against immediate voters responses, has demanded substantial modifications oftraditional research methodologies. The cross-fertilization of the relevant claims of theoretical studies in argumentation and rhetoric and the results of the evaluation of real world public argumentation have narrowed down our interest, thus facilitating a better understanding of the nature of the rhetoric acts of presuming and voters presumptions, crucial in shaping electors decisions. Fine-grained methods have been developed to discern substantive arguments from

presumptive arguments to show the different types of voters involvements using the rational perspective versus the presumptive perspective, respectively.

Studies in argumentation and rhetoric agree (cf. Rescher 1977, Willard 1983, Walton 1996, Kauffeld 2003, Van Eemeren & Grootendorst 2004, Komlsi 2006) that presumptions figure importantly in thought and a wide range of verbal interactions. Presumptions are a special kind of inference, based only in part on evidence related to the truth of the inferred proposition and grounded to a great extent on considerations related to the context or circumstances in which the inferences are to be drawn (see Kauffeld 2003: 603).

Presumptive inferences are distinguished not by the truth of their conclusions to be warranted by relevant substantive facts (cf. substantive inference as an output), but by the unique strength or force of the inferred conclusion (cf. presumptive inference as a process).

It has been suggested that presumptive inferences be treated as a particular subset of assumptions. In our analysis we take it that when a person presumes something, they may also (at the same time) assume that the presumption is under the current circumstances a practically sufficient basis for proceeding without further inquiry. Here the function of a presumption is to warrant an assumption. We compare the nature of presumptive inference with the Neo-Gricean notion of presumptive meanings decisive in generalized conversational implicatures (cf. Levinson 2000).

Presumptions and presumptive inferences are also related to rationality: instead of being warrants, presumptions are based on the standards of objectivity and justification of the communitys tradition (political culture included) and function as rhetorical constructs which interlocutors believe in and try to live up to. Presumptive reasoning is a paradigm case of rational activity in developing a line of action in order to assess the expectations of others (cf. Willard 1983, pp. 86-145).

A presumption, a conclusion drawn in an inferential act of presuming, stands good until rebutted by parties undertaking an obligation to provide substantiated objections to its acceptance. Thus, presumptions are closely related to the distribution of responsibilities, rights and obligations (e.g. burden of proof) in conversations, dialogues, discourses, debates and other human interactions.

In our political analysis, we aim at finding out what beliefs people entertain and how their positions on certain issues get influenced by political arguments. In our research we test the hypothesis according to which advocates who enjoy the support of a presumption, are by no means under obligation to provide support for their views. We also hypothesize that these persons are immune to substantive arguments, however, they are susceptible to presumptive arguments. On the other hand, persons who might challenge a presumable position do have an obligation to take up the burden of substantiating their position. It is the latter, not the former, who can be called upon to support their views, from them reason and evidence can be demanded.

We plan to show that the plain pragmatic fact of observing and acknowledging presumptions in politically decisive rhetorical situations which receives support from epistemic contexts as well can and should explain a lot of the dynamics of public debate and argumentation. With the help of the analysis of presumptive reasoning we also plan to show how political actors may easily violate the obligations they take upon themselves by the presumptive influences generated by their presumptive behavior. In such cases presumption may turn into presumptuous public behavior.

[Ilie Cornelia]

Clara-Ubaldina Lorda Mur & Cornelia Ilie, *An integrated approach to parliamentary discourse analysis*

The study of the various specialised uses of language in institutional settings has registered an unprecedented development during the last three decades. However, the proliferation of an increasing number of theoretical models and eclectic methodological approaches has sometimes jeopardised the rigorousness of data research and slowed down the progress of in-depth investigation of the correlation between institutional discourse structures and socio-cultural practices. This is particularly true of dialogue-based political discourse in institutional and semi-institutional settings.

Our aim is to propose a theoretical basis on which to develop a synthetic and coherent model for the analysis of parliamentary debates and of other types of political discourse. This model combines the methodological perspectives and tools of the Pragma-Rhetorical approach (Ilie 2006) and of the Discourse Analytical approach (Van Dijk 2004), starting with the notion of contract-related discursive genre (Charaudeau 2005) and taking into account context-based communicative strategies as essential elements for the analysis. Pragma-rhetoric and discourse analysis provide complementary perspectives on context-sensitive, practice-based and interactant-shaped forms of communication, such as parliamentary discourse. Already available studies indicate that a cross-fertilisation between the analytical tools of these two disciplines contributes to identifying a more strongly integrated approach and a more flexible methodology in order to account for the dynamic and many-sided aspects of parliamentary dialogue as an action-driven and communication tool, as a reasoning mechanism and as a socialising phenomenon.

The major focus of our paper is to use our proposed theoretical model to identify and examine the distinguishing pragma-rhetorical and discursive features displayed by the institutional interaction practices in four European parliaments. The empirical work of our joint project is heavily based on corpus analysis and we will illustrate our proposed model with several samples from corpora of parliamentary proceedings in the French Assemble, the Spanish Cortes, the Swedish Riksdag and the U.K. Parliament.

Rhetorical investigation lays the emphasis on performance and interpersonal behaviour, pragmatics focuses on structural patterns and institutional constraints on language users, whereas discourse analysis insists on the role of

context-situated interaction, social agency and purposeful social action. By merging these three analytical viewpoints, we proceed to a reconsideration of the methodological starting points for the study of dialogue: the discursive turn-taking sequence, the pattern of interactional dynamics (emergence of disagreement and attempts of resolution), the interpersonal relations that evolve between dialogue participants, the rhetorical structure of dialogic argumentation (reason-claim links, the chain of supporting elements for a given view, counterarguments and refutation), to name but a few.

[Ilie Cornelia]
Anne-Laure Nicot, *The vocabulary of democracy : a weapon in the French parliamentary struggle ?*

This panel contribution focus its attention on the use of the word *democracy* (and the words derived from it like *democratic, democratically* or *democrat*) in the debates of the French National Assemblys 11th Legislature (1997-2002). This period is particularly interesting because of its specific political context : a cohabitation between a left-wing parliamentary majority, supporting the government led by the Prime Minister Lionel Jospin, and a right-wing parliamentary opposition, favourable to the President Jacques Chirac. The parliamentary majority was formed by three groups : the most important, the Socialist group, and two others groups, the Communist group and the group of Radicaux, Citoyens et Verts. In the same way, the parliamentary opposition included three groups : the group Rassemblement pour la Rpublique, the group Union pour la Dmocratie Franaise and the group Dmocratie Librale et Indpendants.
The quantitative and qualitative analyse of the debates and especially the analyse of the questions asked in Question Time highlights that this specific context may influence the discourses made by each parliamentary group in the Assembly and in particular the reference to the vocabulary of *democracy*.
More precisely, political parties seem to use strategically the word *democracy* as a weapon in the parliamentary struggle. For the majority, the goal might be to support government, to legitimate its action or, more often, to influence the governmental decisions. On the contrary, the goal might be, for the opposition, to criticize the governments actions or to show itself as a better alternative for the next elections.
Furthermore, the use of *democracy* and its derivatives seems to change according to the issue of the debate or the question asked : MPs use more often this vocabulary when they deal with external relationships than when they discuss about domestic issues. Some debates are obviously more tied, connected with the issue of democracy.
In this way, the reference to democracy serves MPs intentions to justify governmental actions or to discredit them, according to their political membership and to the addressees of the debates.

[Ilie Cornelia]
Cristián Santibáñez, *Metaphorical schemes and argumentation in parliamentarian discourse*

According to George Lakoff (2004), one of the main metaphors used by G.W. Bush and Republican Parliamentarians is Taxation is an affliction, evoked by phrases such as tax relief. The frame of relief requires an afflicted party, and a reliever who removes the affliction. In the context of economics, whom relieves the tax affliction is a hero.
In Chile, Peru, Colombia, and Mxico, the same metaphor is used by the right wing parties in parliament, but also by center-left wing parties. In Europe this metaphor can be heard in the right wing party VVD of The Netherlands, or in the Italian party *Forza Italia*, which supported the former Italian Prime Minister Silvio Berlusconi.
From a cognitive linguistics point of view (Lakoff 1986; Lakoff & Johnson 1980; Lakoff & Turner 1989), these political uses share the same conceptual metaphorical frame. By sharing the same frame, they repeat premises and, by implication, the argument as a whole. In this paper I would like to exemplify how the metaphors build arguments by means of what I call metaphorical syllogism. Methodologically, I will first describe how the metaphors make their conceptual frame by means of the following analytical stages: selection of expressions, naming of the conceptual metaphors implied, related conceptual metaphorical domain, basic scene of function of the metaphors, schemes and logic of the metaphor, properties of the metaphor and conceptual correspondences; and then how they relate different premises to get specific conclusions.
By applying these methods to three paradigmatic metaphors of European and Latin American parliamentarian discourse, it will be possible to get a clear picture of the common ground of international, or globalized, political discourse.

[Ilie Cornelia]
Francesca Santulli & Giuliana Garzone, *Reformulation, intertextual reference and reported speech in a debate in the House of Commons*

Whenever in parliamentary procedures the presentation of a speech, a statement or a report is followed by debate, comments and questions by necessity make reference to the contents, and in many cases, also to the actual wording of the text submitted. From the point of view of textuality this process involves the deployment of a number of different strategies, including *verbatim* citation, reported speech, reformulation, summary as well as plain intertextual reference.

In this re-elaboration each questioner has the opportunity to manipulate the original presentation in order to achieve discursive effects that are functional to his/her communicative and ideological objectives. In this context the strategies most frequently enacted are the extrapolation of sections of the original statement, the displacement and recontextualization of textual material, the alteration of the pragmatic value of utterances through the addition of metadiscursive markers and evaluative elements, etc.

This study investigates these strategies by means of a case study, a parliamentary debate that took place in the House of Commons on 18 July 2006 . The session started with a statement by Prime Minister Tony Blair who reported on the G8 summit, giving special attention to the Lebanese crisis that was in its initial stage and was attracting high international attention. The analysis will focus both on the way the Prime Ministers original words were referred to / reformulated in MPs questions and how Blair re-stated and re-defined his point of view in his answers.

[Ilie Cornelia]
John Wilson & Karyn Stapleton, *Negotiating the Political Self*

Within the formal organisation of parliamentary talk, there are meta displays which indicate that one is in the context of parliamentary interaction. There are set standing orders, formal methods of asking and answering questions, there are things which may be said and things which may not be said, and there are limits set as to who may speak and for how long. But what happens in a context where the rules of procedure are not yet fully established; how then do parties establish procedures and formulas of talk? Such a context arose with the establishment of the Northern Ireland Assembly, set up following the Belfast Agreement of 1998. Here not only can we see displays of persuasive and dissuasive forms of parliamentary discourse, but we can see them displayed in an emergent, rather than existing, parliamentary format, and one in which at least some of the opposing parties did not even wish to interact at all with each other (Democratic Unionist Party vs. Sinn Fein).

In this paper we want to explore how parliamentary language in this emergent and emerging parliamentary context operates, looking in particular at how parties and individuals compete for parliamentary resources in an effort not only to establish agreed political procedures, but the creation of parliamentary identities themselves. Drawing on a broad based discursive analysis we will show how persuasive and dissuasive techniques are employed in a range of areas of debate; specifically, the languages and languages of parliamentary interaction, rights to speak in terms of political and cultural resources, and issues of gender rights and responsibilities.

PANEL

Miyako Inoue, *The Study of Language and Gender in Japan and Its Interlocutors: A Critical Dialogue Across the Discipline*

Recent developments in the study of language and gender in Japan are founded on a clear set of conceptual bases: 1) the critique of cultural essentialism--the myth of Japanese homogeneity, in general, and of Japanese genders and sexualities in particular, 2) the recognition of linguistic practice as both the site and the means of power and ideology, and of resistance and agency, and, 3) the social and historical constructionist view of social categories and identities. Shibamoto Smith and Okamoto in their recent Introduction to their edited volume, Japanese Language, Gender and Ideology (Oxford, 2005), for example, systematically identify these bases in order to chart the emerging terrain of the field. They also mark the unambiguous break with the tendency to treat the problematics of Japanese language and gender as an isolated and exotic exception for Western intellectual consumption. This panel will review the ongoing paradigm-building and explore the future direction and vision of the field of language and gender in Japan. It proposes to do by pursuing a specific venue and format, which puts scholars of language and gender in Japan in dialogue with their interlocutors--those working in other language communitiesin order to discuss issues, theories, and methodologies that traverse the (inter)discipline. What kind of insights can we gain from making studies of Japanese language and gender more explicitly commensurable with, and relevant to, the broader theoretical and methodological debates in the international scholarly community? In turn, what kind of theoretical and methodological contributions can the field of language and gender in Japan make to the general field of language use? In the spirit of IPrAs commitment to promoting the international community of the scholars of language use, the panel intends to facilitate cross-fertilizing conversations between scholars of Japan and their interlocutors.

Contributions

[Inoue Miyako]
Shigeko Kumagai, *Awareness of gendered image through written Japanese*

The purpose of my paper is to propose a method of becoming aware of gendered image, i.e. guessing work of writers" sex in letters in Japanese newspaper columns. The Japanese language,esp. spoken Japanese,has been well-known for its gendered language. The validity of the gendered distinction needs further research, since feminist linguistics has been critically arguing that the distinction is just an ideological abstract construct. As for written Japanese, few research has been done in terms of gender.

My paper focuses on written Japanese, esp. letters in the "letters to the Editor" columns in Japanese newspapers for awareness of gendered image in written Japaneseby guessing the writers" sex. The gendered characteristics were pointed out in Kumagai(1996), which concludes that female writers tend to use polite sentence-final form(SFF) and refer to their family members or relatives more than male writers. But they are changeable and are not definite ones.

With these in mind, Ihave conducted some experiments, whichuniversity students inclass guessed writers' sex, reading 8 letters without writers" personal infromation such as name or profession andpointing out the reasons. 8 letters were selected by a combination of two factors, i.e. use of polite SFF and reference to personal matters(experiences) , to make four categories. And each categoryconsists ofletters by both sex.

The result of the experiments is that letters with personal matters tend to be quessed right, while those without them tend to be quessed based on SFF, i.e. polite SFF has afeminine image. The reasoning by the students are dichotomically presented, such as emotional(female) vs. logical(male). Makino(1979) gave similar experiments to American and Japanese students in U.S.A. The percentage of American students who guessed right was about 30%, while that of Japanese students was about 70~80% and, moreover, found that Japanese female writing was considered as emotional, narrow-minded etc. Therefore, it can be claimed that Japanese writingtakes ona strong gender and gendered image incomparison with English one. The students after my experiments on guessing realized for the first time that they had strong stereotyped image.

Written Japanese, unlike written English, still has both gender and gendered image in content and style,so that university students can guess writers' sex with confidence, and through guessing, they become aware of their gendered image. In conclusion, guessing work is a valid method for Japanese people to become aware of their gendered image.

[Inoue Miyako]

Claire Maree, *The language of queens and beyond: Linguistic negotiation of gender/sexuality/language in contemporary Japanese*

Within queer Japanese discourse, non-normative use of stereotypical feminine speech items (such as personal pronouns *atashi, anta*;sentence final particles *wa, no*; feminine names etc) is recognized as an integral component of *on-kotoba*: the flamboyantly theatrical speech style that parodies stereotypical womens language with a unique vitriolic force. When referenced in the literature, this style has been often viewed as simple mimicry of so-called womens language. However, recent research alerts us to the inadequacies in reducing *on-kotoba* to the trope of female- impersonation (Lunsing & Maree, 2004).

In this paper, based on interviews conducted in Tokyo 1998-200 and 2005-2006, I will discuss *on-kotoba* as used by gay men, drag queens, lesbian women and media personalities wherein *on-kotoba* emerges not as a homogenous register with one fixed meaning, but as gay performance, bar-talk, discourse of resistance and so on. This analysis makes clear how highly individualized meanings are allocated to *on-kotoba* due to diverse individual memories, experiences and personal histories of discourse (Silverstein & Urban, 1996). At the same time, it becomes clear that use of feminine speech by a man is not enough to be incorporated under the label of *on-kotoba*, and furthermore, that *on-kotoba* is not limited to use by men alone.

From the interviews and metadiscursive accounts of *on-kotoba*, we can see that to assume use of non-normative gendered speech is an attempt to mask gender and/or to fully emulate an elusive femininity/masculinity, is to fail to attend to the contingent meanings and negotiations individual speakers already always perform in their daily interactions. Consequently, an approach that both recognizes the existence of norms of language use, (so-called womens language, mens language, or the language of queens) and attends to individual negotiation of these norms will undoubtedly lead to a fuller understanding of the contingent meanings of non-normative gendered language use.

[Inoue Miyako]

Ayumi Miyazaki, *"Which First-Person Pronoun Is the Real Me? Masculine, Feminine?": Japanese Girls' Shifting Linguistic Negotiations with Their Peer Groups*

My paper explores how Japanese junior high school girls shifted their linguistic and social practices, in particular their gendered first-person pronouns (glossable as I in English), with their peer groups. Many scholars, including the participants of this panel, have recently questioned the omnipotent working of the Japanese language norms that require women and men to use different pronouns, vocabulary, sentence-final forms, and intonations. Girls at my research site did not always follow the Japanese norms of feminine/masculine language. Instead of using atashi, a traditional feminine first-person pronoun, these girls chose their own set of Is from a repertoire of masculine or vulgar Is, phonetically modified existing Is, and newly created Is. Girls dynamically shifted these multiple pronouns according to context, audience, space, and social relationships, including those with their peer groups. These girls shifting plural Is

challenge the fundamental assumption inherent in the discourse of womens language that the speaking subject precedes speech, or that the I in the discourse of womens language is caused by the speakers subject-ness (Inoue, 2006), and shed light on the complex ways in which womens speech and identity are mediated through dynamic contexts and relationships. This presentation is based on my analysis of the linguistic and social interactions of 17 girls between the ages of 12 and 13 in a Japanese junior high school. These girls belonged to the same gakkyuu, the fundamental unit of Japanese schools, composed of up to 40 students who undertake many academic and non-academic group activities together throughout the day. These girls experienced a major regrouping of peer groups in the middle of the academic year, which forced them to negotiate vigorously and shift dynamically their linguistic and social practices according to their changing peer-group relationships. At times, these girls accommodated their groups activities, performances, bodily movements, and language choices, including their selection of first-person pronouns, to secure an affiliation with a group in the group-oriented daily practices of Japanese schools. At other times, however, these girls seized opportunities to spread their personal preferences and playful improvisations, seeking the right moments to influence the power dynamics of their group and to resist together the gakkyuu norms of gendered language and groupism. Girls thus had to explore the kinds of identity they wanted to express in relation to the gendered norms of the gakkyuu against, within or through their peer groups, by making moment-to-moment relational shifts of their linguistic and social practices. As Kondo (1990) explains, the deep interrelationship of individuals and groups apparent in these girls shifting linguistic practices challenges [w]estern assumptions about the primacy of the individual and the boundedness and fixity of personal identity. Japanese girls identities are not confined in their speech in one dimension, but rather, are woven through dialectical relationships (Berger and Luckmann, 1967) between them and their social and cultural world. A close analysis of such dialectic relationships of these Japanese girls shows that the simplistic view that language directly indexes the speakers identity no longer holds.

[Inoue Miyako]
Momoko Nakamura, *Between Practice and Ideology: Language Ideology, History, and Metalinguistics*

The post-structural perspective of gender as an accomplishment emphasized the agency of a speaker to perform subversive practices (Barett 1999, Besnier 2003, Hall 1995, Miyazaki 2004, Okamoto 1995). Some researchers have wondered, however, why subversive performances often remain ephemeral, leaving the prevailing power order largely untouched (Kotthoff & Wodak 1997, Philips 2003). It thus became necessary to investigate the relationships between individual practices and hegemonic gender ideologies. The present paper aims to show three major theoretical implications Japanese language and gender studies suggest concerning the relationship between practice and ideology.

1 Womens Language as a Language Ideology
The Japanese language and gender study claims to distinguish practice from ideology, to distinguish womens speech from the notion of womens language, and considers womens language to be a language ideology (Kroskrity 2000, Schieffelin, et al. 1998). It denies essentialism in claiming the diversity of womens linguistic practices, and refutes the direct evolution from womens speech to the category of womens language. The ideology of womens language is assumed to provide resources enabling practice as well as restricting it. The diversity of practices is reinterpreted as diverse responses of speakers to womens language as well as to many other factors (Inoue 2006, Okamoto 2004).

2 Historical Perspective
Historical analyses of womens language have shown why a particular discourse became possible and meaningful in certain political, economic, and academic processes. By revealing what social process made what discourse possible, the historical studies are able to undermine the natural legitimacy of hegemonic ideologies. They have demonstrated: (1) Womens language is a site in which the asymmetrical gender relation is generated and transformed in its mutual relation with the other social categories. (2) The ideology of womens language, by indexically associating concrete symbolic forms with gender, enables the reproduction of the gender asymmetry in individual linguistic practices.

3 From Local Interactions to Metalinguistic Practices
Womens language has been constructed mainly by two types of metalinguistic discourses: language usage in fiction and commentaries about womens speech. To examine the relationships between practices and ideologies, more analysis of metalinguistic practice is necessary, especially of how the privileged, mass, metalinguistic practices interpret and define local practices and what ideological framework legitimates such interpretation.

4 A Case Study: The Construction of Schoolgirl Speech
The construction process of schoolgirl speech has shown that (Inoue 1994, 2002, Nakamura 2004, 2006):
(1) Schoolgirl speech is a language ideology constructed by metalinguistic discourses.
(2) The statements about schoolgirl speech became possible in the specific social process of
the early modernization of Japan.
(3) The modern, public, West, urban, and youth associated with femininity were
distinguished from those associated with masculinity, reproducing the asymmetrical
gender relation.
(4) The subversive practice of students was appropriated to make them sex objects, the
interpretation legitimated by the larger ideological framework.
(5) The indexicality between particular features and schoolgirl identity enabled speakers to
reproduce it in an individual interaction.

[Inoue Miyako]
Janet S. Shibamoto Smith, *Linguistic Femininity: Ideologies and Situated Practices in Japanese*

Japanese is a language that has been extensively studied in language and gender research. In this paper we first present a summary discussion of the major theoretical issues underlying recent developments in Japanese language and gender research (e.g. Okamoto and Shibamoto Smith 2004; Inoue 2006), including (1) the shift from essentialist approaches based on abstractions and binary oppositions of women and men to examining diversity in the local linguistic practices of real speakers as social agents; (2) acknowledgement of multiple, ambiguous social meanings, complicating the links of linguistic form to the social category of gender; (3) recognition of the role of ideology in the indexical process of linking linguistic forms to social meanings, particularly its role in the social-historical construction of gender norms; and (4) a vision of language use as social practice serving to construct identities and interpersonal relations in real world contexts. We then focus on one issue, namely, the notion of linguistic femininity, an issue central to all four points mentioned above. We reexamine this issue, using the Japanese case as an example. We stress that this research must address: (1) an understanding of the dominant norms for linguistic femininity, which requires investigation of how the dominant ideology of linguistic femininity is constituted and circulated , or what real speakers are receiving as models for women""s speech through education, media, etc.; and (2) the actual practice of verbal femininity, providing evidence for the multiplex ways that real speakers think about what onnarashii hanashikata ""womanly ways of speaking"" is, or perhaps, is not; we place particular emphasis on the role of the specific subjectivities converging on the complex task of making meaning in local settings, addressing the methodological challenges of accounting for the possibility of different interpretations by different individuals involved. Further, we propose to reconsider the ways of analyzing speech data in considering the above two issues. First, we pursue our earlier (Okamoto and Shibamoto Smith 2005) investigations and argue that it is important to examine speech data in terms of two aspects associated with norms for Japanese women""s speech: its general stylistic prescriptions such as politeness, gentleness, and refinement vs. its specific linguistic forms, such as sentence-final particles and honorifics. These two aspects have not been clearly distinguished in past research, but we consider it particularly important in considering the effect of Standard language ideology on linguistic gender norms. A second imperative call is for the field to look at utterance form more comprehensively when considering issues of femininity/masculinity indexicality. We argue that in addition to considering how individual ?feminine? and ?masculine? features are used, it is also important to examine whole utterances, or combinations of features, including features associable with female vs. male speakers that lie outside of the well-known stereotypes (e.g., Shibamoto 1985, [Shibamoto]Smith 1992a, 1992b). Through our discussion we hope to offer our thoughts on how the study of Japanese language and gender can illuminate, and at times challenge, larger theoretical issues central to current sociolinguistic inquiry.

[Inoue Miyako]
Yukako Sunaoshi, *Japanese Women's Language as a locally-defined communicative resource*

Defining the notion of Japanese Womens Language (hereafter JWL) as characterized by the presence of certain morphological and lexical elements as well as frequent use of honorifics, this paper explores how JWL is being used as a communicative tool, whose full meaning entirely depends on the context, like any other speech elements. Here by context I mean the local environment comprising participants sharing, or being able to comprehend the meaning of employing a particular communicative tool with respect to the speakers identity and her relationship with interlocutors. The data are taken from two sources: an interaction among women in a farming community in IbarakiPrefecture, and the professional discourse pattern of a female faculty member at a Japanese university. In the former, JWL is closely associated with Standard Japanese (hereafter SJ) and honorifics in locals minds, as Ibaraki Dialect originally lacks both gender contrast and honorifics. In this particular community, use of JWL, if at all, places the speaker along the continuum of locally-oriented on one end (i.e. non-user of JWL) and centrally-oriented on the other. On the other hand, in the latter data, the female professor of womens studies is a speaker of SJ, a competent user of both SJ and JWL. What is striking about her speech is her extensive use of JWL, when her field of specialties strongly promotes gender equality and she herself has positioned herself as a feminist in her discourse. In this case, JWL seems to indicate possibly two things: first, the speakers identitys internal conflict and resulting compensation by employing feminine-sounding speech elements, and second, the speakers strategic construction of a professional identity, where JWL can bring in qualities such as non-threatening and conforming.

[Inoue Miyako]
Donna Tatsuki, *Doing Gender and Ethnicity in Language Textbooks*

Critical Discourse Analysis studies examine talk within the context of institutional settings like that of the classroom and have shown how talk functions to maintain social order. Language can act to both reinforce as well as to challenge the status quos perceptions and expectations of gender and ethnicity. Yet it is rare to find foreign language textbook

analyses focusing on both gender and ethnicity as social, cultural and educational constructs. In Japan, a large proportion of Ministry of Education approved foreign language textbooks are written by middle-aged Japanese males so it is reasonable to examine how . these textbooks do gender and explore the visibility of women in terms of the quantity of sex-linked references and the quality of appearances in illustrations (i.e. the way that males and females are depicted in occupational roles in both text and illustrations) . Other aspects considered were firstness (particularly the first place occurrence of males and females in conversational turns), topic nomination, selection and maintenance and the positioning of gendered and ethnic images in textbooks (i.e., the way that individuals or groups of individuals are positioned by discourse as inherently inferior, or in control or weak or strong, etc). This type of research is of interest because textbooks inadvertently contribute to cultural prejudices and personal biases that learners, unwittingly and unfortunately, absorb as a byproduct of study.

[Inoue Miyako]
Rumi Washi, *Young women's response to propagating "women's language" from the 1920s to 1945 in Japan*

In Japan the Ministry of Education and the leaders of the nation such as linguists and women educators disseminated womens language through education and media from the 1920s to 1945, especiallyduring the war period. The purpose of this presentation is to examine young womens response to propagating womens language in the period. This study will help reveal an aspect of the formative process of the norms of Japanese womens language.During the period in question, war had a strong influence on the Japanese language. Therefore, the relationships between discourses and nondiscursive domains such as institutions, political events, and social movements will be considered.I think that dissemination of womens language should be examined from two viewpoints: the perspective of the propagators of the womens language and that of the women who were pressured to learn it. There has been some research on the propagators who disseminated womens language. Nevertheless the womens reaction to it has hardly been discussed yet. This presentation focuses on young women who were strongly pressured to learn womens language through education and media. However, the young women of the era in question can not simply be classified as a uniform group. Accordingly, I will concentrate on two groups of young women; female secondary school students *jogakusee,* and factory girls *jokoo*. In the first half of the 20th century, just about 20% of girls went on to secondary education, and most of these female students belonged to the upper and middle classes. On the other hand, the factory girls who did not have secondary education, belonged to the lower class and represented almost the same portion as the female students. There has been some research on the female students language, and no research on factory girls language and what they thought of the language. My observation will show that two groups of the young women had contrasting opinions about womens language. Many female students approved it, while some factory girls were against it. Moreover, my analysismay suggest thatwhat created the divisions of the opinions between the two groups was gender ideology about the language. The data for this study was acquired from readers letters tothe editor of a popular magazine for young women andopinions writtenby factory workers in union papers of that time.

PANEL

István Kecskés & Jacob Mey, *Intention, common ground and the egocentric speaker-hearer*

Pragmatic theories emphasize the importance of intention, cooperation, common ground, mutual knowledge, relevance, and commitment in executing communicative acts. However, recent research in cognitive psychology, linguistic pragmatics, and intercultural communication has directed attention to issues that warrant some revision of these major tenets. Several researchers (e.g. Stalnaker 1978; Keysar & Bly 1995; Barr & Keysar 2005; Giora 2003) indicated that speakers and listeners are egocentric to a surprising degree, and individual, egocentric endeavors of interlocutors play a much more decisive role in the initial stages of production and comprehension than current pragmatic theories envision. Others (e.g. Blutner et al. 2004; Gregory, Healy and Jurafsky. Forthcoming) insisted on the primary role of cooperation, common ground, and relevance in communication.
Stalnaker (1978:321) argued that it is part of the concept of presupposition that the speaker assumes that the members of his audience presuppose everything that he presupposes. Jaszczolts default semantics is based on the assumption that semantic representation is established with the help of intentions in communication. A ccording to Meys (2001) Communicative Principle, intention, cooperation and relevance are all responsible for communication action in a concrete context. Arnseth and Solheim (2001) criticized theClark and Brennans model (1996) because it retains a communication-as-transfer-between-minds view of language, and treats intentions and goals as pre-existing psychological entities that are later somehow formulated in language.
Investigating intercultural communication, Kecskes (forthcoming) argued that in the first phase of the communicative process, instead of looking for common ground, lingua franca speakers articulated their own thoughts with linguistic means that they could easily use. Barr and Keysar (2005) claimed that speakers and listeners commonly violate their

mutual knowledge when they produce and understand language. Their behavior is egocentric because it is rooted in the speakers or listeners own knowledge instead of in mutual knowledge. Gregory, Healy and Jurafsky (forthcoming) came to a different conclusion. Their results demonstrated that common ground and mutual knowledge is an important factor in production. Explaining the relationship between compositionality and recoverability Blutner et al. (2004) also underlined the importance of common ground in meaning production and comprehension. While compositionality relates to the task of the hearer, recoverability relates to the task of the speaker. Both principles require that the perspective of the other conversational partner is also taken into account.

The main objectives of the panel are as follows:

1) Discuss different views on what role factors such as intention, cooperation, common ground, mutual knowledge, and relevance play in speech communication.

2) Present a variety of innovative approaches and methodologies in the analysis of unilingual and intercultural discourse data.

<u>Contributions</u>

[Kecskes Istvan]
Robert B. Arundale, *Questioning intentions*

In discussing models of shared knowledge employed in studying computer supported collaborative learning, Arnseth & Solheim (2002) argue against Clark & Brennan's (1991) concept of common ground, both because "it retains a communication-as-transfer-between-minds" view of language, and because "it treats intentions and goals as pre-existing entities that are later somehow formulated in language" (p. 6). This paper reflects Arnseth & Solheim's concerns with models of communication and with intention, but instead provides a critique of the concept of intention as used in language pragmatics, especially as that usage derives from Grice's conceptualization of meaning. Grice's conceptualization is basic to his theory of implicature, which is central to much work in language pragmatics. I argue for an alternative understanding of "intention," framed in alternatives to the encoding-decoding models of communication underlying both Grice's work, and much other theory and research in linguistics and language pragmatics.

As Grice (1989) framed the encoding-decoding model, there obtain in social life certain "psycholinguistic correspondences" such that a speaker with a given psychological state **Psi**, can produce an utterance **U**, that will in turn produce the same state **Psi** in the recipient. Whether in Grice's formulation, or in one of many variants, encoding-decoding models entail the assumptions (a) that each utterance is independent of other utterances; (b) that utterance effects are unidirectional causes; (c) that speaker and recipient meanings are independent; (d) that speaker and recipient meanings are determinate once formed; and (e) that the goal or end state of communication is identity of speaker and recipient meanings. Given these entailments, intention becomes central to explaining why speakers create utterances. As Levinson (1983) frames Grice"s conceptualization, a speaker means **Z** by uttering **U**, if and only if the speaker both (1) intends **U** to cause effect **Z** in the recipient (a causal intention), and (2) intends that effect to be achieved by the recipient's recognition of the speaker's intent to cause that effect (Grice's "meaning-intention"). Although Grice did not do so explicitly, Levinson and many others have equated recipient recognition of speaker intention with the achieving of communication between speaker and recipient.

Crucially, each of the entailments of encoding-decoding models noted above is inconsistent with empirical generalizations about the nature of human interaction that have emerged in research on language use over the past half century. Alternative models of communication in using language are available that entail (a) sequential and reflexive interdependence of utterances; (b) proactive and retroactive utterance effects; (c) interdependent emergence of speaker and recipient meanings and actions; (d) meanings and actions as provisional pending uptake; and (e) communication as dynamically achieving both similarity and difference in meaning and action (e.g., Arundale, 1999; Pearce & Cronen, 1980; Sanders, 1987). In view of these observationally grounded entailments, encoding-decoding models are intensely problematic, as are intention-based accounts of meaning and language use framed within them. In the alternative models, recipients attribute the meanings and actions they interpret to the speaker, as the speaker's meanings and actions for his/her utterance. Recipients may also formulate an account for the meanings and actions so attributed, and may do so on many different grounds. In the alternative models of language use, causal intentions and meaning-intentions are reframed as but two among many such accounts.

[Kecskes Istvan]
Stavros Assimakopoulos, *Radical contextualism: a relevance-theoretic perspective*

One of the main original arguments put forth by Cappelen and Lepore in their defense of semantic minimalism (2005) is that moderate contextualist approaches to the basic proposition expressed by an utterance invariably lead to radical contextualism, the latter being an unacceptable doctrine. Even though Relevance Theory (Sperber & Wilson 1986/1995)

is often criticized by them as being radically contextualist, potential responses to this comment (Wedgwood 2006), suggest that it is only moderately so.

Within Relevance Theory, and especially in recent work by Carston (2002), both saturation and free enrichment, as essential processes contributing to an utterances basic explicature are extensively discussed. Interestingly, however, free enrichment is considered to be an optional process, which Carston suggests to apply only to some cases, for example, not to natural-kind terms, and which generates a variety of *ad hoc* concepts via adjustment of an expressions corresponding encoded concept.

In this talk, I readdress this issue within Relevance Theory. Discussing the inadequacy of current theorizing to provide an appropriate stable basis, that is an encoded meaning upon which pragmatic enrichment selectively occurs, I suggest that the conservative line Carston adopts needs to be reconsidered. More specifically, I indicate that neither literal nor some metaphysical minimal meaning can effectively be this basis for enrichment from the relevance-theoretic mentalist perspective. Accordingly, I argue that there are further reasons why Relevance Theory should drop the very idea of some stable encoded meaning, in a semantically-based conception of the term, as, notably, this restrains the otherwise free and catholic functioning of the relevance-based ostensive inferential processor, making the theory susceptible to the sort of criticisms Cappelen and Lepore put forward, and compromises the frameworks predictive power with respect to dynamic on-line parsing where context is constantly being updated (Assimakopoulos forthcoming).

In turn, I present an alternative approach to conceptual content, in which the coded semantics of lexical items includes arbitrary information semantic potentials in Recanatis terminology (2004) that are accessed selectively on every occasion of use, albeit on the basis of relevance against a context. Employing existing relevance-theoretic tools, I suggest how existing notions of relevance, manifestness and inference can suffice in this radically context-dependent view of lexical meaning that can provide a genuine and psychologically realistic alternative to semantic minimalism. In the proposed account, it is the context that helps identify some initial conceptual basis that will be pragmatically enriched, essentially making all communicated concepts *ad hoc* concepts. Finally, I address Carstons worries about such an account, and discuss the implications of this move regarding the mentalistic necessity of semantics as currently pursued, opting for a real semantics that is always relative to a context.

[Kecskes Istvan]
Dale Barr, *Automatic processing as a source of egocentrism in language use*

A common finding in the perspective-taking literature is that speakers and listeners exhibit egocentrism when they produce and comprehend utterances. Surprisingly, this egocentrism has proven robust even against task manipulations that highlight the interlocutor"s differing perspective. There are three competing explanations for this phenomenon. The "partial constraint" hypothesis assumes that it is the result of incomplete use of common ground during language processing. The "person-level egocentrism" hypothesis assumes that it is a consequence of the language user"s outright neglect of the interlocutor"s perspective. Finally, the "process-level" egocentrism hypothesis assumes that it is a consequence of automatic processing in the language system. Results from eyetracking experiments support the process-level hypothesis: although speakers and listeners strive to produce and comprehend utterances against their common ground with the speaker, they are unable to fully do so due to the activation of private information by low-level psycholinguistic processes. Language users are therefore influenced by cognitive factors beyond their awareness or control, a kind of "mental contamination" that causes them to appear more egocentric than they actually are. The implications of these findings for theories of language use will be discussed.

[Kecskes Istvan]
Herbert Colston, *On Why We Say What We Say: Common Ground, Relevance and Egocentrism*

Most pragmatic theories make varyingly strict claims about the degree to which speakers use what they and their audiences and interlocutors know, and mutually know, to guide what is said. Although common ground and relevance clearly dictate much of what a speaker chooses to say in a variety of conversational contexts, particularly in situations where joint activity is crucial for a task at hand, the rules governing their maintenance may not be broad enough an umbrella to account for all of what speakers say in all circumstances. Building upon claims that speakers may behave more egocentrically than allowed for by traditional pragmatic theories, the presentation will introduce a range of possible mechanisms that may, at least in part, guide, influence, dissuade or marshal what speakers say or how they say it, that may not be strictly governed by (although may intricately interact with) rules of relevance or grounding. Potential ways in which this family of mechanisms and traditional pragmatic theories might peacefully coincide will be discussed.

[Kecskes Istvan]
Montserrat Gonzalez, *The construction of epistemic space via casual connectors*

Causal connectors are typically described as elements that help establish a logico-semantic relationship of cause and

effect between S1 and S2 in a sentence. Thus, the connector *because* in *I took the umbrella this morning because it was raining* contributes to create a semantic type of discourse coherence relation between the two segments "because of their propositional content, i.e. de locutionary meaning of the segments." (Sanders 1997:122); the connection established by the connector is part of our world knowledge and of propositional logic. On the other hand, the connector *because* in *We have a problem with immigration because there are a lot of people who"re arriving from Africa and South America* contributes to create a pragmatic type of discourse coherence relation between the two segments "because of the illocutionary meaning of one or both of the segments" where "the state of affairs in the second segment is not the cause of the state of affairs in the first segment, but the *justification* for making that utterance." (1997:122). Based on Sanders (1997) notion of *source of coherence* and on his *Basic Operation Paraphrase Test* applied to causal relations, this paper aims at showing that most causal relations set up by *because* in spontaneous oral discourse are pragmatic. In addition, the study relates such use of the connector with evidential marking (Chafe 1986; Ifantidou 2001). Presenting data from a bilingual Spanish-Catalan oral corpus of expository texts, we hypothesize that when the speaker makes use of pragmatic *because* (Spanish *porque*; Catalan *perqu*) the source and mode of knowledge from which the cause-effect relationship is established becomes of primary importance, since causal relations originate from different sorts of evidence that the speaker interprets. Our findings suggest that causal structures are fundamental in the construction of knowledge or epistemic contextual spaces and that these have a direct influence on the way the listener processes the information. Finally, we sustain that this has a straightforward effect on the creation of certain generalized social beliefs and on people"s attitudes that are often unquestioned.

[Kecskes Istvan]
Michael Haugh, *The place(s) of "intention" in the interactional achievement of implicature*

It is commonly assumed in linguistic pragmatics that the communication of implicatures involves the addressee making inferences about the intention(s) of the speaker. In Gricean and neo-Gricean implicature theory (Grice 1975, 1989; Levinson 1983, 2000), relevance theory (Carston 2002; Sperber and Wilson 1995), and (indirect) speech act theory (Searle 1969, 1975), for example, inferences about the speakers intention play a crucial role in ascertaining speaker meaning, and thus in generating implicatures. However, closer examination of the way in which intention is conceptualized in linguistic pragmatics, most commonly as an *a-priori*, conscious mental state of the speaker, reveals problems with this assumption, suggesting that a more nuanced view of the place(s) of intention in generation of implicatures is required.

The paper begins by first drawing attention to the ambiguity that surrounds the epistemological, ontological and temporal status of the intentions underlying communication in the standard pragmatic model (Heritage 1990/91; Mann 2003; Stamp and Knapp 1990), and thus the generation of implicatures. It then examines examples of implicatures in English and Japanese from the perspective of an alternative model which conceptualises meaning in communication as a non-summative and emergent interactional achievement (Arundale 1999, 2004), rather than as arising from the addressees inferences about the speakers *a priori* intention(s). From this analysis it emerges that the places of intention in the interactional achievement of implicatures are multi-faceted encompassing:

(1) intentionality as a persistent presumption of accountability underlying the communication of implicatures in general (Arundale this panel; Mann 2003).

(2) intention as a *post-facto* conjoint construct that emerges through interaction (Arundale 1999, this panel; Haugh 2007a; Kidwell and Zimmerman 2007), which underlies the conjoint co-constitution of particularized implicatures.

(3) intention as bleached into the general expectations underlying default pragmatic inferences (Jaszczolt 2005; Kronmller and Barr in press; Levinson 2000; Terkourafi 2003), which underlies the conjoint co-constitution of standardized implicatures.

(4) intention as discursively disputed (Edwards 2006; Haugh 2007b), which underlies the conjoint co-constitution of diverging interpretings of implicatures.

Thus, while recent work in language processing argues that interactive processes can contribute to overcoming the inherent egocentrism of pragmatic inferencing about speaker intentions at the cognitive level (Keysar and Barr 2005), it is suggested here that data which supports the conceptualization of implicatures as an interactional achievement, or non-summative emergence of meaning, requires us to go even further in critically examining the place(s) of intention in theories of communication.

[Kecskes Istvan]
Sid Horton, *Memory and Conversational Common Ground*

An important part of being a cooperative conversationalist involves assumptions about the knowledge and beliefs shared between interlocutors that is, assumptions about common ground. Cognitive models of conversational common ground have typically assumed that language users rely upon special-purpose representations or processes to derive beliefs about shared knowledge. In contrast, Horton and Gerrig (2005) suggested that important aspects of common ground may emerge instead on the basis of ordinary mechanisms of memory encoding and retrieval. On this account, a routine consequence of interaction is the establishment of partner-specific associations that allow other individuals to

serve as cues for the retrieval of relevant information from memory. The information that becomes most immediately and strongly accessible in particular conversational contexts will most likely be taken as being in common ground. In this manner, partner-relevant information can serve as a relatively automatic constraint upon language processing, depending on the strength of the available cues and regardless of the presence or absence of particular communicative intentions. The implications of this account are considered in the context of audience design, which refers to the extent to which speakers tailor utterances to the communicative needs of particular addressees. I will discuss results from several recent projects that illustrate how memory-based considerations may influence aspects of language production relevant for audience design. These findings support the claim that conversational common ground is mediated at least in part by domain-general cognitive processes. It will be important for models of conversational pragmatics to consider how partner-relevant information may be encoded and retrieved from memory during communicative situations.

[Kecskes Istvan]
Katarzyna M. Jaszczolt, *Assumed common ground for cultural defaults in utterance interpretation*

In post-Gricean pragmatics, one has a choice of adopting one of the two perspectives on speakers intentions: either (a) remain close to Grice and neo-Griceans and assume that pragmatic theory should offer a model of utterance interpretation that accounts for the meaning intended by the speaker, or (b) assume that pragmatic theory should model intentions as they are recovered by the hearer a view represented by relevance theory. Saul (2002) proposed a third view: on her reading of Grice, Gricesnotion of what is said makes it possible that both the speaker and the hearer are wrong about what is said. In this paper I defend a perspective on utterance meaning which is compatible with this position and present a model of utterance interpretation on which an utterance by a model speaker is recovered by a model hearer. However, this view departs from Grices programme in that its core objective, unlike Grices, is toaccount for the psychology of the process of interpretation. In particular, I apply this model to the analysis of the processing of cultural assumptions which constitute shortcuts through pragmatic inference. Cooperation in conversation is based on the manifestation ofspeakers intentions which are recovered by the addressee either by means of pragmatic inference or by relying on shortcuts through such a process,called among others default interpretations (Asher and Lascarides, Jaszczolt) orpresumptive meanings (Levinson). In Default Semantics (Jaszczolt 2005), a typologyof such default interpretations is suggested and it includes a category of so-calledsocial-cultural defaults: interpretations that arise without conscious inference thanks to shared information about culture and society. But assumptions concerning suchsharing of cultural or social knowledge can be mistaken. For example, the exchange in(1) achieves a humorous effect due to such a mismatch of intended and recovered meaning.
(1) A: So, is this your first film? B: No, its my twenty second. A: Any favourites among the twenty two? B: Working with Leonardo. A:da Vinci? B: DiCaprio. A: Of course. And is he your favourite Italian director?(Richard Curtis, *Notting Hill*, 1999)
I demonstrate with the help of examples how the process of utterance interpretation that makes use of cultural defaults can be represented in Default Semantics, accounting for three types of scenarios: defaults (i) intended by the speaker andrecovered by the hearer; (ii) intended and not recovered; and (iii) not intended butrecovered. Next, I show that when we assume a pragmatic (Gestaltist, Recanati2004) approach to the compositionality of meaning, such cultural defaults need not pertain to the enrichment of the logical form understood as the output of syntacticprocessing but they can also override it. This results in a notion of what is said which is more psychologically plausible from the point of view of accounting forintentions, and at the same time does not suffer from the problem of justification ofthe enrichment of the logical form as a separate level from implicatures (logically andfunctionally independent logical forms, Carston 1988, 2002). In composing utterancemeaning, the output of syntactic processing is not pragmatically enriched but insteadall the sources of information about meaning are equal contributors to the so-called merger representation.

[Kecskes Istvan]
Henk Zeevat, *Interpretation and generation as distinct optimisation problems*

I will argue that pragmatics needs to take a hearer-oriented perspective (the hearer explains the speaker"s communicative actions) and that this gives a substantial improvement on the speaker-oriented Gricean view of pragmatics. It is concerned with finding the best interpretation. The hearer-orientation stands in contrast to grammar (syntax, generation) where the speaker perspective is primary.
An ideal cooperative speaker would monitor his communicative actions for their interpretability as intended. But it is not clear that this stage is ever reached or that reaching this stage is feasible. On the contrary, the instability of languages suggests continuous interpretation problems which are only partly reduced by grammaticalisation processes. Having imperfections of this kind are essential to any account of language change.
For the hearer, the basic test of an interpretation is the extent to which she could have produced the expression trying to express the interpretation and assuming all the idiosyncrasies and the perspective of the speaker. But this still allows for a vast range of interpretations, even allowing for maximal common ground between the speaker and the hearer. If the other pragmatic principles (maximise plausibility, do not assume new objects, maximise relevance) select the best interpretation among the large set of interpretations that meet this criterion, this allows for imperfections in the

speaker"s expression: the space of interpretations is increased, but pragmatics may still select the intended interpretation. Where this happens, information that is not not available to the hearer becomes common ground.

The model therefore allows egocentric behaviour of the speaker and predicts that such behaviour increases the common ground and thereby furthers communication. At the same time -where the selection of the expression takes the common ground between speaker and hearer into account- this improves the probability of understanding and thereby the quality of communication. The imperfect balance between generation and interpretation is a compromise between and efficiency.

PANEL

Friederike Kern & Margret Selting, *A European perspective on ethnic styles of speaking*

In many urban centers all over Europe, new ethnic styles of speaking are emerging among the second and third generation of young migrants. The new styles show specific prosodic and syntactical patterns that are never found in Standard or regionalized varieties, and they are said to function as important resources to establish and maintain relevant social identities. Research on "Trkendeutsch" in Germany has shown that Turkish German is usually not deployed throughout the conversations but only in particular turns or utterances, and many speakers of Turkish German are also competent speakers of regionalized varieties of Standard German. Turkish German is thus perceived as a style of speaking, rather than a variety: It is not determined by extralinguistic parameters such as ethnic origin, and thus cannot be considered as a pure "symptom" of ethnic or social background. And even though it may be associated with specific ethnic groups, many young speakers of different backgrounds use it. More importantly, they use it as a meaningful resource to achieve particular goals in talk-in-interaction. The panel is designed to bring together researchers from all over Europe to discuss and compare results from their respective research projects and focus on four aspects: (1) on the empirical findings concerning linguistic and paralinguistic features of the ethnic styles of speaking, i.e. which syntactical and/or prosodic aspects are characteristic of them. Research on Turkish German has shown that prosody plays an important role in constituting the ethnic style of speaking. It would be enlightening to compare this outcome with findings from research in other European countries. (2) on their functional dimensions. From a socio-linguistic point of view, ethnic styles function as important keys to establish and maintain social identities; from an interactional point of view, they are also used to constitute and organize practices and actions in conversation. (3) on some theoretical and methodological questions such as the status of the respective ethnic styles as part of the speakers" linguistic repertoires, and the advantages and disadvantages of different research designs (experimental, semi-experimental and/or natural data as a basis for research). (4) on the possible influence of ethnic styles on language change.

Contributions

[Kern Friederike]
Jenny Cheshire, Sue Fox. Paul Kerswill & Eivind Torgersen, *Friendship and ethnicity in contemporary London English*

In this paper we consider whether different ethnic styles of speaking can be distinguished in the spoken English of young people aged 16-19 in London. We base our analysis on a corpus of over one million words of informal speech from 100 young people aged 16-19, from one inner London area and one outer London area. The socioeconomic and ethnic backgrounds of the young speakers reflect the social composition of the two areas: both groups of speakers are predominantly working class, but the inner London speakers are from a wide range of ethnicities while the outer London speakers are predominantly of white British heritage. Traditional Cockney speakers moved to the outer London area in the 1950s: the inner London area has a large proportion of recent migrants. Our conclusions so far suggest that the nature of a speakers friendship group is more important than ethnicity. Although speakers who are part of multiethnic friendship groups make greater use of certain linguistic features, all speakers draw on a range of linguistic forms that cannot necessarily be attributed to specific ethnic groups. We illustrate our conclusions with the qualitative and quantitative analysis of a range of linguistic features which include intensifiers, discourse markers and vocabulary items.

[Kern Friederike]
Kari Fraurud, *The reification of language varieties: perceptions of language variation in multilingual Stockholm*

The label rinkebysvenska (Rinkeby Swedish) appeared for the first time in the Swedish mass media about two decades ago as a name for an alleged new variety of Swedish spoken in the Stockholm suburb Rinkeby and other multiethnic areas. Together with other labels such as invandrarsvenska (immigrant Swedish) it has recurred since then in popular as well as in academic discourses referring to an abundance of diverse social and scientific constructions. This paper makes a case for the usefulness of studying how multiple reifications of language varieties arise and are maintained through the processes of naming and subsequent referring to this named thing in discourses about language and language use. Specifically, it discusses the reification of language varieties such as Rinkeby Swedish in the way it is reflected in peoples perceptions of language variation in present-day Stockholm. The paper draws on data from two on-going research projects: The Gteborg-Lund-Stockholm project Language and language use among adolescents in multilingual urban settings (2000-2006), and the project Sociolinguistic awareness and language attitude in multilingual contexts (with Ellen Bijvoet, 2006-2009) with a focus on the latter project.

The paper starts with a brief discussion of some theoretical approaches to the notion of language variety. In particular, it argues for the notion that language varieties, just like languages (cf. LePage 1977: 223), are abstractions made by individual speakers, by social processes, by linguists or other observers and hence should be studied and analyzed as social constructions. It then moves on to a consideration of the methodological implications of this approach for the study of linguistic variation and varieties in current multilingual contexts. It is suggested that observational data on language and language use need to be supplemented by subjective data, i.e. lay peoples constructions of variation and varieties (cf. the framework of Folk linguistics and Perceptual dialectology, e.g., Niedzielski & Preston 1999).

Finally, the paper reports on some results from a study on listeners perceptions of linguistic variation in multilingual Stockholm. In this study, speech samples of about 30 seconds each were elicited from young speakers in Stockholm, 10 male and 10 female, with different linguistic and social backgrounds. The method of elicitation developed was intended to produce speech stimuli that, as far as possible, were spontaneous and peer directed, and at the same time had a neutral and closely similar content. Groups of listeners with varying background and linguistic experiences listened to the stimuli and were asked to (i) evaluate the speakers on semantic differential scales, and (ii) to label and describe the speakers ways of speaking and make guesses about their background. The individual questionnaires were followed by recorded group discussions. The present paper focuses on the listeners variety labeling, as reflected in individual responses and group discussions.

[Kern Friederike]

Frans Hinskens, *Studying emerging ethnolects of Dutch: Questions, methods and first findings*

Like other European nations, the Netherlands (as well as the equally Dutch speaking northern part of Belgium) have gone through dramatic societal and cultural changes. Partly due to these changes, most of which rapidly gained momentum in the course of the 20th century, for most speakers the traditional dialects no longer function as the common medium for everyday oral communication. This role was not taken over by the standard language, but rather by two new types of non-standard variety which developed in the linguistic space between the traditional dialects and the standard language: ""regiolects"" and regional varieties of the standard language. These new non-standard varieties seem to develop at different rates in different parts of the language area.

As a result of large-scale immigration (which itself resulted either from the processes of decolonization or from labour migration), new ethnolectal varieties are developing. One of the questions regarding the linguistic makeup of ethnolects is to which extent they are rooted in substrates (hence traits of the original mother tongue of the ethnic group at issue), in phenomena that are typical of second language acquisition and in indigenous non-standard varieties (especially urban dialects). Another set of question concerns the place of the ethnolect in the verbal repertoires of its speakers. Yet other questions concerns the spread of ethnolects to other ethnic groups.

In this talk, first all three new types of non-standard variety of Dutch will be briefly sketched. Then a research project will be presented which attempts to answer the above (plus a few related) questions concerning ethnolects. Next, attention will be paid to the methods chosen to answer them. Subsequently, a few first findings will be presented. Finally, these findings will be discussed from a broader sociolinguistic perspective. It will be argued that international research cooperation could greatly help to unravel internal, external and extra-linguistic forces underlying the development and diffusion of these new non-standard varieties.

[Kern Friederike]

Inken Keim, *The use of linguistic and communicative resources in oral and written narratives of young migrants in Mannheim/ Germany*

In my paper, two aspects of literacy will be dealt with: a) literacy as "schooled language" (Olson/ Torrance 1981) and b) literacy as culture specific knowledge of genres which are to be used in formal and institutionalized situations. Our long-term research on communicative styles of young migrants in Mannheim / Germany (see Keim i. print) shows that most of the adolescents have a wide stylistic repertoire which contains ethnolectal forms, bi- or multilingual mixings, switchings and crossings as well as forms of "schooled language". Elements of this repertoire are used for the construction of oral narratives. In my paper, I will focus on the use of linguistic and communicative resources in written

material from different social contexts (formal vs. informal), reconstruct the discursive or social functions of linguistic choices, and compare the discursive procedures used in oral and written texts.

[Kern Friederike]
Friederike Kern, *Rhythm in Turkish German talk-in-interaction*

Like in many urban centers in Europe, a new ethnic style of German has emerged in Berlin among the second generation of young Turkish migrants. On the basis of data from authentic telephone and face-to-face conversations between adolescent girls and young women of ethnic Turkish background who live in Berlin, I will describe some characteristic structures of the ethnic style of speaking that is called ""Trkendeutsch"", "Trkenslang", "Kanak sprak" or the like. In the data at hand, this style of speaking is not deployed throughout the speakers' conversations, but only in particular turns and turn-constructional units. In many of these, rhythm is used as a resource to achieve particular tasks in Turkish-German talk-in-interaction. In my presentation, I would like to discuss the influence of German and Turkish phonetic features on the constitution of particular rhythmic patterns, show how they have an effect on the grammatical structure of utterances, and discuss their functions in conversation.

[Kern Friederike]
Lian Malai Madsen, *The functions of urban ethnic style in the interactional and social organisation of children in a Taekwondo club in Copenhagen*

My presentation concerns data collected for my PhD project at the University of Copenhagen. The project is an ethnographic, interactional and sociolinguistic study of childrens social organisation through linguistic and interactional practice in a Taekwondo club. The club is placed in one of the multiethnic areas of Copenhagen When the data-collection was conducted 80% of the young members had an ethnic and linguistic minority background (compared to the general Danish society).
One of the variants of Danish used in multiethnic areas, the so-called ethnic style, is in Danish sociolinguistic research known as perkerdansk (fx Jrgensen (ed.) 2001, 2004) or multietnolekt (Quist 2000, 2005). Some of the main characteristics of this style are borrowings from various first languages of the speakers, a preference for different word order, a tendency to preference for non-standard use of common gender, a tendency to omit the Danish std and prosodic patterns that differ from the urban majority variant of youth Danish (Quist 2000, Pharao and Hansen 2005). My data also suggest a non-standard use of prepositions.
A very heterogeneous community of practice, like the Taekwondo club, where children meet across age, gender, linguistic, ethnic and social background to participate in a particular sport activity challenges traditional sociolinguistic categorisation and forms an interesting field for the study of ethnic style and its social functions. My project addresses which social categories are made relevant in the interactions through micro-analysis of the members conversations and how language is used to do so.
My 16 informants represent the diversity of the community and they also differ in their relations to the ethnic style. Where most of them recognise it, and are able to describe it, not all of them use it. In my presentation I will carry out pragmatic sequential micro-analysis of recorded conversations, and I will address the question of how the ethnic style or lect is used alongsideother languages and variants, such as English, school-French andstylisedDanish regional variants in the interactional identity-construction and social negotiation.

PANEL

Mikhail Kissine & Philippe De Brabanter, *Semantic relativism: a genuine alternative to contextualism and/or minimalism?*

One of the hottest debates in contemporary pragmatics concerns the role that context plays in determining the propositional content of a sentence-token. Most scholars seem to agree, following David Kaplan, that the content of a sentence-token is a function from circumstances of evaluation to truth values, and that character (roughly, sentence meaning) is a function from contexts to contents. However, when it comes to the number of linguistic items that can participate (compositionally) in the construction of content in abstraction of any context, disagreement arises. Naturally, a corollary to this discussion is how the notion of context should be defined in semantics. Very roughly, the current discussion seems to oscillate between two extremes. On one side, there is semantic minimalism (Borg, Cappelen & Lepore, Bach), according to which the context determines the content of only a small set of expressions, whose context sensitivity is encoded in grammar. Since, for minimalists, this set includes only a limited range of (non-hidden) indexicals, the context needed to map sentence meaning to content is limited to very few elements, such as the speaker, the place and the time of utterance. On the other side, there is contextualism. According to contextualists, a much larger

part of sentence meaning (if not the whole of it) needs contextual interpretation before utterance content is arrived at. Consequently, contextualists expand the context so as to include speakers intentions, salient information, etc. Recently, an intermediate position semantic relativism has emerged which attempts to reconcile a minimal notion of content with contextualist intuitions. The strategy pursued by relativists is to shift the focus of attention from context to circumstances of evaluation. Obviously, ever since the dawn of modal semantics, there has been some disagreement as to the points of truth-value assignment; for instance, some viewed them as possible worlds, and others as ordered pairs of possible worlds and time indices. Contemporary relativists, roughly, claim that circumstances of evaluation, i.e. loci of truth-value assignment, do not amount to possible worlds qua objective states of affairs, but to situations that are dependent on a particular perspective. One way to formulate this claim amounts to what MacFarlane (2005) calls non-indexical contextualism; circumstances of evaluation are conceived as ordered pairs of a possible world and a point of view (MacFarlane, 2005) or as the co-domain of the "perspective" function, whose domain is the set of possible worlds (Predelli, 2005). Another way is to relativise assignment of truth-values to both contexts of utterance and contexts of assessment the definition of this latter concept depending on ones theory of assertion (MacFarlane, 2005; Richard, 2004). We would like to devote this panel to a critical evaluation of semantic relativism. More especially, we believe that it is important to see whether relativism, under one or all of its guises, represents a genuine alternative to both minimalism and contextualism, and if so, whether it yields a theoretical gain. Besides, we do not want to focus exclusively on the hottest current topics such as gradable adjectives, epistemic predicates and modals, but also wish to consider other ways in which the truth of an utterance can be relativised to more than just a possible world.

Contributions

[Kissine Mikhail]
Eros Corazza & Jerome Dokic, *Sense and Insensibility: Or Where Minimalism Meets Contextualism*

We shall present some benefits of semantic minimalism. In particular, we shall stress how minimalism allows us to avoid cognitive overloading, in that (i) it does not posit hidden indexicals or variables at the LF or representational level and (ii) it does not posit the operation of free enrichment processes when we produce or hear a sentence.

We shall nonetheless argue that a fully adequate semantic minimalism should embrace a form of relativismthat is, the view that semantic content must be evaluated, *pace* Cappelen and Lepore, *vis--vis* a given situation, the latter being a fragment of a possible world or a partial world. In so doing we shall show how Cappelen and Lepore damage the insight of semantic minimalism insofar as they insist that the (minimal) semantic content should be evaluated with respect to a whole possible world. This move fails to capture the powerful contextualist intuition that it does not make much sense to evaluate the content of, say, *Naomi is rich*, or *Jon is tall*, with respect to, for instance, the actual world (ignoring standards of evaluation or situations).

To deal with this kind of worry, Cappelen and Lepore appeal to speech-act pluralism: they claim that whatever work is done by contextual parameters can be done by adding a proposition to the set of propositions expressed by the utterance. For instance, someone can utter Pierre is tall to mean that Pierre is tall for a Frenchman, which is a way of saying that the proposition *that Pierre is tall for a Frenchman* is one of the many propositions which are pragmatically expressed by the utterance. In our view, this strategy fails insofar as it forces internalizing and making explicit something that may be given but not represented in the situation of the utterance.

In contrast to some forms of radical relativisme.g. the position recently put forward by MacFarlane (2003, 2005)though, we shall argue that there is a *privileged* or *default* situation relative to which the minimal semantic content should be evaluated. This privileged situation is fixed by cognitive facts concerning speakers and hearers, but also by non-cognitive relations between the grasp of content and the world.

[Kissine Mikhail]
Philippe De Brabanter, *Temporalism and other relativisms*

In his forthcoming book, *Perspectival Thought*, Franois Recanati claims that tense does not impact on the (Kaplanian) content of an utterance. Not only does the content of *Brandy bought a black car* not include a reference to the very day that Brandy bought that car (the proposition expressed by the sentence in a context is not, say, Brandy Johnson buy a black car on Sept. 7, 2004), but it does not even include a reference to the past (the proposition is not Brandy Johnson buy a black car before January 25th, 2007, i.e. the time of speaking). This way, tense makes no contribution at all to the content of an utterance.

Of course, Recanati does not assume that there is no meaning difference at all between *Brandy bought a black car*, *Brandy will buy a black car*, *Brandy buys a black car*. The claim, rather, is that that difference is reflected only at the level of the circumstance of evaluation. In other words, Recanati relativises time to the circumstance of evaluation. Tense, therefore, is not treated as a variable (like a pronoun), but as a modal operator, and Recanati thus adopts the core insights of Arthur Priors tense logic.

This position, however, raises a number of issues. I shall focus on two. First, one might raise the following objection: in Kaplans sense, content is a function from circumstances of evaluation to truth-values. Since the three sentences above have the same content, this content, when evaluated relative to all the pairs (time, world) that make up the circumstance of evaluation, must have the same extension. In other words, there is a worry that the semantic framework does not offer *any* possibility of reflecting the meaning differences between these three sentences.

The obvious move to make is to provide an account of how tense constrains the circumstance of evaluation (rather than content). That is presumably the answer that Recanati would offer, though he does not address this question in his book. In this paper, I would like to look into the possible ways that this can be done, *and* I want to raise the question whether this move can be made for reasons other than theory-internal.

The second issue is a broader one: the recent popularity of semantic relativism has resulted in a picture of the meaning of utterances on which content is kept rather simple (we are often close to semantic minimalism) while complexities are shifted to the circumstance of evaluation. Thus it has recently been suggested that propositions needed to be evaluated not just with respect to possible worlds, but also relative to a time parameter (Recanati), a counts-as parameter (MacFarlane), a situation (Corazza & Dokic), etc. There seems to be a genuine inflation in the make-up of the circumstance of evaluation. At this stage, it is not clear where this inflation will stop. For instance, as Recanati himself suggests, the circumstance of evaluation could be supplemented with a place parameter as well (for the evaluation of utterances like *It is raining*), or one could also consider adding an echoed speaker (e.g. in a modified version of Yitzhak Benbajis account of scare quoting), etc. It seems possible to introduce an extra circumstantial parameter for any seemingly context-dependent determinant of truth-value. In the case of the time parameter, Recanati provides some good grounds for preferring the modal treatment. But it is not at present clear that there are general criteria for assigning contextual determinants of truth-value to the circumstance of evaluation rather than to the context. In this paper, I will review the various proposals for relativising truth, and see if all the proposed additions to the circumstance of evaluation can be motivated along the same lines. At this stage, the best candidate is this: those aspects of the meaning of an utterance relative to which truth is evaluated are not explicitly represented by the speaker, whereas those aspects that affect the content are (cf. Corazza & Dokic).

[Kissine Mikhail]
Mikhail Kissine, *From contexts to circumstances of evaluation: is the trade-off always innocuous?*

The main purpose of semantic relativism is to stick as closely as possible to the Kaplanian conception of context. From such an orthodox standpoint, the context is an abstract, theoretical construal: it is an n-tuple of parameters, which, in conjunction with the character, allows the semantic system to yield a propositional content or an intension. The last twenty-five years this neat picture came under the challenge of the so-called contextualist puzzles. A well-worn example runs as follows. Imagine (1) is uttered in a discussion about the relative merits of different basketball players the proposition expressed looks something like [John is tall for a basketball player], and (1) is false. Imagine next the utterance of the same sentence in a conversation between Johns mum and the paediatrician; here the proposition expressed is something like [John is tall for an eight-year-old boy] (1) is true. (1) John is tall. The most usual explanation is that the context provides a comparison class which completes the otherwise undefined proposition. While the actual implementation of that process is still a matter of debate, many scholars agree that the variation in the content expressed by (1) across contexts of utterance is due to the instability of the comparison class whose standards prove relevant to the use of tall. To deal with such examples relativists displace the source of the truth-value variation from contexts to circumstances of evaluation. The most standard way to proceed is to consider the circumstance of evaluation as the value of a function a, symbolising the point of view, whose domain is the set of possible worlds. The propositional content or the intension can still be defined as a function from circumstances of evaluations to truth-values. The contextualist examples are (allegedly) disposed of by simply assuming that to each context of utterance corresponds a different circumstance of evaluation. Provided that the reference of John is fixed, the intension of (1) remains invariant across different occasions of utterance, and no hidden comparison class needs to be posited. However, take the following exchange: (2) A: So, are we taking John in our team? B: No, hes short. Although, hes tall for an eight-year-old boy. A: Thats true. John is tall, but hes short for a basket-ball player. A: Thats true. John is not short, but hes not tall enough to play with us. A: Thats true. John is not tall, although hes not short for an eight-year-old boy. Speakers can consistently agree or disagree about the truth-value of a proposition only if they are in the same circumstance of evaluation. Since examples like (2) can be generated for every possible circumstance of evaluation, it follows from (2) that tall, not-tall, short, and not-short are equivalent. I shall conclude by arguing that the shifts of the comparison classes in examples like (2) can be explained only by appealing to wide pragmatic facts, such as speakers intentions, that is, to a non-Kaplanian notion of context.

[Kissine Mikhail]
Stefano Predelli, *The Logic of Semantic Relativism*

The trademark of contemporary semantic relativism is the distinction between a context of interpretation, relevant for the assessment of indexical expressions, and a context of evaluation, employed by the definition of unrelativized truth.

Current semantic relativist approaches apply this distinction to the solution of puzzles having to do with the semantic analysis of particular utterances, such as utterances about future events or utterances involving epistemic modals. But the semantic significance of the relativist double-context approach is not limited to the tenability of its applications. As this presentation explains, it is also motivated by general metasemantic and logical considerations, having to do with the aims and scope of a semantic theory for indexical languages. In particular, even if the relativist distinction between a context of interpretation and a context of evaluation turned out to be inapplicable to this or that instance of language use, it would still be required for a proper understanding of logical relations, that is, for a proper understanding of the relationships between meaning (in the sense of Kaplanesque character) and truth. One of the main aims of this presentation is that of stressing the conceptual distinction between a semantics of indexicality and a semantics of use, and of exploring its semantic and logical consequences. In particular, it focuses on one of the prominent consequences of the traditional approach to indexicality, its rejection of normal modal logic (that is, its rejection of the rule of necessitation), and argues that such a consequence is grounded on the logically illegitimate disregard for the relativist double-context apparatus.

[Kissine Mikhail]
Isidora Stojanovic, *Talking about Taste*

A number of proposals have been recently made that converge towards the idea that the truth value of an utterance, even once its indexicals and other overt context-sensitive elements have been resolved, still depends on more parameters than just a possible world. Expressions whose semantics arguably requires such a relativization include knowledge ascriptions, epistemic modals, and predicates of personal taste. I will take issue with certain arguments meant to establish that the correct semantics for these expressions *must* use contents that are functions of further things, such as knowledge or taste standards, in addition to possible worlds, and that the relevant parameter *cannot* be seen as an implicit argument lexically associated with the expression. I will focus on predicates of taste and on accounts such as Max Klbel"s and Peter Lasersohn. I will show that the their "relativist" account, which models the taste parameter as a parameter of the circumstance of evaluation, and my "contextualist" account, which models it as an implicit arguments associated with the predicate, are, in fact, notational variants of one another. More precisely, I will show that given any sentence containing a taste predicate, and any given context, the two accounts predict the same truth value, and are, in that sense, semantically equivalent. To show this, I will define a bi-directional translation procedure between the two formal languages, then state the equivalence result, borrowing from known results from modal logic. If there are no genuinely semantic reasons for preferring one account over the other, what other reasons may there be? The phenomenon of faultless disagreement is often believed to be *the* motivation for relativist semantics for taste predicates. However, I will argue that there is no such thing as faultless disagreement: either the two parties genuinely disagree, hence if one is right the other is wrong, or the two parties are both right, but their apparent disagreement boils down to a misunderstanding. I will also briefly consider two other types of motivations: one related to the issue of *what is said* in statements of taste, and the other, to the behavior of the taste parameter in *belief reports*. The discussion in the second half of the paper leaves untouched, though, my central point, namely, the semantic equivalence of the two accounts. The upshot of my paper is, then, to show that when properly construed, there is less disagreement between contextualism and relativism than it may seem at a first glance. The choice between the two accounts, at least when we are talking about taste, turns out, then, to be largely a matter of taste.

PANEL

Tom Koole, *Relatedness as an interactional accomplishment*

When people interact with each other, they signal to other participants how their utterances or parts of utterances - are related to the prior discourse. In this panel we will focus on the methods participants use to signal different aspects of relatedness. We will use the term relatedness to avoid associations with research on coherence that looks at relatedness as a cognitive phenomenon of individual language users. In stead, we seek to study relatedness as an ongoing interactional accomplishment of participants in interaction. In real-time interaction, relatedness is not just a property of text-as-product, it is crucially an effect of actions, actions that are dymamic and subject to all the contingencies of spontaneous talk. Therefore we focus on the active ways in which participants establish and adapt relatedness on a turn by turn basis.
Initially, we can think of at least two fundamentally interwoven types of relatedness, action relations and referring relations. An investigation of action relations will include the already much studied phenomenon of sequential relations, as well as on a more global level the relations between activities within one interaction, and on a more local level, the relations between different actions within one utterance. While sequence organization provides for relations between actions (turns are taken in particular *positions* in sequences), once a turn unfolds it is the *composition* of the turn that is central to the way both action and relatedness are formulated. This is one starting point for the investigation of

referential relations in interaction. From a strictly linguistic perspective, reference can be concerned with topic organization and, possibly as part of that, with expressions that refer across utterances. But choices in referential form also propose and instantiate social roles and relationships between interactants and between a speakers and the object(s) of reference. We believe that explicit connections between the conversation analytic findings on reference formulation and findings from more linguistically oriented research have not yet been adequately articulated. In studying linguistic expressions of relatedness, we will identify quite different means of establishing relatedness such as placement (e.g. timing, adjacency), syntax, prosody (and possibly other phonetic means), and lexical elements (e.g. discourse markers, connectives, and referring elements).

Relatedness phenomena in interaction are not undealt with in research so far. To mention a few, there is Conversation Analytical work on sequential organisation (e.g. Schegloff 1995) and person reference (e.g. Schegloff 1996). There is Interactional Linguistic work on the use of syntax and prosody as means of bringing about connections and boundaries (e.g. Selting & Couper-Kuhlen 2001). The aim of this panel is to bring together studies from the perspective of relatedness, thereby establishing a linguistic rather than a social scientific perspective on language in interaction.

<u>Contributions</u>

[Koole Tom]
Elizabeth Couper-Kuhlen, *Relatedness and timing in talk-in-interaction*

In my paper I wish to build on a number of conversation-analytic findings concerning the timing of turn-constructional units and turns at talk and reflect upon their consequences for an appreciation of relatedness in interaction. There is, first, a sequence-organizational aspect to the timing of successive turns at talk in that contiguity, or close timing, is found within action sequences (Sacks 1995), but gapping is often encountered at sequence and topic closure (Couper-Kuhlen 1993, 2004). Second, there is a preference-related aspect to the timing of turns, with structurally preferred responses exhibiting well-timedness in relation to the prior, and structurally dispreferred ones exhibiting delays (Sacks [1973]/1987, Pomerantz 1984). Prima facie observation in both cases suggests a relatively iconic relation between the relatedness (or affiliation) of an action to a prior and the temporal proximity holding between them: if two actions are (preferentially) related, they tend to come close together in time. However, there are some more or less acknowledged exceptions to this regularity. For instance, there are abrupt-joins, where two turn-constructional units are latched, although it is their unrelatedness which is at issue (Local & Walker 2004). And there are preferred responses to certain types of news delivery which are expectably delayed rather than well-timed (Couper-Kuhlen 1993, Wilkinson & Kitzinger 2006). I will argue that such findings force us to rethink the putative iconic link between timing and relatedness in talk-in-interaction.

[Koole Tom]
Mike Huiskes, *Increments in Dutch interactions*

In this paper we will focus on increments: non-main clause constituents that are added by the same speaker to turns which, at a just prior point, are possibly complete syntactically, prosodically and pragmatically. Increments raise some interesting questions about the relatedness between the prior complete turn and the following increment. The first question is how the formulation of the increment signals its relation to the foregoing possibly complete turn. The second question is how the action constituted by the increment relates to the action that was realized by the foregoing turn. A third question concerns the relationship between the formulation of the increment on the one hand and the interactional status of the increment on the other. We will take two perspectives on these questions. In the first part of the paper we will look at the linguistic realization of the increment. In the second part of the paper we focus on the actions that are performed by the different types of increments and the way these increments are treated by in the ongoing interaction.

We will focus on two linguistic resources available to participants to signal the relatedness of the increment and the foregoing turn: the syntactic make-up of the increment and the prosodic realization of the increment. Dutch increments can take on a wide variety of phrasal categories: noun phrases, prepositional phrases, adjectival phrases and adverbial phrases. Syntactically we can distinguish between two types of increments: increments that are analyzable as a continuation of the foregoing clause and increments that cannot be incorporated into the syntax of the foregoing clause. Following Ford, Fox and Thompson (2002) and Schegloff (1996) we will call the first type of increments extensions and the second type of increments free constituents.

For the prosodic make-up of the increment we can make a similar distinction. We can distinguish between increments that are prosodically set apart from the foregoing utterance and increments that are prosodically integrated into the foregoing utterance. However, these two linguistic structures need not coincide; giving us four possible configurations. Although we find all possible configurations in our corpus, their frequency differs greatly. Most notably, free constituents that are prosodically integrated in the foregoing clause are rare. On the other hand, extensions *are* frequently realized in an intonation contour of their own.

In the second part we will analyze the actions that are expressed by these different kinds of increments. We will describe both the action relation between the increment and the foregoing utterance and the role of the increment in the

ongoing interaction (how the increment is treated by the participants). In this part we will also discuss the relationship between the syntactic and prosodic realization of the increments on the one hand and the action that the increments performs on the other. We will argue that, although the syntactic make-up of the increment plays an important role in signaling the relatedness of the increment to the foregoing clause, it is the prosodic realization of the increment that is pivotal for the interactional treatment of the increment by the participants.

[Koole Tom]
Tom Koole, *Doing appositions*

In one single turn, speakers often do more than one subsequent action. In this paper we will present an analysis of interactional side remarks of the bold printed type in this translated example from a Dutch news interview on the Katrina disaster in New Orleans:
IR: Uh when you look at this footage and these interviews >**were getting evermore now**< .hh then you can actually say that the race and class differences surface in a terrible way
Such side-remarks are called are known as parentheticals. Parentheticals may take different syntactic forms such as NP a ppositions or VP dependent or independent clauses (as in the example above). From an interactional perspective, we see that they may perform a variety of actions such as elaborations of the type in the above example, explications, accounts, and repairs.
The focus of this paper is on the ways in which speakers signal to their addressees that this remark is in one sense related to, and yet also disconnected from the surrounding talk. We will show that speakers basically use syntactic and prosodic means to do this. Syntactically, relatedness or disconnectedness can be achieved with the extent to which the apposition is syntactically embedded in the surrounding talk. For instance, in the above example the syntax of the surrounding talk does not need the apposition for its completeness, and thus syntactically sets it aside. As for prosody, speakers use different means in both the apposition, and in the talk surrounding it, to signal relatedness and/or disconnectedness. We will look at pitch contours, pitch resets, speech rate, pauses , and phenomena such as audible in-breath (see example above).
The analysis will be concerned with parentheticals in a corpus of Dutch news interviews

[Koole Tom]
Harrie J. Mazeland, *Second-speaker expansion of prior speaker''s sequential position*

In his 1990 paper "On the organization of sequences as a source of "coherence" in talk-in-interaction", Schegloff describes how the "relatedness" of a series of turns in a longer stretch of talk may be the result of an interactional type of action organization, the organization of sequences. The basic structuring principle of sequences is the *adjacency pair* format. In the first pair part of an adjacency pair, a participant launches an interactional project by doing an action that establishes the relevance of a specific type of next action by the co-participant. A question asks for an answer, a request urges a decision. In the pursuit of methodically optimal courses of action, participants may expand a sequence on structurally specifiable positions: before the first pair part of an adjacency pair (pre-expansion), between the first and the second pair part (insert expansion), and after the second pair part (post-expansion). Sequence expansion is often also interactionally structured as a form of adjacency-pair organization. Even if participants seem to talk about rather heterogeneous topics, they may ty their turns together as a coherent course of action by shaping them as a base adjacency pair that is expanded in systematic ways.
In my talk, I want to examine a different type of expansion: *position expansion*. In multi-party interactions, a participant may ty his or her next turn to prior speaker''s turn by shaping it as an addition to the action that is done in prior turn. Current speaker shapes his turn as a second speaker''s contribution to the same action as prior speaker did. The speaker does not further or expand the sequence, but redoes the sequential position of prior speaker''s contribution by adding to it in a way that both corroborates and recycles it. A second-speaker position expansion differs from collaborative completion of an ongoing turn. And although a participant may elaborate on prior speaker''s turn as a way of affiliating with it, a second-speaker position expansion is not shaped as a fitting sequentially next action. Rather, the speaker will provide independent materials for doing the same action or taking the same position as prior speaker did. Second-speaker expansions of the same sequential position typically are prefaced with "and", they refer to prior turn with deictic devices like "that" and they may display constructional dependence on prior speaker''s TCU by such "negative" features such as a missing matrix verb or a zero subject.
I will explore this phenomenon in a small corpus of meeting talk (work discussions). In this setting, a second-speaker addition to prior-speaker''s action appears to be deployed as a device for faction building. The speaker establishes him or her self as a member of some locally relevant "we". The members of this group not only share the same epistemic resources but also evaluate them the same way.

[Koole Tom]
Leendert Plug, *Relatedness and linguistic design in interaction: Observations on a Dutch discourse marker*

Relatedness can be approached from at least three perspectives: linguistic focussing on how the linguistic design of an utterance shows its relation to prior or subsequent utterances; sequential focussing on how the action implemented by an utterance relates to prior and subsequent actions in a sequence; and interactional focussing on how interactants relate to each other through their utterances. This paper explores the relationship between these perspectives on the basis of a study of the use and distribution of the discourse marker eigenlijk in a corpus of spontaneous Dutch conversation. From a linguistic perspective, eigenlijk is typically involved in marking an utterance as contrastive to that before or after it. From an interactional perspective it is used in speaking turns or turn constructional units that implement actions such as correcting, contradicting, reformulating and refining own or other participants talk. From a sequential perspective, several contexts can be distinguished in which eigenlijk occurs in such turns or turn constructional units. This paper describes several of these, building on the analysis presented in Plug (2005). The paper focusses on firstly stretches with eigenlijk which offer a reformulation of prior talk by the same speaker, or mark an implication of prior talk by the same speaker as inaccurate or unmotivated; and secondly stretches with eigenlijk which mark an assertion or assumption in another speakers prior talk as inaccurate or unmotivated. It shows that the interactional function of the stretch with eigenlijk is highly consequential for its linguistic design: for example, the syntactic placement and phonetic form of eigenlijk are different between the two contexts, and other linguistic differences can be observed throughout the stretches. Thus, this paper contributes to our understanding of how interactants mark the relation between current and prior utterances through lexical, phonetic and other linguistic means, and shows that in relating an utterance to its context, it matters to whose utterance the relation is made. Reference Plug, Leendert 2005. From words to actions: The phonetics of eigenlijk in two pragmatic contexts. Phonetica 62. 131-145.

[Koole Tom]
Gareth Walker, *On the design and use of pivots in everyday English conversation*

In everyday English conversation, talk can be produced which is simultaneously a grammatical ending of what precedes it, and a beginning of what follows (e.g. "that"s what I'd like to have"; "what I'd like to have is a fresh one"). These "pivot" constructions provide for the exploration of locally organised relatedness, i.e. the relatedness of components within a single turn turn at talk, in terms of both their linguistic design and pragmatic usage.
The data-set for the study consists of 33 instances of the phenomenon, drawn from audio recordings of approximately 11 hours of everyday telephone conversations involving friends and family members, and recorded in Britain and North America.
This paper reports on two aspects of the phenomenon.
The first concerns the ways in which the pivot (shared) element is shown by its producer, via grammatical and phonetic means, to be related to the talk which precedes the pivot (the pre-pivot), and to the talk which follows the pivot (the post-pivot). Phonetic features to be discussed include features of pitch, loudness, duration, and articulatory characteristics. The syntactic variation observed within the data-set is empahsised. The pivot constructions are shown to vary in terms of (i) the syntactic complexity of the pivot element; (ii) the different syntactic functions of the pivot element depending on whether the the pivot is interpreted as an end to what preceded it, or as a beginning to what follows; (iii) the extent to which syntax alone renders intepretation of some element of the turn as simultaneously part of two structures.
The second aspect of the phenomenon to be discussed concerns the relatedness of the action implemented by the [pre-pivot]+[pivot] complex on the one hand, and the [pivot]+[post-pivot] complex on the other. Turns built with pivots are found to be most often --- though not exclusively --- engaged in assessing, enquiring, or
reporting. Although sometimes the action mobilised by each complex is the same, they may differ. That is, the [pre-pivot]+[pivot] complex implements one action, but the [pivot]+[post-pivot] complex implements
another. The relatedness of these actions to one another, and the interactional motivations for these shifts from one action to another without a point of possible turn completion, are explored on a
case-by-case basis.

PANEL

Katia Kostulski & Antonietta Specogna, *The interlocutory logic: developments and future of a theoretical perspective*

The interlocutory logic, as a theory of the conversations language component, their process and their organisation, is nowadays at the centre of a scientific activity for an important number of researchers in France and in other countries. This approach of the interactions, based on a dialogical of the general semantics, reveals its originality from the combination, on the conversational analysis, of the speech language theory and from the formal logic. According to this theory, a conversation builds itself by the realization of the language acts that occurs sequentially. This theory brings

several pragmatics elements on several different fields in Psychology: minds foundation, therapeutic processes in clinical psychology, development, pathology, group phenomenon and work. It is probably in development psychology from an historical and a cultural perspective that this theory has the main echo. Applied to children, it allows exposing the way that very young children have an access to the language or the interactional process that occurs in the psychological development for children at school. In the case of adults, and in a dialog studied with the theories of activity, it allows approaching the relation between mind and language, but also the processes that take place in the development of mind, working activities and organizations. It allows also renewing the questions in professional training and collaboration at work. In psychopathology, it allows to characterize the behaviour and the reasoning in some mental pathology in their conversational realization, but also to evaluate the effect of certain psychotropic medicines on the pathology. In clinical psychology, it allows to reveal the interactional functioning in some psychotherapeutic or clinical practices. If the theory itself has found important conceptual and methodological developments in recent work of the Groupe de Recherche sur les Communications (GRC), the interlocutory analysis with this theory has allowed that different research domains already mentioned find in theoretical, methodological or epistemological developments in this approach the way to move or renew some scientific paradigms. This is on these changes and consequences that we want to focus on during this congress. For this purpose, if the interlocutory logic allows to move some scientific paradigms in several fields of Psychology, in different fields of the interlocutory logic was only possible due to some transformation, more or less important, of the initial theoretical model or of the analysis methodology that is used, that changes it or that interrogates it back. In the same way, different epistemological movements can carry the practices diversity of this theory, but on which conditions? Which concepts or theoretical basis are held? Which analysis component (the micro-components of the act properties, the macro-components of the conversations hierarchical organization) allows making this theory evolving as an efficient model to treat diversified questions? This symposium is proposed as an invitation to share and to discuss established developments but also the future of this theory in Psychology.

Contributions

[Kostulski Katia]
Martine Batt, Alain Trognon & Valérie Saint-Dizier, *An algebraic model of discourse hierarchical analysis in interlocutionary logic*

The purpose of this communication is to present and illustrate some of the interlocutionary logic Theory's (IL) recent advancements. In the IL, utterances are analysed relative to their position in the conversation. These positions are appreciated relative to two points of view. Firstly, each utterance's logical form is a formula $F: < Mi, \{Mi\text{-}k\}, \{Mi\text{-}k\} \vdash Mi, RD, DG>$. Mi is the movement of the dialogue expressed by the utterance ei. Mi-k is the set of movements (premises) which Mi is deduced from (as a conclusion). RD is the set of dialogue rules used in this aim. DG is the dialogue game(s) played by the interlocutors. Secondly, the syntactical structure of each utterance ei is expressed with a vector-line of the matrix formalizing the discourse fragment which contains ei. So, with matrix calculations, it is possible to compare different discourses. We will discuss the implication of our findings to identify the Dialogue Games. We will illustrate this presentation by the study of an interaction between a neurologist and a patient. The interaction is extracted from a predictive neurological consultation.

[Kostulski Katia]
Katia Kostulski, *Mind and speech relationships through interlocution: tools for development?*

This contribution purposes a theorical and clinical question in Psychology : the question of relationships between mind and speech and of the development of those relationships. Interaction with others, in a vygotskian perspective, constitutes a way of a possible subjects development. That is why interaction is used as a symbolic tool in the practice of Psychology. We interrogate those relationships first from a Pragmatics field, because they can be realized in a natural speech form : conversational interaction. We think it is possible to reveal, by the way of interlocutory analysis, some psychological properties of speech realization in conversation. The Interlocutory Logic, as a theory of interlocution and an analysis method, provides high quality pragmatic models of conversational dynamic. The interpretation of those models must also be supported by a psychological theory of what Vygotski (1925/2003) called subjects internal movements, that cannot be directly observed. So we mobilize the historico-cultural perspective of the Clinic of Activity (Clot, 1995, 1999) that allows this interpretation. The encounter of these different perspectives has some theorical, epistemological and methodological consequences on both of them. After a theorical presentation, we will examine and discuss the analysis levels of interlocution that enables us to approach this question.
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[Kostulski Katia]
Michel Musiol, Alain Trognon & Daniel Coulon, *Comment opérationnaliser l'introduction du raisonnement par défaut dans l'interaction verbale ? approche historico-conceptuelle en Logique Interlocutoire*

Depuis ses tout premiers développements (Trognon & Brassac, 1992), la Logique Interlocutoire progresse et se développe comme une théorie de l'organisation logico-discursive de l'usage de la parole en interaction. Cet usage de la parole en interaction y est donc conçu comme un événement temporel ou processuel, distribué et dialogique. Il consiste en un événement, sinon communicationnel, en tout cas relationnel. Il en résulte que le sens pouvant émerger pour l'un ou l'autre interlocuteur au cours de l'enchaînement conversationnel y est toujours « en question », et que la fixation intersubjective de celui-ci est toujours « défaisable » ou annulable compte-tenu des contraintes naturelles pré-citées associées à l'interaction verbale. Ces contraintes naturelles sont autant de propriétés empiriques qui servent de point d'ancrage aux prémisses de la Logique Interlocutoire, laquelle puise sa source, notamment, dans la tradition de la philosophie formelle. Mais la philosophie formelle aborde traditionnellement les contraintes liées à la communication plutôt à l'aide de modèles monotones. Cette communication a pour objectif de montrer comment la Logique Interlocutoire explicite ces contraintes naturelles sur la base d'une approche formelle dynamique depuis maintenant une quinzaine d'années. On montre ainsi comment, à l'occasion de l'un de ses développements, la Logique Interlocutoire a utilisé la notion de « défaut », d'abord en l'envisageant de manière intuitive comme un révélateur possible de cette propriété fondamentale de l'interlocution (Trognon & Brassac, 1992 ; Trognon & Kostulski, 1999), liée au problème de la fixation intersubjective du sens. On montre ensuite comment un formalisme pertinent a pu lui être associé (Trognon & Coulon, 2001) et, enfin, comment ce formalisme a donné naissance à une véritable règle de raisonnement par défaut affublée d'un opérateur spécifique (Musiol, Trognon, Coulon & Bocéréan, 2006).

[Kostulski Katia]
Nadine Proia-Lelouey, *Alliance psychothérapeutique : Analyse pragmatique et socio-cognitive d'un échec*

L'objectif global de nos recherches est de cerner les processus en jeu dans les différents dispositifs psychothérapeutiques. Il s'agit plus précisément d'analyser les interactions verbales psychothérapeutes/patients afin de mettre en évidence les particularités propres à ce type de situation communicationnelle (Proia 1995, 1996, 1998, 2003, 2005, 2006). Afin de réaliser ces objectifs, nous effectuons des analyses interlocutoires de corpus constitués d'entretiens psychothérapeutiques selon la méthode mise au point par Trognon et collaborateurs (cf. infra). L'entretien dont il sera question dans le présent travail s'est déroulé dans un centre français pratiquant des thérapies familiales d'orientation systémique d'obédience selvini-palazzolienne. Il s'agit en fait de la première rencontre thérapeutes/patients suite à une injonction de soin après un signalement pour maltraitance. Il réunit une mère et son jeune garçon (âgé de 4 ans) d'un côté et, de l'autre, un thérapeute assisté de deux co-thérapeutes placés derrière une glace sans tain . Tout en indiquant énergiquement tout au long de l'entretien qu'elle ne se sent pas concernée par l'injonction de soin, la mère, après quelques échanges, signale que son fils ne supporte pas l'autorité et plus particulièrement la sienne. Il s'agit d'un moment capital pour l'entretien puisque cette dame exprime (enfin) une situation gênante à partir de laquelle une demande de soin pourrait émerger et ainsi justifier cette prise en charge psychothérapique imposée par la justice. De plus, la définition de ce problème pourrait permettre de sortir l'entretien du registre très conflictuel dans lequel il s'est d'emblée enlisé. Il est donc justifié, que le psychothérapeute se centre, comme il le fait, sur cette question. Le problème tient alors à la manière dont il amorce ce travail. Dans le dispositif construit par Selvini-Palazzoli, l'hypothétisation tient une grande place (au même titre que l'interprétation en psychanalyse). Ce processus d'hypothétisation repose sur la formulation par le thérapeute d'une hypothèse basée sur les informations qu'il possède à propos de la famille qu'il est en train d'interviewer. Il est intrinsèquement lié (comme l'interprétation à la libre association) à un autre processus, celui de circularité basé, quant à lui, sur la capacité du thérapeute à conduire son investigation en se référant aux rétroactions de la famille en réponse aux informations qu'il sollicite sur leurs relations (Selvini-Palazzoli, Boscolo et coll., 1987). Or, le travail de circularité n'a pas lieu dans cet entretien. Cela pouvait tenir à des raisons circonstancielles (jeune âge de l'enfant, absence de l'assistante sociale) mais nous pensions que ces éléments n'épuisaient pas notre interrogation à ce sujet et nous avons souhaité poursuivre nos investigations. Nous allons, dans un premier temps, présenter l'analyse qui a permis de mettre en évidence l'hypothèse du clinicien et son devenir dans les échanges avec

l'usager. Nous utiliserons pour cela l'analyse interlocutoire, modèle intégré d'analyse des conversations qui articule propriétés des actes de langage et propriétés séquentielles des conversations. Nous tenterons ensuite de comprendre la démarche cognitive du clinicien. Celle-ci semblant en effet contre-productive du point de vue psychothérapeutique, il paraissait fondamental de comprendre comment et pourquoi le psychothérapeute la poursuivait néanmoins. Nous avons fait appel, pour cela, aux travaux réalisés sur le test d'hypothèse et le biais de confirmation en psychologie du raisonnement mais surtout en psychologie sociale.

[Kostulski Katia]
Christine Sorsana & Alain Trognon, *Historical review of the place of interaction analysis in psychology and new research perspectives*

Among the individual's previous knowledge, there are two main "principles" (Beaudichon, 1990): a) when one cannot realise something by his/her own, he/she must ask for some help; b) it is more pleasant to do something with somebody than to do it alone ! Even if the first studies on interaction in psychology began within the 1960's (Scheflen, 1966), the problems of definition, of measurement and of analysis that such investigations are raising up continue to feed interrogations, debates and polemic (Duncan & Fiske, 1985; Py & Grossen, 1997). Moreover, the concept of "interaction" is not only at the core of the Social sciences research but it is also a challenge in Physical sciences as in Life sciences. An historical review of the place granted to the analysis of interaction in psychology brings to light the fact that it was gradually defined as an object with complex characteristics. In line with such investigations, we will see that today current research consists in studying the conversation as a complex, structured and multifaced object which has to be analysed at both global and local levels (Trognon, 2002; Trognon & Batt, 2005 a, 2005b; Trognon & Sorsana, 2005). The aim of this communication is to propose a) a report which summarizes the main difficulties related to the study of the conversational interaction on the cognitive development and the functioning of thought and b) to put in debate the new research perspectives.

[Kostulski Katia]
Antonietta Specogna, *Teaching activity analysis: contribution of the interlocutory logic*

The objective of this communication is to show how the interlocutory logic takes its place in the teaching activity analysis. Indeed, we will show as training consultant how the interlocutory logic can explain reasoning used by the interaction partners by analysing the verbal interactions expressed by the actors at school, such as teachers or students. Moreover we will show how we succeed in modelling the work done by the teachers to induce the students to serve their apprenticeships, to induce the teachers to develop their professional abilities. To perform this activity, we are using the theoretical framework provided by the interlocutory logic combined with the one of activity analysis (Pastr 2004, Vergnaud 2000, Rogalski 2003). We will show how the verbal traces reveal the teaching activity by pointing out which are the reasonings made by the teacher to realize his work and to answer to students needs. Our presentation will be based on empirical data to develop the analysis model that allows us to reveal our result. For this research, we have chosen the analysis of verbal interactions in working situations using the theory and the methodology of the interlocutory logic, and more specifically the interlocutory analysis. The interlocutory logic allows describing a system of mind that emerges between the verbalizations done by people who interact. It allows also bringing to the fore the socio-cognitive organization linked with the verbal production through various logical theories. In this purpose, the interlocutory analysis is built on several theories. The illocutory level is split in the theory of hierarchical structures, the illocutory logic, the intentional logic and the conversational level (Specogna 1998). Moreover, it refers to the satisfaction concept of speech language (Brassac & Trognon 1992; Spigolon & Specogna 2000). The main objective of the interlocutory analysis is to reveal the evolving working traces through interactions and what they signify. It is also to show how the process that takes place during the conversational series. To do that, it uses a conversational theory of interaction and allows showing how the interaction process generates social representations and social relations. It also allows showing how cognitions are built up as the interaction progresses and how relations are weaved. When people talk, they are thinking and they are in touch with others and, because they are in touch with others, they think (Specogna 1998). To complete the interactional analysis we used work analysis. In fact, to analyse the subjects activity, we observe the subjects action and his reasoning related to the action. We take into account the purposes expressed during the action, because they contribute to the activity realized by the subject, and the purpose on the action itself (Specogna 2007, to be published). Understanding the dynamic of the activities to understand work is essential. Analysing work is also giving a central place to the subject. Indeed, when a subject realizes a task, he reasons and in certain collective situations he can consider his purpose in collaboration with his colleagues. To account for the subjects activity, when need regard of the language while it is used, of the language into acts and of the language about the action. To do that, we are referring in particular to the theoretical framework developed by Gerard Vergnaud with the idea that an operator realizes his work using a specific scheme to the current situation.

[Kostulski Katia]

Alain Trognon, *Historical epistemology elements of the interlocutory logic*

The very first element of the interlocutory logic starts from the 80s when I passed my Philosophical doctorate in arts and human sciences. At the time of this work still dominated by the structuralism influence, my aim was to find in the psychology domain (Cf. Trognon, 1969) an alternative to the indecision of the radical translation problematic (Quine) to which this domain has, de facto, still to face. In epistemology, the indecision of the radical translation is conceptually approached. In psychology, this problem is empirically approached by using statistical control procedures or interactional procedures (Cf. the clinical conversation invented by Piaget). However, this is still the same matter. Because it avoids the double problem of relativism and revelation, the solution that seemed to me the most integrative one at this time was to transfer the analysts interpretation activity to the relation it establishes by analysing. And because the indecision of the radical translation is in action as soon as someone is in relation with someone else, this interpretation was focusing on its role in the treatment of the indecision of the radical translation. If I had to indicate the main writing that was presenting more or less clearly this problematic, I would mention a paper published in 1983 inside Sociologie du Sud-Est. Revue de Sciences Sociales, which was entitled La construction de lespace dialogique: la signification rcurrente. The main idea of this paper is that the sign signification during the interaction is co-elaborated by the interlocutors from the auditors reaction on his perception of the sign. In psychology excepted, this idea was not especially new in 1983: Francis Jacques had already published Dialogiques (1979) and the main theses of the conversational analysis were already known (Pragmatics, written by Levinson was written in 1983). But this may be its formulation that would have been promising, in any case if it is retrospectively analysed starting from todays interlocutory logic. This formulation was indeed focusing on the five main dimensions of the indecision of the radical translation in psychology. First of all, it was orienting the research to the processes implemented in the co-elaboration of an interpretation. The model of the conversational organization in the context of misunderstandings illustrates this dimension (Cf. Trognon et Saint-Dizier, 1999; Trognon, 2002). The main intermediary steps are described in Trognon, 1991a-b; Trognon et Brassac, 1992; Trognon et Ghiglione, 1993. The benefit of this model is to explain a well-known phenomenon in conversational analysis (Roulet et al., 1985; Sbiza, 1991; Clark, 1996). The principal consequence of the interaction is to replace the locutors intention (which is the domain of the speech acts) by the intention that the interlocutors agreed to give to the locutor. Starting from this point, the 1980s formulation was imposing on one side an analysis of the components on which occurs the previous processes, and on the other side the creation of rules to articulate these ones in a structure, including the discovery of the formal methods adapted to this goal. It is so that the speech acts are in interlocutory logic (like in most of the discourse analysis) the basic elements of the interlocution (Trognon, 1991a-b; Trognon et Brassac, 1992; Trognon, 2002). The publishing of Foundations of illocutionary logic (Searle et Vanderveken, 1985) and, especially, of Meaning and Speech Acts (Vanderveken, 1990) have been crucial about that. Enlarged to the General semantic, the Gentzens findings and, especially, the Hintikkas findings and the one of his students (for which a synthesis was needed) went more or less naturally thoroughly into the previous results (Cf. Trognon et Kostulski, 1999; Trognon, 1999; Trognon et Batt, 2003, 2006a-b-c). The 1983s formulation was questioning the psychosocial effects that these processes generate on their agents and to the cognitive competence required for their implementation. The model of learning in interaction is the concern of this aspect (Cf. Trognon et Batt, 2003; Trognon, Batt et Sorsana, 2006; Trognon, Batt, Schwarz, Perret-Clermont et Marro, 2006, Trognon, 2006), but also a model of denegation in Trognon et Batt, 2006. The works that concerns schizophrenia (Trognon, 1985, 1986, 1987, 1992, Trognon et Musiol, 1996; Musiol et Trognon, 2002), autisms (Trognon, 1992; Trognon et Collet, 1993; Trognon, 1997) and other mental perturbations are also in concern with this aspect.

<u>PANEL</u>

Tamar Kremer-Sadlik & Marilena Fatigante, ***Doing the right thing: The discursive portrayal of good parents and moral families***

This panel focuses on the discursive construction of parents as moral persons; how parents depict themselves in interaction as good and right persons in relation to their children, family, and their life worlds. Research on morality highlights the fulfillment of socio-cultural expectations and duties connected to one"s role and relationships as one aspect of being moral (Williams 1985, MacIntyre 1984). Studies have highlighted the prevalence of morality in family life, as parents are held accountable not only for their actions and the effect that they have on their children, but also for their own childrens actions (Strong 1979, Tannen & Wallat 1987, Aronsson 1991, Sterponi 2003). As such, the role of parents embeds multi-layered morality: the desire to be a good person, to raise moral children, and to create a moral family unit. Talk about family matters, such as children"s education, family time, and health, as well as talk during family activities, for example during food preparation, mealtime, and shuttling children to extra-curricular activities, often provide the place where interactants make relevant the construction of themselves as moral beings. Through analyses of videotaped everyday naturalistic parent-child interactions and conversations between parents and researchers in interview settings, the papers in this panel examine how parents engage in moral discourse and address the complexity of multiple moralities. Drawing on perspectives from discursive psychology, linguistic and cultural

anthropology, and using discourse analytical methodology, the papers in this panel examine a range of topics and opportunities in which discourse among family participants indexes moral claims, obligations and responsibility. Paugh & Izquierdo explore how parents talk about health in narratives elicited in interviews and occurring in everyday family interaction, highlighting that evaluations of parents" everyday activities associated with health (e.g. food consumption and exercise) may index other personal characteristics like individual morality, responsibility, agency, and control. Fatigante, Kremer-Sadlik & Fasulo examine the interactional and reflexive construction of morality during interviews with American and Italian parents. They find that both researchers questions and parents responses are loaded with moral implications when discussing work and family life. Sterponi studies morality as situated activity and explores the discursive practice of accountability as an avenue for understanding how morality is enacted and transformed in everyday family interaction. The paper analyzes how family members construct their individual and collective moral identity through requests for accounts and different kinds of remedial responses. Aronsson & Cekaite investigate how morality is negotiated in parent-child interactions focusing on directives and directive trajectories. The paper discusses these episodes in relation to the co-construction of social order. Finally, Giorgi looks at how moral concerns emerge when immigrant Moroccan parents discuss their everyday practices with the researcher. This paper offers insights into how parents' accounts provide resolutions to moral dilemmas and reconstruct personal and moral coherence. The panel explores the discursive construction of morality, moral persons, and moral families in talk about family life and during everyday family activities, as parents attempt to depict themselves and their families as doing the right thing.

Contributions

[Kremer-Sadlik Tamar]
Karin Aronsson & Asta Cekaite, *Getting things done in family life – Directive trajectories and moral order*

Recently, Goodwin (2006) has shown ways in which family life directives may take varying shapes, including distinct *trajectories*, that is, different ways in which a directive or request is pre-announced, issued and eventually carried out (or not carried out).

In our present work, we will similarly show ways in which both parents and children formulate requests and demands in connection with getting things done within family life routines, and how these requests involve protracted negotiations on the part of parents and argumentative work on the part of children (e.g. defending non-compliance).

Our data draw on a larger study of in-depth comparative analyses of the everyday lives of middle class families, residing in Italy , Sweden , and the United States . In each site, the research team has video recorded a week in the life of each family, focusing on how family members engage in the multifold tasks, activities, and responsibilities that characterize dual-earner households in which parents are expected to juggle diverse, and at times conflicting demands in the home. Naturally occurring directive trajectories between parents and children are the analytical events of the present paper

In our data, directive trajectories can not be seen as unidirectional processes. They always involve interactional events. Such interactions involve time consuming negotiations, where each move is intimately contingent on the co-participants prior action**.** In the everyday lives of our Swedish families, directives involve substantial emotion work on the part of parents (e.g. playful mode, positive affect, prompts, praise, consolation or indirect threats) and argumentative skills on the part of the child. Everyday directives recurrently require extensive *face work* (Goffman, 1967), especially on the part of the executive party (mother/father) who issues the directives. Yet, as shown by Goodwin (2006), such trajectories need not be restricted to verbal mitigation or aggravation of directives. What we will call *embodied guidance* is one way of closely monitoring childrens actions through a step-by-step verbal and nonverbal modelling of their next moves.

The present directive trajectories tend to be infused with local ideas about moral and immoral behaviour. Notions of morality are intimately linked to the participants ways of invoking accountability. For instance, the children are held accountable for cleaning or not cleaning their teeth or for tidying up or not tidying up, as well as for listening or not listening to directives.

Moreover, some of the parent-child negotiations involve complex alliances, where a parent may align with one of the children in ways that can be seen as face threatening by the other parent. Both parents are at times held accountable by the other party; for instance, when his/her directives are not coordinated with those of the other parent. Everyday morality is thus a pervasive issue in directive trajectories, both between children and parents and between the two parents. In this study, we present in detail some of the ways in which morality is embedded and sequentially unfolded in these events.

[Kremer-Sadlik Tamar]
Marilena Fatigante, Tamar Kremer-Sadlik & Alessandra Fasulo, *The emergence of moral parenthood within the ethnographic relationship*

Previous studies (Aronsson 1991, Strong 1979, Tannen & Wallat 1987) have analyzed the construction of parents morality in institutional settings such as visits to the pediatrician office. Topics related to the management and protection of the child""'s health often precipitate the emergence of explicit discursive maneuvers on who is morally entitled to claim knowledge over the child (Stivers 2005), and the ""right"" and ""good"" ways of caring for her (Heritage & Lindstrm 1998). These formal interactions are particularly threatening to parents"" face because they "are confronted by professionals who have socially sanctioned rights to ""know better"" about how their [parents""] obligations" towards their children (Heritage & Lindstrm 1998:399). Parents"" orientation towards presenting themselves as moral is not exclusive to interactions within institutional settings, but occur routinely in everyday life. Burdened by the responsibility to provide care and foster wellbeing in their children, parents are inherently engaged in a moral quest to be moral parents and raise a moral family. This paper examines the interactional and reflexive construction of morality in which parents engage during interviews and everyday activities. We draw on a corpus of videotaped naturalistic social interaction and in-depth interviews of 32 dual-earner American families in Los Angeles, California and 8 Italian working families in Rome. Using Discourse Analysis and Conversation Analysis methods, this paper examines sequences taken from interviews with parents as they talk about how they cope and manage to find balance between the demands of work and family life, and during videotaped naturalistic interaction between parents and children at home. Analysis of the interviews shows how the moral relevance of certain themes is collaboratively and sequentially achieved through both the interviewer""'s design and formation of questions and the parents"" responses. Investigation of family interaction reveals that the construction of parents"" morality is sensitive to different layers of participation (e.g. who is the addressee? Who else is present?), and to the contexts within which the interaction takes place (e.g. spouses planning next day""'s schedule, directing children to accomplish a task), but that it also produces local interactional outcomes (such as terminate an argument or assert a rule). In the analyzes of both interview and everyday interactions we consider the presence of the researcher and camera as possibly invoking not only an observing and potentially judging third party, but also an institutional representative who, similarly to the medical professionals, may be viewed as having authority to scrutinize parents"" practices as moral. Finally, the paper discusses the findings in relation to the cultural preferences towards parenthood and family in the two contexts.

[Kremer-Sadlik Tamar]
Sabina Giorgi, *The construction of morality in Moroccan families between social transformation and emigration*

The paper examines the way moral issues are discussed by family members in Moroccan families.
In a cultural system such as the Moroccan, where the roles -and their obligations and responsibilities- are strongly structured, social shared and constructed, the morality seems to assume a central position in the everyday life, above all in terms of honour and reputation (Gilmore 1982; 1987; El Harras 1996).
The everyday life of families -their ordinary practices and discourses- is the preferential context for the emergence and the study of morality, because morality "is embedded in and is an outcome of everyday family practices" (Ochs, Kremer-Sadlik, 2006). Through the analysis of videotaped family interactions and interviews between parents and researcher - collected by an ethnographic research on two middle-class working families in Morocco and on two Moroccan families emigrated in Italy- we want to explore how moral concerns emerge both in the kind of topics that are selected or commented by the participants (either the researcher and the parents), and in the way parents discursively portray and account for certain aspects (practices and roles) of their everyday life. We aim to analyze how Moroccan parents discourses may invoke conflicts related to the concurrent management of the different duties and the different moral framework which sustain their spheres of life [work, family, religion, tradition] above all in families where both parents work outside home; at the same time, we aim to show how, as parents account [i.e. give a rational explanation] for their everyday practices and their moral choices in front of the researcher, may provide a locus for the resolution of moral dilemmas and the reconstruction of a personal and moral coherence.
The paper finally discusses the changes that the discourses on morality undergo when analyzed in Moroccan immigrant families.

[Kremer-Sadlik Tamar]
Amy Paugh & Carolina Izquierdo, *Negotiating Morality in Narratives of Health*

In American society, health is often conceived of as an "achieved" state, originating in the individual with moral implications for not achieving a particular ideal. Evaluations of one"s everyday activities associated with health and well-being, like food consumption, exercise, alcohol intake, smoking, work, and so on, may index other "personal" characteristics or traits, like individual morality, responsibility, agency, and control. This paper explores how dual-earner, middle-class American parents talk about health in narratives elicited in interviews and naturally occurring in everyday interaction. We draw on a corpus of videotaped naturalistic social interaction and in-depth health interviews among 32 dual-earner American families in Los Angles, California. The data was collected as part of an interdisciplinary research project on working families conducted by the UCLASloanCenter on Everyday Lives of Families (CELF), directed by Dr. Elinor Ochs. In interviews, working adults employ metaphors of "fixing" their health

and "modeling" good health for their children; yet, observation of their daily activities illustrates the difficulties they face and compromises they make as they enact health in everyday life. By exploring the discursive construction of health and morality in family interaction, the paper finds that maintaining family health entails a complex process of negotiation between individual desires and overarching goals and ideals for the family. This process is affected and constrained by the demands of work, school, and other activities, as well as by pervasive influences from the media. The paper finds that for families living in Los Angeles, the construction of health including what it means to be a healthy individual, a healthy family, and a health-conscious parent is a complex and intrinsically morally laden process.

[Kremer-Sadlik Tamar]
Laura Sterponi, *Talking and acting as a moral family: co-constructing accountability and negotiating responsibility at dinner table*

This paper approaches morality as situated activity and explores the discursive practice of accountability as an avenue for understanding how morality is enacted and transformed in everyday family interaction. In particular, this paper focuses on the ways family members single out and depict untoward conducts or events, mobilize responsibility for those problematic occurrences, and offer or elicit remedial moves. Analysis of account episodes in 60 videotaped conversations of 20 middle-class Italian families, indicates that distinctive ways of signaling and formulating the problematic event activate different dimensions of moral reasoning and project distinctive preferred responses for overcoming that event. In this way, the relevance rules and the systems of preference that organize account episodes implement the familys moral beliefs and ethos. Furthermore, the present study reveals that accountability in family discourse is overwhelmingly a collective activity. Whenever a problematic conduct is singled out, multiple dimensions of responsibility are mobilized: most frequently, when a childs conduct is put in question, parents are explicitly or indirectly called to account for their own actions as educators. Interpersonal moral positioning and the discursive construction of a moral family emerge thus as deeply intertwined.

PANEL

Amelia (Amy) Kyratzis, Jennifer Reynolds & Ann-Carita Evaldsson, *Multilingualism, Register-/Code-Switching, and Identity in Children's Peer Play Interactions*

Language socialization studies are dedicated to relating childrens (linguistic) knowledge and performance to the social and cultural structures and ideologies that give meaning and identity to the (adult) community (Schieffelin & Ochs 1996). This focus on language and culture can be taken to childrens peer groups, in which children build social and cultural structures that differ from those of the adult community. Recent work on childrens peer language socialization from linguistic anthropology, developmental pragmatics, and sociology has begun to examine how children build their own cultural worlds through language (e.g., Cook-Gumperz, Corsaro, & Streeck 1986; Corsaro 1985, 1997; Ervin-Tripp & Mitchell-Kernan 1977; Goodwin 1990, 2006, Kyratzis 2004). This panel continues the theme of a panel that Marjorie Goodwin and Amy Kyratzis co-organized at the IPrA meetings in Riva del Garda, Italy in July 2005 on children socializing children. The panel papers illustrated several ways in which children appropriate language structures available in the adult culture (assessments, categorization devices, role-associated control act forms, greetings), actively subverting them, and recombining their features to organize the social and moral order of their own peer groups (Goodwin & Kyratzis forthcoming). The current panel extends this theme by focusing on the peer language socialization of children growing up in multilingual communities, and how the children use code-switching and other language resources among themselves to align themselves in certain ways, to create moral stances, and to negotiate their own valued identities in their moment-to-moment interactions. The papers use ethnographic techniques for recording natural conversations of children in friendship and sibling groupings.

Contributions

[Kyratzis Amelia (Amy)]
Asta Cekaite & Ann-Carita Evaldsson, *Immigrant children's code-switching practices in a Swedish monolingual school context*

The present study examines the ways in which immigrant childrens code-switching practices actualise the dominant monolingual school ideology. The focus is on childrens code-switching practices as part of ongoing classroom activities. Theoretically, this work draws on sociolinguistic and anthropological research which involves detailed observations and analysis of code-switching behaviour (Paugh, 2005; Rampton, 1995; Woolard, 2004). Previous research on code-switching has found that childrens contrasting language choices have a range of stylistic and pragmatic functions

(Cromdal & Aronsson, 2000; Paugh, 2005; Woolard, 2004). Recent scholarship on code-switching in multiethnic educational settings has demonstrated how the hybrid interactional and cultural norms are invoked through codes-switching practices (e.g., Rampton, 1995). However, how children exploit the monolingual norm for their own practical purposes has received little systematic attention.

The present data draws on videorecordings of immigrant children""s peer interactions in monolingual classrooms in two different Swedish school contexts located in low-income multiethnic suburbs : 1) an immersion classroom for 7-10 year olds (all children were non-native speakers who had recently arrived to Sweden), 2) a regular first-grade classroom (7 year olds) in a multiethnic elementary school setting. The method used in the present study combines ethnographically based work, with conversation analytic (CA) examination of talk-in-interaction. Particular analytical attention is paid to the interactional functions and the sequential organization of these practices in the monolingual classroom discourse.

As will be demonstrated, the immigrant children in foci deploy code-switching for different playful purposes. For example the children use code-switching to distance themselves from the teacher""s talk by appropriating the preferred turn structure, impose meta-commentary on the teachers talk, initiate a competing conversational activity, or playfully embellish the teachers talk. In the peer group, c ode-switching is also used for commenting and criticising other childrens language choice, speech, actions and classroom demeanor , for asserting ones position, and indexing their own peer group stances towards the dominant monolingual ideology of school. A general pattern which emerges from these examples indicates that code-switching practices are intimately related to the interactional organization of classroom activities. In particular, children exploit, adapt to or transform the sequential organization of classroom discourse, institutional turn-taking procedures and teacher-dominated question-answer sequences.

The present study thereby demonstrates that childrens classroom interactions provide a fruitful site for close examination of peer group socialization processes. Overall, our study highlights the political character of immigrant children""s code-switching practices in terms of its orientation towards a dominant monolingual school ideology. By examining how the children (through the use of different language varieties) index and negotiate their own locally valued identities, these analyses highlight the links between social identities of immigrant students, language choice, and language ideologies.

[Kyratzis Amelia (Amy)]

Amelia (Amy) Kyratzis, *Mexican-Immigrant Children"s Code-Switching and Alignment in Peer Play Interactions in a Bilingual U.S. Preschool*

Recent work on childrens peer language socialization has illustrated ways in which children appropriate language resources available in the adult culture and use them to organize the social and moral order of their own peer groups (e.g., Cook-Gumperz, Corsaro, & Streeck 1986; Corsaro 1985, 1997; Ervin-Tripp & Mitchell-Kernan 1977; Goodwin 1990, 2006; Goodwin & Kyratzis forthcoming; Kyratzis 2004). Code-switching can be a resource that child and adolescent peers utilize among themselves, to negotiate membership in a bilingual community (Zentella 1997), to provide their own construals of the relationship among languages in contact in their community (Paugh 2005), to render commentary about social groups in their community (Kallmeyer & Keim 2003), and to collude with or transgress local norms of conduct and institutional discourses (Evaldsson 2005:763).

The present study examines code-switching as used among child peers enrolled in a bilingual preschool serving low-income families in California, in their naturally occurring classroom play interactions. The children were Mexican immigrant and Mexican-heritage Spanish-English bilingual three-to-five-year-olds. The examples of peer talk analyzed come from an ethnographic study. Friendship groups identified in two classrooms at the bilingual preschool were videotaped in their natural classroom free play interactions over one year. Four friendship groups were identified. Play interactions were transcribed and analyzed for uses of code-switching. The examples of peer talk analyzed illustrate ways in which the children used code-switching among themselves in their peer groups. They used code-switching as a resource for negotiating their footing (Goffman 1979) and alignment with peers. They used shifts between languages to negotiate shifts in footing in role play (to shift between in-role speech and metacommentary). In role play, children often used Spanish to voice adult authoritative roles (e.g., teacher), thereby negotiating an equivalent relationship between Spanish and English at this point in their bilingual development. Results suggest ways in which young children of immigrant background work out bilingual identities in interaction with their peers.

[Kyratzis Amelia (Amy)]

Amanda Minks, *Socializing Multilingualism in Miskitu Children's Peer Play on the Caribbean Coast of Nicaragua*

While language socialization studies initially focused on adult-child interactions in largely monolingual communities, recent studies have highlighted, first, the role of childrens peer groups in socializing language use, and second, the processes through which children are socialized to use multiple languages. On the Caribbean coast of Nicaragua, both these phenomena have long histories and indeed reinforce each other, since language socialization within peer groups often incorporates more diverse linguistic repertoires and more recent social transformations than in adult-child interactions. This paper is based on ethnographic and linguistic-anthropological research carried out in 2002-2003 on

Corn Island, about 70 kilometers east of Nicaraguas Caribbean coast. The island has historically been home to Creole people who speak a variety of Western Caribbean Creole English and maintain West Indian cultural ties. Along with the multi-ethnic mainland Caribbean coast, Corn Island was annexed to the Nicaraguan nation-state at the end of the 19th century, but maintained considerable cultural and linguistic independence until the last decades of the 20th century. After the 1979 Sandinista Revolution, many Creoles with financial means left Nicaragua, while indigenous Miskitu people began moving in greater numbers from their mainland villages to Corn Island. In the 1990s increasing numbers of Spanish-speaking Mestizos also arrived on the island from the Pacific region of Nicaragua, making Spanish an ever-more prominent language in casual as well as official discourse. Miskitu children growing up on Corn Island usually acquire proficiency in Miskitu at home and in their neighborhood play groups. Depending on where they live and with whom they play, in their early years they also acquire some competence in Spanish, Creole English, or both. Since infants often spend considerable time in the care of older siblings and cousins, the peer group is a socializing context of utmost importance. Indexing their transitional situation as a migrant community, many Miskitu people on Corn Island believe that babies have a preference for Spanish or Creole English and try to direct one of these languages to Miskitu infants. In practice, Miskitu is still a prominent language of family life, and most children attain at least passive (and often active) competence in Miskitu. In this paper I will analyze excerpts from a transcript of a peer-group activity called piaki pulaiacooking playin which a group of Miskitu children between the ages of 7 and 12 built a fire and cooked a small meal while caring for a two-year-old girl who was walking but not yet talking intelligibly. The children involved in the activity believed that their young playmate would best understand Creole English, although their own competence in this language was somewhat limited. The focus of the analysis is on how the children incorporated phrases from Spanish and Creole English into their Miskitu-dominant discourse, and how code-switching and mixing served to socialize a multilingual vernacular play discourse. The analysis illustrates poetic and indexical functions of the childrens discourse, which socialized the toddler not only as a young, multilingual Miskitu islander, but also as a Miskitu girl with gendered responsibilities.

[Kyratzis Amelia (Amy)]
Jennifer F. Reynolds, *Antonero Kids' Performances of Kingly "Palabras" (Words/Speeches)*

In the Kaqchikel Maya town of San Antonio Aguas Calientes, Guatemala, community members annually enact el Desafio (The Challenge), a set of weekly public performances that begin January 20 to celebrate el nio, dulce nombre de Jesus (sweet name of baby Jesus). Desafio street performances also commemorate the 1492 Spanish re-conquest of the Iberian Peninsula. The central plot of this genre pits el Rey Cristiano (the Christian king) and el Rey Moro (the Moorish king) against each other in battle. Performances exhibit a dichotomized moral framework where good Christians ultimately triumph over evil non-Christian others (i.e. Muslims), converting them to Christianity. While the actual Desafio performances last only a week, many children of San Antonio continue to play these performances for months thereafter. Both boys and girls don costumes of capes, crowns, newspaper wigs, ride stick-horses, brandish swords, and enact kingly words/speeches in order to play a favorite socio-dramatic game that they referred to as Rey Moro (Moorish King). Adults acknowledge childrens play to be a form of mimicry just as local beliefs about child language acquisition likened young children to puros pericos (parakeets). These attitudes are also reminiscent of adult folk theories in Gossens original study of Chamula ways of speaking in Mexico. Across Mayan communities there is a lot of ethnographic evidence to suggest that adults understood children to be merely engaging in a form of as is play - replicating adult roles and genres rather than imaginatively engaging in their own form of cultural production.
In this paper, I propound that Antonero childrens peer socialization through mimetic Desafio play, including peer negotiations on how to interpret and enact the genre especially through the delivery of palabras (speeches), may be productively understood as creative performance (Bauman 1982, 1984, 1986; Bauman & Briggs 1990; Briggs 1988). Bauman and Briggs (1990:60) write that verbal performances are artistic, poetic language practices which afford all participants, performers and audience members alike, a moment of heightened consciousness and critical reflection on their lived social realities. Children like adults, engage in ubiquitous entextualizing processes; what Bauman has characterized to be the extracting of ready-made discourse from one context and fitting it to another (1996:301). In the dialogic process of so doing, children imbue the original with their own accents as they (dis)play their own stance (Baktin 1981; Goffman 198l; Goodwin 1998). The formal features of performance, by design, are readily memorable and quotable forms - keyed as distinctive from everyday discourse and they reveal much about social-semiotic practices of entextualization (Bauman 1996; Silverstein & Urban 1996). I will argue that this is especially evident in play where children merged poetic forms from el Desafio public performance genre with forms indexical of a caregiver register. In other words, Antonero children were engaged in creating an emergent, childrens performance genreRey Moro. Childrens collaborative, imaginative play thus became a social practice through which they extracted poetic patterning from one particular speech event and explored its relationship to a diversity of other social settings and relations of power between different social roles (Bauman & Briggs 1990:61).

PANEL

Staffan Larsson & Robin Cooper, *Computational Pragmatics and Dialogue*

This panel aims at an open-ended discussion concerning computational pragmatics and dialogue. Topics include:
- What is computational pragmatics, especially w.r.t. dialogue? A research methodology in the study of dialogue? A methodology in the design of language-oriented human-computer interfaces (dialogue systems)? Something else?
- Interdisciplinarity: what is the relation between computational pragmatics and other research fields dealing with dialogue, such as artificial intelligence (AI), artificial life (AL), (non-computational) pragmatics, psycholinguistics, conversation analysis, discourse analysis, human-computer interaction, rhetoric etc.?
- What is the relation between computational pragmatics and (the rest of) computational linguistics? How extensive is theinteraction between e.g. computational pragmatics and computationalsemantics, or between computational pragmatics and computational syntax?
- Implementation and formalisation: how important are issues ofimplementation and computational feasibility for formal models ofdialogue? Why? What is the relation between formal and computational pragmatics?
- Implementation and empirical experiments: How important are empirical experiments in computational pragmatics? What role do they play?
- What are the main approaches to dialogue within computational pragmatics? How do they compare?

<u>Contributions</u>

[Larsson Staffan]
Harry Bunt, *Computational pragmatics and dialogue corpus annotation*

Computational Pragmatics is for me the study of the relations between language use and context from a computational point of view. Moreover, the use of language in dialogue being central to the use of language in general, one of the central areas of Computational Pragmatics is the computational modelling of the relations between dialogue utterances and dialogue context.

The use of language in communication, in particular in dialogue, naturally comes in combination with the use of other modalities, such as facial expressions and gestures, as well as nonlinguistic sounds (chuckling, sighing, etc.). In other words, it is artificial to study the use of language in dialogue in isolation, without considering its natural multimodal embedding. Therefore, when speaking of dialogue utterances I mean utterances as stretches of multimodal communicative behaviour.

If we want to identify a specific role for Computational Pragmatics (CP) in the study of dialogue, as different in particular from that of Computational Semantics, then it should be that CP deals with the computational modelling of the organisation of the dialogue, or "dialogue management". (Computational Semantics, by contrast, focuses on the determination of the propositional and referential content aspects of dialogue utterances. Since this determination is in general impossible without taking knowledge of the context into account, this does not really define a clear boundary between Computational Pragmatics and Computational Semantics, which is not surprising, since the boundaries between semantics and pragmatics, as traditionally drawn, are questionable anyway.) Dialogue management is, essentially, the task of deciding what to do next in a dialogue. In order to make that decision, it is necessary to have a detailed understanding of what the dialogue partner is trying to achieve, what he believes the other knows and does not know (and want), hence such information such be part of the participant"s context model. Other information in the context model, necessary to understand the processing and generation of communicative feedback, is information about the participant"s processing of previous utterances, at a number of levels (attention, perception, interpretation, evaluation, application).

Modelling the relevant relations between elements of linguistic and multimodal dialogue behaviour on the one hand, and dialogue context on the other hand, presupposes that we know what aspects we should relate. For dialogue management, it seems next to impossible to do anything sensible in this area without making use of a notion of "dialogue act", which captures a certain type of communicative intention, associated with certain beliefs and possibly other attitudes (such as expectations, hopes, fears, likes and dislikes). A useful notion of dialogue should meet two requirements that distinguishes it from traditional notions from speech act theory:

(1) dialogue act concepts should not be considered as primitive elements in the interpretation of dialogue behaviour, but should have precise definitions in terms of how they relate to the speaker"s intentions, beliefs, and other attitudes;

(2) dialogue act concepts should have a solid empirical basis, being grounded in observable characteristics of linguistic and multimodal dialogue behaviour

The first requirement may be interpreted as saying that a computational model of dialogue should be anchored in an information state update approach, which defines the communicative function of a dialogue act in terms of the way it updates the addressee"s beliefs, goals, etc. (his context model) when he understands the dialogue behaviour.

The second requirement means that dialogue act taxonomies should be empirically justified on the basis of corpus data, in particular multimodal corpus data. Such taxonomies should take into account that linguistic and multimodal utterances are very often multifunctional, having several communicative functions in different dimensions

simultaneoously. The dialogue corpora that we need for this purpose should moreover, from a computational point of view, be a basis not only for human use but also for use by machine learning programs for effectively learning the relevant features of communicative behaviour on the one hand, and of dialogue context on the other.

In this paper we will elaborate and illustrate this view by (a) describing an effort to construct a multidimensional taxonomy of dialogue acts for the purpose of dialogue annotation; (b) the application of this taxonomy in the study of nonverbal behaviour in multiparty dialogues, collected in the AMI project; (c) the study of inter-annotator agreement in using the taxonomy in human dialogue annotation; (d) the use of the taxonomy in building the PARADIME dialogue manager component (PARallel Agent-based DIalogue Management Engine) of the demonstrator system which is built in the Dutch national project IMIX, Interactive Multimodal information eXtraction.

[Larsson Staffan]
Robin Cooper, *A record type theoretic approach to information state update in*

For several years the research group at our Dialogue Systems Lab has been involved in the development of the information state update approach to the building of dialogue systems and in particular Issue based dialogue management developed in Staffan Larsson"s PhD thesis and based on Jonathan Ginzburg"s gameboard approach to dialogue, focussing on the notion of questions (or issues) under discussion. Larsson"s computational approach to information state updates involves a large collection of update rules which fire when certain conditions in the information state are met in a regime determined by a general control algorithm. An utterance by a dialogue participant will in general unleash a whole chain of such updates and part of the power of the approach lies in the fact that we can define very general update rules which have small effects on the information state and which are not necessarily linked to any particular form of utterance. It gives us a much finer grain on update rules than thinking in terms of single monolithic updates associated with speaker utterances.

In this paper we will show how notions of record and record type in type theory can be used to formulate update rules without relying on these aspects of Prolog. This allows us to give an abstract characterisation of update rules independent of programming language which points to a general theory of updates as well as the possibility of implementation in any programming language. The tools we are using can also be used in an account of compositional semantics and this points to the possibility of an integrated formal theory of information state update and compositional semantics. In the light of this we will consider the question of whether dialogue management belongs to pragmatics and in general what the relationship between semantics, dialogue management and pragmatics might be.

[Larsson Staffan]
Elisabet Engdahl, *Declarative questions*

Declarative Questions Elisabet Engdahl Gteborg University Whereas all natural languages have means of systematically distinguishing questions from statements, speakers often dont rely on these in ordinary conversations. Instead they use statements (utterances with declarative form) which are interpreted as questions by the interlocutor, who responds as if it had been an interrogative. How then do dialogue participants know whether a declarative utterance is intended to be a statement or a question? I have analyzed occurrences of declarative questions in spontaneous Swedish dialogues, using Ginzburgs (1996, to appear) notion question under discussion. The analyzed turns have declarative clause word order, do not contain any question particles and are not prosodically marked as questions, i.e. by rising intonation. Still its clear from the addressees next turn that s/he interprets the declarative as a question. The addressee typically replies by yes or no and sometimes elaborates this short answer. It turns out that the majority of the clear cases of declarative questions involve what Labov & Fanshel (1977) call B-events, i.e. facts that the addressee is likely to have more information about than the speaker. A statement about an A-event, i.e. facts involving the speaker, is not normally interpreted as a question, as can be seen from the addressees uptake. The distinction between A-events and B-events can easily be made in the information state update model of dialogue (Ginzburg, Larsson 2002). An A-event is likely to involve FACTS in the PRIVATE part of the speakers information state, whereas a B-event will involve FACTS in the PRIVATE part of the addressees information state. By taking into account which dialogue participant is likely to have the relevant information in the set of facts, we have a way of identifying declarative questions which will be useful in dialogue systems. Furthermore we are in a better position to predict the form of the uptake by the addressee.

[Larsson Staffan]
Stina Ericsson, *Exploring Information Structure in a Multimodal and Multilingual Dialogue System*

Several dialogue systems and other computational approaches to dialogue have used theories of information structure for the generation of appropriate intonation or the interpretation of fragments (Fernandez et al. 2004, Foster et al. 2005). I will present and discuss the use of information structure in the generation component of a multimodal and multilingual dialogue system, where information structure is used not only for intonation and fragments, but also for multimodal fission, that is, the determination of modalities to be used for a given contribution. The information structure approach

is roughly that of Vallduvi (1992), with the focus as the informative part of a contribution and the ground as the part that reflects the context. With a modification of Vallduvi (2001) the base is that part of the context that the ground reflects. In line with other approaches, I use the term fragment to refer to a contribution that has a base in the context, and that realises only the focus and no ground. The dialogue system is the AgendaTalk application (Jonson 2000) of GoDiS (Larsson 2002), an experimental dialogue application that acts as an interface to an electronic calendar. AgendaTalk includes functionalities such as adding events to the calendar, deleting events, and querying the calendar. It has two input and output modalities - speech and graphics. It currently handles dialogue in English and Swedish. GoDiS is an information-state-based system, and all relevant aspects of the context are represented in AgendaTalks information state. Notably, this information state includes a QUD structure for questions that are under discussion at any given point in the dialogue, and a dialogue history that records past moves, move contents, modalities used, and speech recognition scores. Generation in AgendaTalk is spread across several modules. The first module of interest here is select, a standard GoDiS module for determining the next set of dialogue moves to be realised by the system. The module information structure determines the information structure of relevant move contents based on the dialogue history. The information structure module implements an algorithm that makes use of QUD together with a recency constraint on the dialogue history for determining information structure. Based on this information structure and on a number of contextual factors, the module multimodal fission determines in which modalities the focus and ground are to be realised, and whether a ground is to be realised at all. The module takes into account system defaults, user preferences, system and user understanding, among other factors, for the determination of modalities and whether a ground is to be realised. A number of different strategies are implemented, giving different weights to the same factor. This enables empirical testing of varied approaches to system behaviour with regard to fragments and multimodal fission. As an illustration, a system response to a user question such as When is the dinner on Saturday?, may be of a number of different kinds: a spoken fragment At 8 pm and nothing shown graphically; the same fragment and the ground marked graphically in green; nothing conveyed using speech and 8 pm shown flashing; a spoken non-fragment The dinner on Saturday is at 8 pm and dinner marked using green and 8 pm using flashing red, and so on for all possible combinations. References: Fernandez, R., et al. 2004. SHARDS: Fragment Resolution in Dialogue. In Computing Meaning 3. Kluwer. Foster, M.E., et al. 2005. Multimodal Generation in the COMIC Dialogue System. ACL05. Jonson, R. 2000. AgendaTalk: A Talking Filofax Developed with the TrindiKit Toolkit. M.A. thesis. Goteborg University. Larsson, S. 2002. Issue-Based Dialogue Management. PhD thesis. Goteborg University. Vallduvi, E. 1992. The Informational Component. Garland. Vallduvi, E. 2001. Fragments in Information Packaging. Talk at ESSLLI01.

[Larsson Staffan]
Raquel Fernandez & David Schlangen, *Decomposing Dialogue: Experiments with Distorted Conversation*

It is by now common practice in formal and computational dialogue modelling to study corpora of spontaneous and experimentally induced dialogues between real people. This source of empirical data allows computational linguists to go beyond made-up examples and base and test their theories on more realistic linguistic material. Despite the unquestionable merits of dialogue corpora, recordings or transcripts of conversations are, to a large extent, constructs that the analyst can only approach as an overhearer (Brennan, 2000). This seems especially problematic when the object of study are the understanding processes that take place during dialogue interaction. In this respect, one of the advantages of task-oriented dialogue corpora (where subjects engage in a dialogue in order to book a flight, build a Lego model, or plan how to transport a cargo of oranges by train) is that the performance of the task carried out by the participants provides indirect evidence of understanding or miscommunication between them. However, even in these restricted situations, more fine-grained issues related to grounding behaviour---like the nature of the understanding problems that are targeted by clarification requests at different points in a conversation---are difficult to study with post-hoc analysis of corpora. In this talk we will report on recent data collection experiments carried out within the DEAWU project (www.ling.uni-potsdam.de/DEAWU) that allow us to analyse dialogue interaction at a greater level of detail than typical task-oriented corpora. Our approach, similar in spirit to (Skantze 2005, Mills & Healey 2006), is to distort a conversational setting in a controlled and systematic way, for example by introducing turn-taking restrictions (Fernndez et al. 2006, 2007) or channel problems, in order to (i) analyse with a higher degree of control how dialogue participants manage their shared understanding, (ii) learn from the strategies they use to deal with the disturbances introduced by the experimenters, and (iii) derive guidelines for computational modelling.

[Larsson Staffan]
Pat Healey & Gregory J. Mills, *Interactive misalignment: The role of miscommunication in dialogue co-ordination*

Empirical and computational models of dialogue have primarily focused on explaining successful communication. For example, the grounding model focuses on explaining how successful referring expressions are progressively adapted during conversation (e.g., Clark, 1996). The priming mechanism used in the Interactive Alignment model focuses on how co-ordination develops when differences in interpretation are not detected (Pickering and Garrod, 2004). Nonetheless, miscommunication is a ubiquitous phenomenon. Conversation shows a variety of structural and procedural

features that are used to diagnose, signal and address communication problems (Sacks et. al., 1974; Schegloff, 1992). Hesitations, restarts and revisions of utterances are pervasive. Although conventionally termed disfluencies they frequently aid comprehension (Brennan and Schober, 2001; Clark and Fox Tree, 2002). Approximately 5% of conversational turns are explicitly used to request clarification of other utterances. Repair and clarification mechanisms also play a key role in first language acquisition (Chouinard and Clark, 2003; Saxton 1997) We present evidence from two maze task experiments involving interaction mediated by a chat-tool. This technique enables relatively precise experimental manipulations of dialogue allowing us to interfere with the sequential coherence of the exchange and the apparent origin of turns. The results of these studies indicate that miscommunication or misalignment is a key resource for the development of semantic co-ordination. In particular, people must be able to detect and resolve problems with mutual-intelligibility before higher levels of co-ordination can develop. These results have implications for the design of natural language dialogue systems and suggest the need for systems that can dynamically adapt their semantic models in response to misalignment.

[Larsson Staffan]
Staffan Larsson, *Accidental accommodation and interpretation as intention recognition*

Simplifying assumptions have an important role in any research, and perhaps especially in computational and formal modeling of complex pehomena such as dialogue. However, simplifying assumptions may also hide important facts about dialogue, and this may have theoretical consequences.
The specific theoretical proposal I will discuss is the idea of natural language interpretation as intention recognition. One version goes something like this. To interpret an utterance U by speaker S, hearer H observes U and tries to infer a plan P which accounts for U, and which can plausibly be ascribed to S. This plan is a complex mental attitude involving a goal G, certain preconditions X, and a sequence of intended updates to Common Ground. The preconditions are regarded as presuppositions which are normally part of Common Ground, but if they are not, they may be *accommodated* in order for the utterance to be added to CG. Adding accommodated propositions to CG is an example of the updates (or actions) included in the speaker's intention.
A problem for this kind of account arises when dealing with situations where S and H have different ideas of Common Ground, i.e. when they are *miscoordinated*. Assume S remembers talking to H about S's cat, but H has no such recollection. In this case, the fact that S has a cat is in S's view of CG, whereas it is not in H's view. Now assume S says to H: "My cat is sick.". On the account briefly sketched above, in interpreting this utterance H will infer a precondition (and presupposition) that S has a cat, and an intended update to add this fact to the CG. However, S did not intend such an update since S took the fact that S has a cat to be already part of CG. This is an example of what I propose to call "accidental accommodation".
In such cases, it is possible that H figures out that S has made a mistake regarding CG, or at least that S and H are not completely coordinated w r t CG. That is, H is able to explain S's behaviour by taking in factors beyond the intentions of the speaker. H can then add the fact that S has a cat to CG, without thereby assuming that S intended H to do this.
One way out of this is to say that interpretation is still intention recognition, but that more is involved in dialogue than interpretation, namely explanation. Alternatively, one could say that interpretation involves both understanding and explanation.

[Larsson Staffan]
Hannes Rieser, *Multimodal action: Demonstration and reference*

Bringing together Analytical Philosophy, Dialogue Theory, experimental research, VR-technology and computer simulation, my contribution touches upon various topics of the IPrA07 panel on Computational Pragmatics and Dialogue such as interdisciplinarity or the role of experiments and formalisation in computational pragmatics. The data come from multi-modal dialogue.
In my talk I start with a simple multi-modal dialogue game from an experimental setting which shows that the interaction by means of utterance fragments and gestural communication, *i.e.* pointing and grasping, does not cause any problems for the agents involved. The hypothesis emerging from this and similar observations is that agents integrate content originating from different channels without further ado. The ensuing discussion centres around the semantic and pragmatic interpretation of pointing and grasping co-occurring with speech, especially with definite NP tokens. The discussion about gesture and reference proceeds in four stages. It starts with Analytical Philosophy (1); then it moves on to experimental and corpus-based research of gesture and reference (2). This stage will be followed by more advanced experimental research using tracking technology and VR simulation in the manner of embodied communication (3). Finally, I come back to the dialogue example I started with and show how a multi-modal interface can be set up using current dialogue theory (4).
(1) Analytical Philosophy. In the initial section of the talk different views on demonstration and reference are introduced stemming, for example, from the early Wittgenstein (1914), D. Davidson (1967) and D. Kaplan (1989). These philosophers regard pointing as a referring device using different formal techniques to get at the meaning of pointings.

(2) The experimental and corpus-based research on gesture and reference was set up in order to test the contribution of pointing for multi-modal meaning. Having the cited philosophers arguments in mind, especially, its referential role, if any, was to be investigated. Ratings on annotated multi-modal corpora yielded around 50% agreement concerning the referential and other functions of demonstration.

(3) Experimental research using tracking technology and VR simulation. In order to get analytical data on pointing/demonstration, experiments using advanced tracking technology and data-simulation in VR were carried out. Several parameters of pointing were measured and visualized such as pointing traces concerning objects pointed at, dependence of pointing errors on the density of objects and distance to the object pointed at, and, finally, the geometry or topology of the pointing act. It seems to be quite obvious that empirical pointing behaves differently from the ideas the cited philosophers under (1) had.

(4) Finally, I turn to the problems of multi-modal interface construction. Taking up a leading idea in gesture research which goes back (at least) to McNeill (1992) and Kendon (2004) saying, roughly, that there is an idea unit composed of gestural and verbal elements of meaning, I discuss the representation of multi-modal content in the dialogue paradigm of recent SDRT. If time permits, some attention will be given to fragment resolution.

[Larsson Staffan]
Matthew Stone, *Presupposition, Causal Links and Plan Recognition*

Computational thinking is an essential ingredient in explaining how we derive the interpretation of utterances in context from our knowledge of language. In this talk, I illustrate this principle by contrasting a purely formal, satisfaction theory of presupposition projection with a computational understanding of presupposition projection as intention recognition. The computational view makes sense of why we sometimes attribute stronger presuppositions to speakers than the meaning of their discourse strictly requires. The problem of presupposition projection is usually characterized by analogy to the problem of compositionality of meaning. Language users need to predict the presuppositions of complete utterances from their parts and the way those parts are put together. This naturally leads to a satisfaction theory of presupposition projection (associated with the work of Karttunen, Heim, and Beaver, among others). A linguistic presupposition is a constraint on the context in which a form may be used. Forms that impose such constraints are knowns as presupposition triggers. Elements in a utterance can also change the context in which constituents are evaluated. Such elements are known as presupposition filters. Filters can create local contexts in which triggered presuppositions are temporarily satisfied, so that a whole utterance seems to no longer carry the presupposition imposed by the trigger. In other words, on the satisfaction theory, presupposition projection follows from the need to satisfy constraints on the context plus the logic of context change. To develop the satisfaction view mathematically, researchers identify the presupposition of an utterance as the weakest precondition for using an utterance. This leads to conditional presuppositions for many complex utterances. For example, consider this famous exmaple due to Beaver: Spaceman Spiff landed on Planet X, and noticed that he weighed more than he did on Earth. Here the verb *noticed* is a trigger: it presupposes that its complement is true. The weakest precondition for the overall discourse is conditional: If and when Spacemen Spiff landed on Planet X, he weighed more than he did on Earth. There are many ways this conditional presupposition might be true. For example, perhaps because of boredom and lack of exercise, spacemen always gain weight on long voyages. But they don""t notice, because they are in zero gravity. It""s only when they return to the surface of Earth-like planets that they discover how fat they have become. Because of the indeterminacy, a conservative interpreter should just take the conditional presupposition on board. That""s not what seems to happen in these cases though. The natural interpretation here is that Planet X is simply more massive than Earth, and has higher gravity, so everything would weigh more there. Why should interpreters make these extra assumptions? Surely if they are more specific than necessary they decrease the likelihood that interpreters understand the speaker correctly? The problem with the analysis is that it doesn""t take into account that interpretation is a species of plan recognition. In building a plan, an agent aims to satisfy their goals in the specific situation they are in. This means-end analysis has been studied in the field of planning in Artificial Intelligence. Plans are constructed incrementally on-the-fly, and an agent may choose an action A in a plan before determining what other actions are needed and thus when action A will actually happen. In such cases, agents must make specific commitments about how the constraints required to do A will be met; these commitments are known as causal links in the planning literature. Causal links are more specific than weakest preconditions in exactly the way found in the interpretations of extended discourse. In the blocks world, for example, when an agent decides to put one block on another, the destination must be clear, and the agent may commit to meet that constraint by recognizing that the destination block is already clear and can remain so. Likewise in discourse, when an agent decides to describe what Spiff noticed about his weight, the agent may commit to meet that constraint by appealing to the fact that Planet X is more massive so everything weighs more there. Because the agent refines these commitments incrementally by exploiting knowledge of the current situation, the agent will naturally derive a plan that makes stronger assumptions about the state of the world than the weakest preconditions for performing the actions chosen. Conversely, to recognize the plan correctly - the problem that the audience faces in understanding what an agent does, including in understanding their communicative actions - an audience must attribute correspondingly strong commitments.

PANEL

Ritva Laury & Ryoko Suzuki, *Subordination in conversation – crosslinguistic analyses of form-function matches*

This panel concerns the concept of subordination and its form and function in interactive talk. The purpose of the panel is to bring together scholars who have published innovative work in this area in order to foster and continue discussion of the meaning and usefulness of the term subordination for the analysis of conversational language. The papers included in the panel will increase our understanding of the role of clause combining for the organization of conversation, based on data from a range of languages (English, Estonian, Finnish, French, German, Japanese, and Swedish).

Some of the research that has focused on the work that various types of subordinate clauses do in conversation includes Ford (1993), who showed that initial and final English adverbial clauses do quite different interactional work. Ford, Fox and Thompson (2001) showed that in their English data, speakers use increments, non-main clause continuations of a turn after a potential point of turn completion to elicit uptake from a non-responsive participant. Tao and McCarthy (2001) showed that non-restrictive relative clauses are associated with a particular type of sequential and actional environment in English conversation. Thompson (2001) argued convincingly that English complement clauses are not subordinate in either the interactional nor the grammatical sense, Thompson and Couper-Kuhlen (to appear a & b) show that in English and German, extraposition constructions perform a particular type of action in conversational exchanges, and Hopper and Thompson (to appear) point out that English biclausal constructions serve an important role as projectors of action in English conversation. As can be seen, the initial work in these areas has focused on Indo-European languages, English in particular. The intent of this panel is to broaden our understanding of the use of clausal combinations in conversation by including scholars whose work focuses on a variety of languages, and to continue the discussion of the nature of sentence complexity and its functions in interaction.

The questions the participants in the panel seek answers to include the following. Is the concept of subordination/hypotaxis/parataxis relevant for the clause combinations produced in the data, and for the grammar of the language in question? How and why? How is the concept of subordination relevant for the sequential and actional organization of conversation?

Three main themes run through the papers. Some of the papers (Pekarek Doehler, Günthner) consider the function of matrix clauses as projector phrases. Others (Imo, Keevallik, Suzuki, Okamoto & Laury) focus on the dual or changing status of matrix clauses as pragmatic particles or small constructions. The third theme (Higashiizumi, Lindstöm & Londen, Koivisto et al) involves the pragmatic and syntactic nature of elements functioning as conjunctions and particles. All papers critically examine central syntactic notions in interclausal relations and their relevance to the description of clause combining in conversational language, to the structure of conversation, and to the interactional functions of language.

Contributions

[Laury Ritva]
Susanne Günthner, *N-be-that-constructions in everyday German conversation*

Based on a corpus of conversational German, I will show that the standard view of "N-*be-that* -constructions" (e.g. *the thing is/the point is*) as [matrix clause + subordinated complement clause] cannot be supported by actual data from spoken interactions.

Instead of a subordinated complement clause following the matrix clause, speakers reanalyse *die Sache ist* ("segment A") as a projector phrase, anticipating the upcoming core message ("segment B"). Segment B ("the complement clause"), which overwhelmingly occurs with no complementizer *dass* (""that""), can take various forms in spoken interactions: it can be realized as a subordinate clause, a main clause, a complex clause and even as a larger discourse segment. In all these cases, it is no longer a conceptual element of segment A""s proposition. Instead of the traditionally assumed main clause vs. subordinate clause relation, the "main clause" (*die Sache ist*- syntagma) is reanalysed as a projector phrase, focussing recipients"" attention on the following segment (B), which expresses the core message. Thus, the "complement" overrides the "matrix clause". This functional upgrading of the "complement clause" (segment B) tends to be accompanied by formal indications of prosodic and syntactic independence.

Furthermore, everyday uses of *die Sache ist* (N-*be-that*)-constructions show striking parallels to pseudoclefts (Hopper 2004; Günthner in press), "CTPs" ("complement taking predicates"; Thompson 2002), "CTV" ("complement taking verb")-clauses(Diessel/Tomasello 2001), "so"-constructions (Auer in press), etc., which have in common a topical phrase projecting an upcoming focal stretch of discourse.

[Laury Ritva]
Yuko Higashiizumi, *Are kara- 'because' clauses causal subordinate clauses in present-day Japanese?*

The aim of this paper is to reconsider the term "subordination" using the diachronic and synchronic data of kara-clauses, i.e., so-called causal subordinate clauses, in Japanese. Complex clause constructions are traditionally divided into two types; subordination and coordination. More recent studies, however, have suggested that this dichotomy calls for further consideration (e.g., Haiman and Thompson, 1984; Lehmann, 1988; Matthiessen and Thompson, 1988). Building upon these studies, Hopper and Traugott (2003) propose a subordinationhypotaxisparataxis continuum of complex clause constructions within the framework of grammaticalization. This paper illustrates that the continuum is more relevant than the traditional dichotomy for representing the diachronic process and synchronic diversity of kara-clauses. The data for this paper are collected from conversational parts of novels and play scripts from the 1700s to the 2000s and the transcribed conversations in 1990s. It turns out that kara-clauses are extending from less to more paratactic clause-combining constructions in terms of form and function (Higashiizumi, 2006). Based on the Hopper and Traugotts continuum, the diachronic process and synchronic diversity of kara-clauses can be summarized as follows (see Hopper and Traugott (2003) for the definitions of terms in (2) and Sweetser (1990) for those in (3); the terms in the parentheses in (2) indicate the traditional ones). (1) Form; a. [[CL1-kara] CL2]] > b. [CL1-kara] [CL2] > c. [CL-kara] a. [[CL1-kara] CL2]] > b. [CL1] [CL2-kara] > c. [CL-kara] (2) Clause combination; a. hypotaxis (subordination) b/b. parataxis (non-subordination?/non-coordination?) c/c. paratactic to discourse (?) (3) Semantic/pragmatic function; a. content conjunction b/b. epistemic/speech-act conjunction c/c. pragmatically invited conjunction to discourse In terms of clause-combining constructions, the data show that from the 1850s onward (a) and (b), the canonical clause order, are on the gradual decrease in proportion whereas (b), the non-canonical inverted one, is on the increase in proportion. Besides, (c) and (c), independent kara-clauses, are increasing proportionately from the 1900s onward. In terms of semantic/pragmatic function, the trend is toward epistemic and speech-act conjunction interpretation from the 1850s to present. Thus, kara-clauses are not necessarily causal subordinate clauses in the traditional sense, especially in present-day Japanese. Furthermore, their diachronic process and synchronic diversity are better represented in the continuum than the traditional dichotomy as suggested in the above summary. As several studies have been made on various functions of independent kara-clauses in written colloquial text, this paper will focus on those in conversation.

[Laury Ritva]
Wolfgang Imo, *Clines of subordination - constructions with the German "complement-taking predicate" glauben*

The German "complement-taking predicate" (Thompson/Mulac 1984, 1991) *glauben* occurs in a number of different syntactic constructions. It is often realized as a matrix clause followed by a subordinate clause with without a complementizer. As the term "complement-taking predicate" suggests, these constructions should be expected to be the standard ones with *glauben*. A close look of all the constructions involving the verb *glauben* quickly shows, though, that the vast majority of all cases involving *glauben* are realized as hybrid constructions resembling modal particles as well as parenthetical matrix clauses. Those instances of *glauben* suggest that a new "small construction" (Thompson 2002) is about to be grammaticalized or, rather, pragmaticalized with the function of an "epistemic qualifier" (Thompson/ Mulac 1984, 1991 and others). But the process of this reanalysis is not yet finished, resulting in constructions that can not be allocated to any of the conventional categories such as *matrix clause* or *modal particle*.
This means that it may no longer be possible to categorize all instantiations of (spoken) language unambiguously. Complement-taking predicates are a prime example that fragmentary realizations (Hopper 2004) and the mixing of constructions are an integral part of everyday language.
The unsolved problem, though, is how to grasp these phenomena in terms of a theory of language or even more difficult in terms of a grammatical theory. *Construction Grammar* (Croft 2001, Langacker 1987, Goldberg 1998 et al) has started out as a theory that claims to be "usage based". If (and how) it is indeed capable of describing and incorporating constructions that are neither matrix clauses nor modal particles is still open for discussion.

[Laury Ritva]
Leelo Keevallik, *Interrogative complements as independent clauses in Estonian interaction*

This paper focuses on interrogative complement clauses that are not used as complements or subordinate clauses in spoken interaction. Instead, the main clause *(ei) tea* dont know can be characterized as an epistemic phrase modifying the question. The profile of the complement regularly overrides that of the main clause in the same way as described for many types of complement clauses in Thompson (2002): the recipients of these clauses regularly react to the complement part of the prior turn rather than the main clause. Therefore, the *(ei) tea*-questions are to be treated as independent clauses and not as combinations of main clause + complement.
It is argued that the main clause *ma/sa ei tea* I/you dont know has developed into an epistemic marker *(ei) tea*, which is also mobile in the turn, occurring in initial as well as final positions. Thus, the main clause has lost its internal structure and become minimized, while the complement clause carries the main communicative load. An example with only *tea*

left in the "main clause" is: **Tea** kes meie vana kommunisti kokk on? "KNOW who is the chef of our old communist?". This type of utterancesare most oftentreated as questions.

The study outlines a continuum of synchronic usages from the original expressions *sa ei tea* you dont know and *ma ei tea* I dont know to the epistemic usages of *(ei) tea*. The data is interactional and the analysis relies on the interpretation of *(ei) tea*-questions by the participants themselves, following the methodology of conversation analysis. It is demonstrated that the development of *(ei) tea* displays phonological and semantic erosion, pragmatic strengthening, subjectification, and decategorization. Thus, grammaticalization theory is here combined with interactional linguistics in order to display the emergence of a grammatical structure from a discourse pattern.

The interactional advantage of *(ei) tea*-questions in Estonian is their impersonal nature. The personless forms address nobody and anyone at the same time and thus, sceptical and challenging questions may be put forward without committing oneself to who exactly the non-knowing subject is. Occasionally, the *(ei) tea*-questions are used for politeness purposes, or in order to avoid the socially compulsory choice between second person singular and plural. Such structural features, plus the negative stance of the *(ei) tea*-question, enable it to be used as a means of mitigation. Another interactionally crucial feature of these questions is that they may leave their question-status open, thereby letting the interlocutor have a choice of responses. She may treat the *(ei) tea*-utterance as an information question, or a rhetorical one, or even as a statement, the latter making not answer but rather an alignment into the relevant response.

[Laury Ritva]
Aino Koivisto, Ritva Laury & Eeva-Leena Seppänen, *Syntactic and actional characteristics of Finnish "että"-clauses*

Our paper concerns the use of the Finnish conjunction/particle *ett* in everyday conversation. We examine occurrences of *ett* that in each of its three different syntactic positions: in its canonical position as a conjunction combining two (often clausal) constructions, and in its particle use as the first element and as the last element in an utterance. We will also examine the sequential position and the functional role of *ett*-clauses in their different uses, considering the type of connection *ett* makes to what precedes it and what it projects syntactically, semantically, and actionally and in terms of the participation framework of the ongoing talk.

Traditionally, Finnish grammarians have described *ett*-clauses as complements, in other words, they have been said to function as subjects and objects of other clauses (Hakulinen & Karlsson 1979:346-347, 353-354; see also Vilkuna 1996:66-68; Hakulinen et al 2005:789). Vilkuna also notes that *ett* can occur utterance-initially, with no preceding (or following) main clause (1996:68); see also Hakulinen et al (2005:777, 984). The studies which have focused on spoken data move even further away from the traditional view in their treatment of *ett* and focus on its particle uses. For example, Koivisto (2006) considers utterance-final uses of *ett* in conversation.

In our paper, we will show that the particle uses and the conjunction uses of *ett* are not strictly separable, and we will also question the syntactic status of *ett* as a subordinator (see also Laury 2006, Seppnen and Laury To appear, Laury and Seppnen to appear).

We will show that on one level, *ett* functions to keep the participation framework open or to question the roles of the participants within it. On another level, *ett* has the function of indexing that what follows is a quote, paraphrase, summary or explanation of talk that has been going on previously, or it raises implications regarding the nature of the current activity. Thus, the nature of *ett* is metalinguistic. Actionally, *ett*-clauses cannot be unproblematically described as subordinate. *Ett*-clauses either carry on the main line of activity or they project changes in direction for that activity by either interrupting or expanding it.

[Laury Ritva]
Ritva Laury & Shigeko Okamoto, *Complement-taking predicates and the grammaticization of repair in Japanese and English: tte yuu ka and I mean*

This paper considers two constructions, the English *I mean* and the Japanese *tte yuu ka* (lit. say that, or) and their uses in spoken language. The verbs *mean* and *yuu* can both function as complement-taking predicates (CTPs). As grammatical constructions, the syntactic configurations of *I mean* and *tte yuu ka* are quite different, but the constructions have similar pragmaticized uses in which they do not seem tofunction as prototypical matrix clauses (e.g. (1) and (2) below). We explore these similarities as well as the typologically based differences in the syntax and pragmatics of these two similar expressions, focusing on the syntactic, sequential and actional relationships between these constructions and the clausal units that they are associated with.

Our data come from naturally occurring conversations in English and Japanese. Below are two examples from our corpora.

(1) (*TSK*) (*H*) Uh is there accounts gonna be maintained here, **I mean** or .. is there gonna be a separate,(H) They're gonna have an account in Chicago, for the funds to pass through?

(2) *Nani ka sabishii **tte yuu ka**, ano, nante yuu no, otoosan to umaku itte nai toka*. They are somewhat lonely, *-tte yuu ka* (or I should say) they are not getting along well with their fathers, or something.

Our data show that syntactically, *I mean* can begin an utterance (*I mean* CLAUSE) or appear between clauses

(CLAUSE *I mean* CLAUSE), clause, while it rarely occurs clause finally (CLAUSE *I mean*). On the other hand, *tte yuu ka* can appear clause initially (*tte yuu ka* CLAUSE), medially (CLAUSE *tte yuu ka* CLAUSE), or finally (CLAUSE *tte yuu ka*). Further, *I mean* contains an explicit first person subject, while *tte yuu ka* has no explicit subject. And obviously, the two constructions use different verbs (i.e. *mean* and *yuu* say). Pragmatically, both constructions function metalinguistically and metacommunicatively to mitigate the force of an utterance. However, the syntactic and lexical differences are accompanied by differences in the pragmatic functions of these constructions, including the following: (a) both constructions are used as self-repair initiators, but unlike *I mean*, *tte yuu ka* is also used for repairing or disagreeing with another participants utterance in the immediately preceding turn; (b) both *I mean* and *tte yuu ka* can be used for clarification, but only *I mean* is used for expansion; and (c) *tte yuu ka* can only be used as a softener at the end of an utterance without being followed by a repair or an alternative expression, while *I mean* can function as a marker of repair even in this environment. On the basis these observations, we consider the way in which the grammatical nature of these constructions interacts with their pragmatic and interactional function.

[Laury Ritva]
Jan Lindström & Anne-Marie Londen, *From syntactic to discursive subordination. Consecutive, adversative and causal conjunctions in Swedish conversation*

Our subject matter is to investigate activities of reasoning in Swedish conversational data. In these activities, the speaker is delivering an opinion, giving background and motivations for the opinion, and eventually making a decisive conclusion of the matter at hand. Crucially orientational for these actions is the use of the conjunctions *s att* so (that), *men att* but (that) and *fr att* for (that), because. This is not a disparate set of consecutive, adversative and causal operators, but the conjunctions build together an argumentative weave: *s att* leading to a conclusion, *men att* restating a conclusion, *fr att* backing a conclusion. Morover, typical of these conversational activities, all three conjunctions share the particle *att* that, which is in written language mostly used as a subordinator introducing a complement clause. Our conversational data show clearly that *att* is not a subordinator in a syntactic sense when attached to the connectives to be studied here.
This fact has left us with two principal questions. 1) Why is coordination clearly favoured in consecutive and causal clauses in conversations?, 2) Is coordination or subordination necessarily a matter of *either or* in a pragmatic, sequential perspective? And a third question may be added: What does *att* do inte these consecutive, adversative and causal connectives if it does not have any apparent grammatical or semantic function?
In pursuing these questions, we propose a discourse pragmatic account of the conjunctions at hand here, relating their use and status to the sequential activities. The orientational work carried out by the conjunctions cannot be described as a syntactic, predication based subordination. On the other hand, it seems that we are not dealing here with a pure, logically connecting sentence coordination either. Our contention is that the consecutive, adversative and causal utterances we find in the data represent a kind of a middle category between subordination and coordination proper. The syntax of the utterances is that of an independent clause, thus implying a relative independence of another (preceding) predication. But the utterances could not be made as new, first initiatives in a sequence, which thus makes them dependent actions in a pragmatic sense. We propose that the conjunction *att* is a marker of such *discursive subordination* albeit not of syntactic subordination, which is its canonical function. In the end, this analysis has consequences for the categorization of basic Swedish sentence/clause types; these can be divided in formal-functional catories on the basis of general syntactic and pragmatic features involving different blends of syntactic and semantic-pragmatic dependency, as will be shown.
We will illustrate our analysis with real examples from conversational sequences. The corpus we have used consists of nearly 500000 words of conversational Swedish from institutional to everyday settings as well as from different regions, including Swedish-speaking Finland .

[Laury Ritva]
Simona Pekarek Doehler, *Subordination in grammar – subordination in action : projection sequences in French conversation*

The term subordination in grammar is typically associated with three basic ideas: - the clause as a basic unit of analysis (subordination consisting of a combination of two clauses of which at least one depends on the other); - the explicit marking of the subordination relation (by means of a subordination marker); - the identification of the matrix clause and the subordinate clause on the basis of this marking (or, in some cases, of semantic relations between the two clauses). These assumptions, however, are highly problematic when it comes to analyzing talk-in-interaction. Previous work in conversation analysis and interactional linguistics has not only questioned the notion of clause as a relevant unit of talk, but also abundantly documented the fact that relations between parts of talk are established on the basis of their sequential positionnings and projections from one part onto the other, and not through mere morpho-syntactic marking. In this paper, I will question the relevance of the notion of syntactic subordination in the light of grammar-in-interaction. Rather than focusing on a specific type of syntactic subordination, I will take as a point of departure a specific type of action within which subordination plays a role. This action can be roughly speaking defined as announcing some

specific action to follow. This can be accomplished by means of a complex sentence including a subordinate clause (comprising for instance a verbum dicendum but also many other types of verbs): (FNRS B) Je voulais dire quaprs je vais PAS les interroger I wanted to say that after I will NOT interrogate them What we find speakers do in our database (20h of audiotaped French conversations of various kind: dinner-table conversations, semi-directive interviews and radio-talkshows), however, is very different: (FNRS A) Je voulais dire lcole l quant tu as parl euh des : disons des milieux () I wanted to say school there when you were talking eh about lets say the milieux(...) (FNRS D) ce que je voulais dire cest vrai quil y a quand-mme tout ce phnomne () what I wanted to say its true that there is nevertheless all this phenomenon () (FNRSII-ElsVCHrom, l. 151) i-il y avait autre chose que je voulais dire/ on finit par PENser en franais () There was another thing that I wanted to say you end up thinking in French () These utterances have in common: - a first part that announces some talk to come : it projects both some longer sketch of talk coming up and the type of talk coming up, namely a point the speaker is about to make; - the announcement part and the accomplishment part of the action being announced are ordered sequentially in such a way that the first precedes the second; - these parts are not part of a two-clause combination, but rather the second action consists of a complex longer stretch of talk leading up to some point the speaker is about to make. - both parts present themselves as syntactically independent (though prosodically linked), but clearly are praxeologically linked. These observations rise a twofold question that I will address in this paper : (1) how can we conceive of the relation between subordination in grammar and subordination in action, and (2) how does this play into the notion of an on-line syntax (Auer, 2000, 2005), that is a syntax that takes into account the sequential ordering of constituents, and hence the fact that some constituent is placed before another and has a projection potential onto this other , independently of the syntactic marking that may or may not link them.

[Laury Ritva]
Ryoko Suzuki, *It was not complex at the beginning – approaching to 'reanalysis' in Japanese conversation*

In Japanese, *koto* and *no* (grammaticalized nouns presumably coming from nouns meaning event and thing respectively) and *to* (the clausal/nominal linker and the quotative since the Old Japanese) have been characterized as complementizers. More recently, Okamoto (1995) discussed Japanese complementizers, adding a new member *tte*, a more colloquial quotative complementizer, and pointed out that they all share interesting constructional characteristics: As complementizers, these four morphemes occur at the complement-final position, followed by the main clause (i.e., complement + *tte* + main clause), which can be called a complex construction. Curiously, all four also develop the uses as utterance-final pragmatic particles (i.e., main clause + *tte*) without any main clause in the following position, which is considered a simplex construction. What we seem to observe, then, is the reanalysis of the complement clause to the main clause (Okamoto 1995), and the change of status of complementizers occurring at complement-final position to utterance-final (i.e. main-clause final) pragmatic particles indicating a variety of attitudes of the speaker.
Focusing on the quotative *tte*, this paper starts the analysis in contemporary conversational data, tracing its tokens in the conversational portions of novels back in the early 1800s. I will argue that complex construction involving *tte* is not necessarily earlier than, nor the basis for, the simplex construction.
Interestingly, even in the very early stage, we find *tte* occurring at the utterance-final position without any main verb following it. This is because, in conversational interaction, we often find the main verb being produced by the previous speaker. So the next speaker quotes someones earlier utterance and simply ends the utterance with the quotative *tte*, without repeating the main verb, as we see in the example from the 1800s below:
Mother.hakama wa itsudekiagaru to ittai?
hakama TOP when ready COMP say:PST
Did (the kimono shop) say when the hakama (=formal skirt) will be ready?
Oyuki. asatte wa zehidekiagarimasu tte...
the.day.after.tomorrow TOP definitely readyTTE
The day after tomorrow it will definitely be ready.
Furthermore, even when *tte* occurs in the complex construction, the following main verb is almost always iu say which is light in content. Therefore, at least in spoken discourse, the complement construction is not really complex, and the main verb can be easily left unexpressed because of its predictability in on-going interaction and semantic lightness.It seems that there is a powerful template/schema of <simplex clause + particle> in Japanese, and any clause-final particle develop some kind of pragmatic function.

PANEL

Maria Francisca Lier-DeVitto & Lourdes Andrade, *On the interval between speech and speech data: theoretical-methodological issues*

The aim of this panel is to bring together a series of papers which discuss some relevant theoretical-methodological

issues involved in the *ways speech data is dealt with.* Two fields - Language Acquisition and Language Pathology - in which research is largely based on spoken language *corpora* are at stake. It should be said that, although developed in specific theoretical directions, the papers proposed share the same point of departure: the assumption that *there is no continuity between actual speech and speech data.* In other words, it is assumed that *reading/hearing* recorded speech and *listening to* actual speech are distinct in nature as well as in effects they produce. In this sense, *corpora* and *speech* should not fall under the one and same realm. It should also be admitted that the treatment given to speech by different trends of analysis and by tools developed to deal with spoken language *corpora* can and will produce various portraits (representations) of the same act of speech. The interval between live speech and its representation for academic purposes, accepted by the group of researchers in this panel, will guide some topics to be discussed, as follows:

a) Can *speech* (or *speech data*) be reduced to a neutral or homogeneous notion across different perspectives and/or fields of knowledge? This question will be addressed through the discussion of the specific features assumed by language acquisition researchers and speech pathologists/therapists concerning speech.

b) If, as assumed by the researchers in this panel, an *act of speech* can fully sustain itself only in realtime, one could ask: what theoretical and methodological consequences can be drawn for the fields in which research cannot avoid facing language data?. In other words, what from the actual speech instance remains accessible to the researcher? . This latter question is to be explored taking into account the ideas developed by De Lemos (2003) in a paper in which the notion of *corpus* is discussed.

The questions posed above have been raised and dealt with, from particular angles, by researchers from different academic centers in Brazil. They shall be presenting their particular views on the subject. This panel aims at establishing a collective exploration of those questions as well as at sharing them with a broader academic community. The data to be presented are drawn from three different data banks.

Contributions

[Lier-DeVitto Maria Francisca]
Lourdes Andrade, *Symptomatic speech and its notation: questions on linguistic units and dialogical processes*

The aim of this paper is to discuss theoretical-methodological questions concerning the status of speech transcription and speech *corpora* in the development of clinical procedures in the field of Language Therapy. The discussion takes, as its point of departure, the assumption that there is no coincidence or continuity between actual speech and speech data. In other words, although the physical aspect of speech can be captured and registered objectively and accurately by electronic devices, speech data is the result of the subsequent theoretical-methodological treatment given to this material. In this sense, the same act of speech can be represented distinctively according to the notational/interpretative process it is submitted to. The discussion to be presented will be oriented towards the methodological, theoretical and clinical implications derived from the different ways speech is approached that is, registered and analysed -by the clinician. Three aspects involved in the process of transcription and analysis of childrens symptomatic speech for clinical purposes will be particularly addressed :

1) the relation established between a linguistic theory and speech
2) the relation established between the patients and the therapists speech
3) the relation established between the *corpus* obtained and clinical intervention

It is acknowledged that point (1) above which deals with the fact that theoretical goals and definitions are inscribed into notational processes is being discussed for a long time now in the field of Linguistics and Language Acquisition (as, for example, in Ochs, 1979). Nevertheless, the specificity of symptomatic speech brings new questions (and, perhaps, new light) on this subject since it renders more relevance to matters concerning the status of linguistic units or levels and the adequacy of descriptive tools developed by linguistic theories to deal with speech instances. This discussion will be developed and conducted with basis on the theoretical perspectives on language opened by European structuralism - particularly the reflections on language developed by Saussure and Benveniste and its effects on contemporary theories (as De Lemos, for instance). As to points (2) e (3), the discussion will aim at the articulation of questions involving specific notions of language and speech which takes into consideration the autonomous functioning of language - and a notion of speaking-subject - which takes into consideration the psychoanalytical concept of subject. The discussion will give emphasis to the two-way influence between methodological decisions and theoretical choices involved in the process of speech notation in the field of Language Therapy. Data involving childrens symptomatic speech collected from Language Therapy sessions with Brazilian Portuguese speakears will be presented and discussed.

[Lier-DeVitto Maria Francisca]
Lúcia Arantes, *On live speech and data speech: a theoretical discussion about autistic and psychotic children's diagnostic approaches in the Speech Therapy Clinic*

This presentation aims at discussing some theorethical-methodological issues concerning the way speech data is dealt

with in the language evaluation procedure in the speech-therapy clinic. I share the idea, to be deepened in the panel proposal I intend to participate, that there is *no continuity* between actual speech and data speech and also the argument that the striking difference between them determines either the construction of descriptive tools to be projected on language *corpora* or the analytical treatment given to speech. I also agree with the idea that an *act of speech* can fully sustain itself only in *real time*. Therefore, the questions raised sound proper: (1) what from the actual speech instance remains accessible to the researcher? and (2) what remains from live speech whenever the speech therapist deals with speech data? The central subject in my presentation calls to a polemic issue concerning the diagnostic clinical instance, i.e., the relevance of recording/transcribing clinical data as important tools in the language evaluation procedure. As I see it, this controversial point seems to be misguiding: it leads to the somewhat nave idea that since transcriptions produce *copora*, they shade the effects of live speech and efface subjectivity. The following questions should indicate my point of departure: (1) can those mentioned effects of this live speech remain accessible and guide the speech therapy diagnosis?, (2) can the therapists speech, which is dialogically dependent on the imaginary effects of actual speech, be theoretically constrained? If language assessment procedures are the basis for the establishment of a borderline between *normal* and *pathologic* speech, then question (2) should receive an affirmative answer. It is true that the normal-pathological dichotomy is intuitively grasped by native speakers but that kind of speech effect should not suffice to researchers/therapists, although they most frequently seem *to go straight from factual judgment to value judgment, thus missing the necessary step towards explanation* (Lier-DeVitto, 2002). I shall focus on some representative pragmatic biased explanations regarding autistic or psychotic patients available in the field of Speech Pathology/Therapy. Whenever autistic/psychotic childrens utterances are taken into account, pragmatic approaches are called upon (Bloch, J. *et alli* 1980; Bishop, D. 1989; Brook, S. & Bowler, D. 1990). Most researchers justify such a theoretic-methodological tendency stating that although anomalous, those patients utterances are grammatically correct. It is also often argued that, being predominantly echolalic their speech is not sensible to contextual/interaction constraints. Therefore, poor descriptive approaches are derived from such a point of view. Besides discussing researchers theoretical positions on diagnostic perspectives and the nature psychotic/autistic childrens speech, I shall present an alternative approach to psychotic/autistic children utterances. The theoretical background adopted here gives recognition to the internal laws of *la langue* (Saussure, 1916, 2002) which operate on *la parole* (Jakobson, 1960). The notion of the subject-speaker, proceeding from such a viewpoint, is logically incompatible with that of epistemic subject. This discussion implies the psychoanalytic notion of the unconscious. Segments of clinical sessions will be presented to support my discussion.

[Lier-DeVitto Maria Francisca]
Rosa Attie Figueira, *La faute dans les études d´acquisition du langage: questions théoriques et méthodologiques*

Ce travail s´inscrit dans la discussion du panel sur l´écart entre la parole en acte et les données.

Les études d´Acquisition du Langage ont montré dans ces dernières années un éloignement de l´attitude théorique-méthodologique responsable de « l'hygiénisation des *corpora* » (De Lemos 1982, 1995), de telle manière que les répétitions, les hésitations, et toute sorte de « fautes » (impliquant des faits morphologiques et lexicaux) ne sont plus ignorées. Une partie de ce qu´on appelle 'faute'a été mise en relief par les modèles constructivistes, comme un indice de changement dans le développement linguistique (Bowerman 1982, Karmiloff-Smith 1986). L´autre partie peut être envisagée quand la parole de l´enfant, dans son aspect singulier, est exploitée par la voie des études interactionnistes (De Lemos et collaborateurs).

Dès que l´on sait qu´il n´y a pas de continuité entre la parole en acte et les données, et que les chercheurs en les découpant introduisent déjà leur approche théorique, on se demande : quand on choisitla faute (plutôt que le correct), que peut-on profiter de ce découpage ? À notre avis, la focalisation sur la faute est plus riche, puisqu´elle permet d´envisager la complexité du phénomène, à partir de deux sources: les enregistrements audio hebdomadaires dans un contexte naturel etles notes prises dans un Journal – celles-ci aussi importantes dans la constitution du *corpus*.

Ce matériau sera le point de départ pour rendre évidents deux faits structuraux de l'acquisition du portugais par deux enfants (âgés de 2 à 5 ans) : le marquage insolite de genre et la constitution du paradigme verbal.

Dans le premier, il s'agit d´analyser des énonciations du type : - *Cês são padres ? - Não, (somos) padrinhas. ; - O Lucas tá banguela. - Não é banguela, é banguelo.*, par lesquelles les enfants refusent une forme linguistique en la remplaçant par une autre flexion de genre pour la faire conformer au sexe de l'entité nommée; dans un processus de subjectivation manifesté par des altérations morphologiques non-usuelles (*padrinha*, au lieu de *padre*, *banguelo* au lieu de *banguela*), portant sur des mots qui les concernent, soit en tant que fille, soit en tant que garçon.

Dans le second cas, il s'agit d'analyser des occurrences divergentes sur la morphologie des verbes réguliers. L'enfant utilise un morphème qui ne correspond pas au groupe de conjugaison auquel appartient le verbe : *eu escrevei* au lieu de *eu escrevi* ; *escovi os dente* au lieu de *escovei os dentes* ; *ela sabe dirijar* au lieu de *ela sabe dirigir* ; *cê passia talco?* au lieu de *cê passava talco ?*. Ces occurrences ne peuvent pas être expliquées comme résultat d'un mouvement régulier et prévisible (*overextension*), à partir de l'application aveugle d'une règle dans une seule direction (Karmiloff-Smith 1986). L'évidence empirique nous amène à reconnaître la multidirectionnalité de la faute dans la constitution du paradigme verbal, qui se laisse affecter par le caractère imprévisible et contingent des rapports entre

objets linguistiques, présents ou évoqués dans le fonctionnement de la langue dans des instances discursives (Figueira 2000).

[Lier-DeVitto Maria Francisca]
Suzana Carielo da Fonseca, *The speech clinic with aphasics*

This study focuses on theoretical and clinical issues concerning the field of aphasiology. It was within the realm of Medicine that aphasia was first settled as object of inquiry and clinical (medical) actions were envisaged. As to non-medical actions, it was within the area of *speech therapy* that re-education methods and procedures were introduced to deal with aphasic patients. It should be pointed out, however, that, following the path opened by Goldstein and by maintaining the causal relation lesion symptom, re-education methods are sustained. That being the case, the area of rehabilitation of aphasia has faced strong difficulty in being recognized or admitted as a language-speech clinic a scenario in which symptomatic speech and its effects on the speaker/hearer are at stake.
The point of view adopted here is that it is unreasonable to propose a speech clinic that provides no theoretical insights/discussion on language and on the subject-speaker. The assumptions sketched out below should provide a specific clinical contour. It is argued that: a) singularity, concerning both the aphasic condition and the aphasic speech manifestations must be considered, b) heterogeneity, among clinical cases and within each one, must not be ignored; c) the idea of *praxis* should be sustained, d) specific clinical background is required; e) clinical and teaching procedures belong to completely different domains and refer to opposite ethical commitments.
It must be added that three clinical cases involving aphasic patients are presented and discussed in order to illustrate the above mentioned assumptions. The hypothesis advanced in the present study is that changes in speech are determined by linguistic causality, i.e., they come up as an effect of the interplay between the aphasics speech and the therapists interpretation (which cannot be, in logical terms, neither pre-determined nor mechanical). Therefore, this study puts forward an alternative proposal that emphasizes a theoretical commitment to a language theory which allows for the consideration of the specificity of pathological speech and discuss that this theory need to consider the interval between live speech and its representation for academic purposes. The CNPq sponsored project Language Acquisition and Language Pathology (n 522002/97-8) provides this study with specific theoretical background.

[Lier-DeVitto Maria Francisca]
Glória Maria M. de Carvalho & Gloria Carvalho, *Singularité et données de discours d'enfants: une impasse méthodologique*

Dans le domaine de l'Acquisition du Langage, les chercheurs assument en général, de façon explicite ou non, un compromis avec la singularité du discours de l'enfant ; ce compromis implique à son tour le besoin de reconnaître dans ce discours un caractère imprévisible, lequel est spécialement mis en valeur dans certains types de productions verbales infantiles. On peut dire alors que cet acte de reconnaissance possède le *statut de surprise*, tel que conçu par Wittgenstein (1931/1980), selon qui l'acte, par exemple, de reconnaître une pièce musicale n'est pas prévisible, dans la mesure où cet acte implique un *effet de surprise*, vécu par le sujet chaque fois qu'il entend ou écoute cette même pièce. On peut dès lors inférer que le vécu d'un effet de ce type, en vertu de sa propre nature, oppose un obstacle à la possibilité de représentation, ou plutôt, offre une résistance à toute forme de représentation qui tenterait de l'englober.
Le chercheur de l'acquisição du langage, en recoupant le discours de l'enfant dans sa dimension singulière, se trouverait face à un acte de discours qui l'affecterait d'une manière spéciale. Il s'agit d'un acte de discours dont l'effet (de surprise) serait reconnu indépendamment de la reconnaissance d'une intention communicative, ce qui permettrait sans doute de le voir comme un acte de discours non communicatif (dans la conception de Sperber & Wilson, 1986). D'autre part, la nature de l'effet de surprise, ou de singularité, provoqué chez celui qui entend ou écoute cet acte de discours, et sa conséquente résistance à la représentation, ajoutent un autre problème à la recherche. En effet, par sa condition de chercheur de la trajectoire linguistique de l'enfant, le sujet est inévitablement confronté à un type de représentation, c'est-à-dire à un *corpus* constitué par des transcriptions d'une forme ou l'autre d'enregistrement de discours d'enfants. Dans ce sens, le chercheur se trouverait placé non seulement devant un problème, mais devant une impasse, que l'on pourrait résumer dans une question: comment aborder un phénomène déterminé (la singularité du discours de l'enfant) si, d'une certaine manière, la tentative de le représenter défait ce phénomène ?
Nous ferons ici l'hypothèse que le chemin théorique-méthodologique du chercheur est tracé par la manière dont il aborde l'impasse en question. Dans ce sens et comme point de départ, nous entrerons dans la discussion lancée par De Lemos (2003) sur la question du *corpus*, en faisant ressortir des épisodes où cette auteure parle d'*un enfant* qui fait irruption par un discours inattendu. Et nous chercherons finalement à traiter ce discours inattendu comme *résonance* (selon Novaes, 2005) de l'effet de surprise dans l'enregistrement des discours d'enfants ou, en d'autres mots, à mettre en discussion les formes dont le chercheur de l'acquisition du langage dispose pour aborder cet effet de surprise. Il s'agira d'étayer notre propos, du point de vue théorique-épistémologique aussi bien que du point de vue empirique, par l'analyse du discours de deux enfants dans la relation qu'ils ont avec leurs mères.

[Lier-DeVitto Maria Francisca]

Núbia Faria, *Linguistic theory and language acquisition: searching for "ultimate secrets of nature"*

From the point of view of reflection about the *Acquisition* of *Language*, this paper brings to discussion the impossibility of a search for reconciliation between two natures differently conceived of for body and language the body, as a sensitive organism is in the domain of biology, whereas language with its structures and categories is in the realms of linguistics. In this case, to the area of language acquisition is left the ungrateful and fruitless task of operating the relationship between those two different natures. In order to conduct such reflection, Chomskys theory in its recent version will be discussed in order to point out that the idealization of language acquisition as instantaneous is not sufficient to avoid the consequences for the linguistic theory of the idea of language as an organ. In other words,despite the idealization, speech data must be faced by the linguistic theory in order to avoid what is clearly a problem: the presence of syntax in the speech instance.

[Lier-DeVitto Maria Francisca]
Maria Francisca Lier-DeVitto, *On the effects of 'live speech' and 'speech data': when difference makes all the difference*

The issue to be discussed in this presentation is related to the clinicians and researchers positions in view of speech. This point of departure requires the acknowledgement that its effects are multiple, heterogeneous. This fact logically suspends the imaginary transparency of the word speech. I propose that *acknowledging differences makes a difference* either to the clinician or the researcher, and that this assumption is a fundamental step when/if one aims at theorizing about *la parole*. As to the argumentation to be followed on this paper, I start from the assumption that *speech*, for the linguist, is a *corpus* and, as such, flexible to projections of descriptive apparatuses. In clinical areas, *speech* is often conceived of as a *sign* oforganic and emotional disorders**. In this panel, I shall discuss such a difference (speech as *corpus* and speech as *sign)* relating it to the issue of the *subjective position.* I will also try to show that neither one is quite appropriate to the realm of the speech therapy clinic. To develop the discussion, I make considerations about *time:* in the clinical scenario, sustained by live dialogues, the notion of *instant* cannot be ignored since, as pointed out by Carretero (1960), it creates *psychological time* which, *per se*, is atemporal (a mark of discontinuity in a experienced *continuum*). On the one hand, if *instant* alludes to *experience* and to *subjectivity*, on the other hand, observing or analyzing *speech data* implies being subtracted from the speech scenario (the time involved here is not psychological. Another theoretical-methodological aspect I will approach concerns the differences between the researchers and the clinicians relation to knowledge. In the first case, we should approximate the researchers position to that of the scientist and, therefore, to the ideal of *homogeneity.* As to the language therapist, the relation to knowledge cannot ignore the ethics of *singularity* and the *uniqueness* of the effects of a patients speech. Even if there is heterogeneity and significantdisplacements in the a researchers position regarding *a corpus;* even ifhe may be *surprised by a speech datum, a corpus is a corpus,* i.e., such a relationship cannot be equated to that which takes place when live speech is at stake. *De Lemos (*2003) inquires *what is a corpus?* It is *what is left over from a speech after being captured by the recorder and transcribed.* In other words, in this route, *speech* is both rendered anonymous and ready to be dissected by descriptive tools. In my presentation, I propose an in-depth analysis of the arguments concisely expressed in this summary.

[Lier-DeVitto Maria Francisca]
Maria Fausta Pereira de Castro, *Sur la constitution des corpora dans le champ de l'""acquisition du langage*

Cet article s'inscrit dans la discussion générale de ce panel sur l'écart entre la parole en acte et les données (*speech data)* - objet d'analyse du théoricien- et s'étend sur une discussion sur le rôle du dialogue en tant qu'unité d'analyse dans l'acquisition du langage. Partant de l'hypothèse que les données sur la parole ne peuvent pas être envisagées comme une notion neutre ou homogène, unifiée par le concept de *corpus/corpora,* notre proposition est de montrer les implications théorico-méthodologiques qui découlent de la décision de déplacer le regard du théoricien de la phrase, unité privilégiée par la théorie générative dans l'écriture des grammaires enfantines, vers le dialogue entre l'enfant et l'adulte. L'analyse des *corpora* ainsi constitués a pu montrer des relations structurales entre les énoncés de l'un et de l'autre, soutenues para le processus d'incorporation par l'enfant des fragments de la parole de l'adulte. (Scollon, 1979; Ochs et Schieffelin 1979; De Lemos, 1981;1982;2002 Pereira de Castro [1985]1996; 2004 entre autres auteurs et travaux). D'autre part, les fautes constatées donnent à voir le paradoxe d'un discours qui est déterminé par ce que dit l'adulte et qui en même temps s'en éloigne par une parole imprévisible. Dans ces cas il faudrait se demander sur ce qui reste accessible au théoricien de ce déplacement effectué par l'enfant au moment même de l'énonciation, c'""est-à-dire dans la chaîne de la parole en acte. Notre but est d'analyser des épisodes dialogiques entre l'adulte et l'enfant pour montrer l'apport d'une méthode qui privilégie le dialogue et qui permet de reconnaître l'énoncé qui a été intégralement incorporé para l'enfant, mais déplacé à d'autres situations discursives, ce qui met l'enfant dans une nouvelle position énonciative. Il s'agit de questions adressées par l'adulte à l'enfant dans une forme négative, par le recours à l'opérateur de négation du portugais du Brésil *não*, mais qui du point de vue sémantique et pragmatique sont interprétables comme

des affirmations; comme une demande de confirmation de la partie de l'énoncé qui est sous la portée de l'operateur de négation: « *você não está com fome ?* » (tu n'as pas faim ?); « *você* não *gosta dele ? » (tu ne l'aimes pas ?*). Le déplacement et la faute ont lieu au moment où l'enfant prend l'énoncé de l'autre en bloc, mais sous la forme d'une assertion en première personne, où l'énoncé devient effectivement interprétable comme une négation, ce qui dans certaines situations discursives implique une contradiction et une opacité intégrale sur ce qui peut être dit de l'intention de l'enfant. En ignorant la différence entre son énoncé et celui de l'adulte dans l'intrication entre questions et assertions dans le système symbolique, l'enfant donne à voir sa singulière position face à la langue et face a ce qui lui arrive par la parole de l'autre. Pour conclure, nous devons exploiter les implications théoriques de cette décision méthodologique qui, en privilégiant le dialogue, met en relief la singularité d'un enfant.

[Lier-DeVitto Maria Francisca]
Ester Scarpa & Celia Carneiro, *Between stuttered speech and the effect of speech in stuttering*

One of the issues that have been addressed both by researchers and by speech therapists concerns the establishment of the onset of stuttering. The overall conclusion of research done on stuttering has shown that precocious and precise diagnosis of stuttering is an impossible achievement. Intervention procedures are proposed on the basis of the period of time in which non-fluencies are observed in the speech of a child. This means that frequency is what decides whether non-fluency observed in the speech of children is normal or typical of stuttering. Why is it then that the same non-fluency displayed by the speech of children can lead either to stuttering or to non-stuttering adults?
Possible answers to this questions seem to be related to another question also addressed to the adult stutterer: why has it been so hard to describe the stuttering-specific non-fluency? Speech therapists seek to establish a typology that would allow them to characterize stuttering and make diagnosis more precise. Such a typology has been hard to get to because the same characteristics that make up non-fluent stretches of utterances of non- stutterers are also present in the speech of stutterers. Also, observed speech samples reveal variability of symptoms and the co-occurrence of episodes of non-stuttering and stuttering in the same subject. On the other hand, in the speech of the non-stutterer non-fluency provokes a kind of effect on the interlocutor and on the stutterer himself quite different in nature of the effect provoked by non-fluent speech of a non-stuttering subject. This difference has been absent from most of the work done on stuttering, which tend to look at the organism and direct its intervention to it, or to the mind/ brain, to psychological/emotional or even social factors that are seen as causes of stuttering. For this kind of research, the organism, the mind/ brain, psychological/ emotional and social factors are seen as causes of language. Taking into consideration the effect of this kind of speech on the stutterer and on his interlocutor means approaching language from another angle, according to which language is the cause of the subject. Such an approach has to do with the relationship between language and subject through the symbolic action of the former on the latter, with everything that this relationship has of singularity in it. In this sense, stuttering is a symptom of the relationship of the subject with language (Lier-de-Vitto, 2003), a symptom that becomes present on the body that speaks (Pisaneschi, 2000).
We will seek answers for the questions outlined above from an angle in which the relationship between language and stutterer or non- stutterer is taken into account, thus taking up and complementing the assertion presented above about the unfruitfulness and impossibility of the task of early diagnosis of stuttering. Actually, diagnosis of stuttering is given by the stutterer himself, or his interlocutors, at any age, through the sensed effect of his speech. Developments and characteristics of such an approach will be presented and discussed.

PANEL

Per Linell, *Comparative studies of professional and institutional communicative activities*

Argumentative discussions are frequently disrupted in the initial or confrontation stage because one of the parties attempts to shut the other partys opinion out of the discussion. Instances of this type of disruption can be found in many contemporarydebates about social and political issues in the public domain or public sphere. Given that argumentative confrontations should in principle promote, rather than frustrate, critical discussion, it is both theoretically and socially important that it can be discerned to what extent an attempt to exclude an opinion from the discussion can be considered a reasonable move in the discussion concerned. In the panel Strategic manoeuvring in argumentative confrontations, rather than being considered from a social, political or moral point of view, attempts to exclude an opinion from the discussion are approached from the standpoint of the pragma-dialectical argumentation theory. This means that such attempts are conceived as ways of strategic manoeuvring that have to be evaluated in accordance with critical discursive norms as have been developed in the pragma-dialectical theory of argumentation. The aim of the panel is to contribute to the acquisition of descriptively accurate and normatively sound insights in these ways of strategic manoeuvring, in particular when they occur in public political debates. The focus will be on the conditions under which argumentative confrontations can proceed in a sound way and on the factors that may make them derail.

Contributions

[Linell Per]
Lawrence Berlin, *"I think they said they believed…" Markers of Belief as Distancing Devices in Political Hearings*

Among the various devices used in English to express evidentiality, markers of belief (Chafe, 1986) represent one mode of knowing that doesnt directly correspond to a specific source of knowledge. Thus, while manifestations of evidentiality are often defined in terms of the speakers own assessment of the evidence for a given statement, the use of common expressions such as *I think* or *I believe* can serve pragmatically to mitigate the force of an assertion while not affecting the apparent truth of the speaker. The current study utilizes a critical discourse analysis to compare markers of belief, coupled with other representations of evidentiality, in the transcripts of spontaneous speech during the 9-11 Commission Hearings. Within the communicative activity of political hearings, the participantsprominent, high-ranking members of both major political parties in the United Statesdemonstrate the various uses those forms can manifest. Thus, markers of belief exhibit both evidential and non-evidential meaning, depending upon whether the interviewers are friendly (i.e., of the same political party) or hostile (i.e., of the opposing political party). Thus, comparisons drawn from the talk-interactions between same party versus opposition party pairs indicate qualitative differences between interrogators and witnesses. Specifically, witnesses responses vary pragmatically in their utilization of evidentiality and degree of distancing during cross-examinations relative to the interlocutors political affiliation. The use of evidentiality (or at least evidential-like forms), then, can serve pragmatically to distance the witness from an assertion while still preserving the appearance of credibility.

[Linell Per]
Paul Drew & Traci Curl, *A comparative study of requesting (requesting professional services, emergency services*

In this paper well report the results of (conversation analytic) research into different activity types, in different interactional environments focusing on requesting. We have found striking and significant patterns in the syntactic design of the ways requests are constructed, initially comparing requests in informal social conversation (in which, in English, Can you/could you? forms predominate) with broadly institutional interactions (in which forms of the syntactic construction I was wondering if? is typically used). These different forms reflect speakers orientations to the contingency of granting what is requested, and the speakers entitlement to it. Looking more closely at requesting in a range of service encounters for instance out-of-hours calls to the doctor, calling the emergency services, shop enquiries, medical consultations etc. we find that the precise syntactic form matches (or reflects), in fine detail, speakers understandings of contingency and entitlement, such that for instance in calls to the emergency services, callers do not use I was wondering if? forms; and imperative forms and I need you to express, and are treated as expressing, a high degree of entitlement.

[Linell Per]
Marjut Johannson & Anita Fetzer, *Political interviews in context:: hybridities across British and French genres*

Political interviews represents one particular subcategory of the activity type (Levinson 2002) of a news interview. From a sociopragmatic perspective, they are interactionally organized in and through the process of communication, and they classify into unmarked (or default) and marked local and global configurations. The former are defined by a clear-cut division of labour as regards the employment of the turn-taking system and the corresponding speech acts (Blum-Kulka 1983), clear-cut discursive identities anchored to particular domains of societies discussing political topics employing a clear-cut conversational style (Fetzer 2000). In comparative discourse analysis, activity types may serve as a tertium comparationis.
The goal of this paper is to examine the activity type of a political interview in British and French sociocultural contexts. The study is based on 20 dyadic short and full-length interviews recorded between 1990 and 2005. Particular attention is given to marked local and global configurations which are due to the ongoing process of hybridization of media discourse and genre (Fairclough 1995, Lauerbach & Fetzer 2007), as this paper claims. Hybridization is conceptualized as the incorporation of features of one genre into another, as a blending of generic styles, and as drawing on other or more objects of discourses (Johannson 2006) than before, e.g. by incorporating elements of economical, ecological and scientific discourse into political discourse (Fairclough 1995).
Hybridization is reflected in marked configurations of the
- turn-taking system, where we find deviations from the interviewers allocation to the first part of the adjacency pair question / answer, for instance interviewees or members of the audience asking questions

- discursive identities, where the intersection of public and private domains is made public and negotiated
- discourse topics, where topics anchored to the private spheres of life occur more frequently
- conversational style, where the public discursive style is mixed with informal conversational styles, regional and social dialects

Hybridization is used strategically by both interviewers and interviewees in political interviews. The two sociocultural contexts use it differently, however. The British political interview employs a higher degree of hybridity (i.e. the mixing of generic styles within one text) regarding the genre as a whole as well as its constitutive parts, such as opening- and closing sections, the manner in which turn-taking is managed, etc.. The French political interview seems to prefer a somewhat lower and different degrees of hybridity. It emerges in instances that are clearly conflictual.

[Linell Per]

Alison Johnson & Derek Bousfield, *"With respect, Prime Minister"; "I'd like to put it to you, Doctor" (Ab)Using the discursive resources of naming.*

Much institutional interaction is oriented to polite and cooperative maintenance of talk in a context where face threatening acts are constrained (Drew and Heritage 1992). Against this background, this paper investigates instances where institutionally powerful speakers use apparent deference in their naming practices as a strategic challenging resource in their talk with lay or subordinate interlocutors. Use by Jeremy Paxman of with respect, Prime Minister and a police interviewer of Id like to put it to you, Doctor interviewing the now-convicted serial murder, Dr Harold Shipman (in the UK), challenges the interviewee by invoking an otherwise respectful title. This confrontational use of naming is an infrequent, but therefore marked resource that acts as a contextualization cue (Gumperz 1992), which dynamically positions and confronts the interlocutor from the perspective of the institution and foregrounds the otherwise backgrounded (Linell 1998) context. It also cues the virtual other (Linell 1998) or overhearing audience (Heritage 1985) by bringing into play the other perspective, making this resource powerful in raising the level of coercion in the encounter. The pragmatic resource of naming runs counter to the otherwise polite and deferential naming practices in the opening of interviews (the unmarked form), making the marked use confrontational within a context that avoids overt conflict for the benefit of preserving face. Politeness thus comes to be used as a threat and a term of respect becomes a term of abuse, allowing professional speakers to manipulate this resource for institutional ends. This paper uses a corpus-based, rather than corpus-driven (Tognini-Bonelli 2001), approach to data from four institutional domains: police and media interviews, army training and parking control interaction. It combines research data from two researchers working across similar but contrastive institutional domains, and produces shared insights with a unified theme. What the data have in common is asymmetrical dyadic talk where institutional goals are strongly pursued. A qualitative and contrastive approach is used to analyse examples, focusing on the strategic use of this discursive resource in the different domains of talk. We conclude that naming is done to rather than simply done and is indexical of asymmetry, coercion and dominance within a context that otherwise plays down these features, forcing lay speakers to orient to the institutional goals through direct recognition of and reference to their social status within an other perspective (Linell 1998). Marked politeness is therefore a powerful pragmatic action that is used at key moments of interactional crisis to confront and challenge lay speakers to respond to the institutional goals of confession, disclosure, submission and compliance.

[Linell Per]

Charlotte Lundgren, *Professional responsibilities and shared tasks in conferences with a rehabilitation team*

The proposed paper examines discursive practices in a multi-professional pain rehabilitation team belonging to the rehabilitation clinic at a large Swedish hospital. The results of the analyses are discussed in relation to teams where the members belong to different organisations, such as the child welfare teams described in Sarangi, Slembrouck and Hall 2006.

In the multi-professional pain team professionals such as medical social workers, psychologists, occupational therapists and physiotherapists work together with doctors and nurses, and the main goal of the teams work is to help relieve the patients suffering. The paper is based on discourse analyses of 15 video recordings of the team conferences (50 hrs in total), complemented by analysis of ethnographical data collected during eight months of field work. The analyses show that the teams main goal is reached by the implementation of two complementary discursive strategies. These strategies are related to the responsibilities of each team member as 1) *a representative of a profession* an expert and 2) *a team member*, i.e. regardless of the professional affiliation.

As expected, the analyses show that the responsibility of each team member as an expert is to provide information from a certain professional perspective (after all, this is the raison dtre for multi-professional teams). This is achieved by each professional sharing with the other team members insights drawn from his/hers meetings with the patient. The doctor typically reports on anamnesis and certain test results etc, the medical social worker reports on the patients social and economical situation etc. The reports are characterised by relatively long turns and one clearly distinguishable main speaker.

The analyses furthermore reveal that the team members orient towards a responsibility for the team as a whole that goes beyond their roles as experts. In their roles as members of the team, they all display an orientation towards a number of shared tasks. These tasks include the creation of organisational order: the following of internal routines, the planning of future work efforts and the documentation of the decisions that are being made. Another important shared task is the continuous education and development of shared knowledge of the entire team, which is achieved by meta discussions such as how should this test result be interpreted in this specific case?. Yet another shared task is the joint online reconsideration of the justification and accountability of decisions that are being made, achieved by meta discussions such as is this decision in line with how we normally argue in cases like this if not how can we account for a change of practice?. Such discussions are characterised by relatively short turns and many active speakers.

When compared with teams where the external framing (Markva, Linell and Grossen 2007) differs in terms of organisational affiliation, it appears as if the role of the shared tasks are slightly different in teams where the team members belong to two or more organisations. In such teams diverse and partly oppositional organisational goals have to be attended to, which appears to lead to less agreement in terms of which the shared tasks of the team members are and how these tasks should be accomplished throughout the team conferences.

[Linell Per]

Karin Osvaldsson & Karin Aronsson, *The editing of 'social facts'-- Therapeutic and diagnostic genres in an assessment context*

In legal and psychiatric contexts, social identities are to a great extent ascribed as part of the conversational business at hand: for instance, diagnosis or blame allocations, as well as resistance toward such categorisations. In such settings, professionals have to present social facts in such a way that they are not immediately undermined by other parties who have a stake in the running of the case (for economic or other bureaucratic reasons). One important aspect of the manufacturing of facts is for the professionals to construe assessments that will withstand critical scrutiny by other parties concerned.

This paper examines how assessments may take the form of contrasting narrative accounts. The data are taken from an assessment network conference in a Youth Detention Home, involving a female adolescent and two groups of professionals, referring staff as well as Detention Home Staff, concerning the facts of the case, here her alleged troubles. The contrasting versions involve what Bergmann (1992) has called *veiled morality*. Narratives are formulated and reformulated in terms of two contrasting versions of past and future events; linked to two distinct institutional genres a diagnostic genre and a therapeutic genre. These genres are here associated with two groups of professionals, referring staff and receiving staff, who are engaged in institutional activities that invoke two distinct types of account work, accounting for diagnostic choices and accounting for therapeutic plans. The contrasting versions alter the facts about the adolescents past actions and project different character assessments, partly bound to distinct ways of locating the adolescents ascribed target actions in narrative time. Further, whether an action is cast in an active or passive grammatical mode projects different ideas about her agency and accountability, e.g. whether she is someone who has habitually let things happen.

Our analyses show that in an assessment genre of the present type, character attacks tend to build on innuendos and veiled morality rather than on unmitigated value assessments. It is therefore quite difficult for the adolescent under assessment to defend herself.

The present shifts in focus are accomplished through extensive editing work, in particular by the chair. On several occasions, she can be seen to invite repair work on the part of the referring staff, for instance, when orienting to what we have called *value leakage* in referring staff members choice of lexicon (e.g. you let things happen rather than things happened to you). Moreover, the chair implicitly aligns with the adolescent when shifting grammatical mode and tense, orienting to past events as past events, rather than as events located in the historical present (cast as continuously ongoing events).

Our analyses show ways in which the chairs interventions are important in creating conversational slots where the adolescent can be heard, either directly or through parties that align with her narrative version (here: the Detention Home staff). The work of the chair is important in counteracting any imbalance that may threaten to silence the voice of the weaker part in an asymmetrical institutional encounter.

[Linell Per]

Chiara Piccini & Antonella Carassa, *Team conferences in psycho-social rehabilitation: practices of talking work*

In this paper we compare discursive practices developed by two teams working in the same institution, i.e. a center for the care and education of the disabled. The institution has a central administration and includes six teams conducting the same work with different groups of clients; clients have similar conditions across different groups.

For each team, five meetings have been recorded and semi-structured interviews with each team member have been conducted. Discourse analysis is applied to meeting transcripts with an ethnographic approach. Indeed, information derived from interviews and written documents is used to integrate the analysis of talk-in-interaction.

We adopt an ethnographic approach since team conferences are not held in a vacuum. On the contrary, conferences are part of a work activity which has specified goals in this case a specified commitment toward clients and which is structured by several elements, including the institutional framework, the expert knowledge of professionals, and the personal history of the team.

Those elements must be taken into consideration in the analysis of the communicative activity, and can be addressed by applying adequate analytical focuses. In our study, the discourse is considered in relation to four analytical foci, through which we observe how the institutional framework, the expert knowledge, and the history of the team play out in the interaction.

The first focus is the participation framework of team members (Goffman, 1979; C. Goodwin, 1981, Ochs & Capps, 2001). In the literature about case conferences in health care attention has been paid to issues of hierarchy connected with the participation framework. Among others, Griffiths (1997) has compared two community mental health teams, and demonstrated that differences in social organization have far-reaching consequences on patients categorization. In our study, the two teams exhibit different forms of collaboration while describing problems and while planning work (e.g. interventions with clients, office work, and events to organize).

The second analytical focus is the organization of voices (Bakhtin, 1981; 1986). Per Maseide acknowledges that doctors may alternate between using the doctors voice, an institutional voice, and the patients voice. (2006: 47). This practice originates a hybrid discourse (Roberts & Sarangi, 1999; Maseide, 2006). In the two teams, we observe different uses of the institutional voice, the professional voice, the team voice, and the client voice

As third focus, we analyze the use of institutional memory. In particular, we analyze how in each team interlocutors make reference to the clients history and they use a variety of institutional stories to re-contextualize facts and to evaluate the situation under discussion.

Lastly, we analyze the construction of a shared professional vision (Goodwin, 1994; Sarangi, 1998). Specifically, we analyze the extent to which professionals of the two teams exhibit a shared set of theories to evaluate the situation under discussion and spend the time of the meeting to negotiate assumptions and values.

The analysis shows that the two teams although they move within the same institutional framework realize different organizations of the discursive activity . At the same time, it can be observed that professionals of both teams systematically refer to the institutional framework and appear to be coping with it verbally, either by resisting constraints or conforming to them.

On the one hand, the institutional framework shapes the talking work. On the other hand, different teams develop different discursive practices under identical institutional constraints, so that each emerging social organization of work is unique.

[Linell Per]
Srikant Sarangi, *Comparative case studies via activity analysis in professional discourse settings*

In this presentation, I first begin with a theoretical exposition by introducing the notions of `activity, `activity types vis--vis `discourse types and `interactional hybridity as a way of emphasizing a shift in the study of institutional/professional encounters from rule-governed, ritualised communicative events to a practice-based, contingent and intersubjectively constructed one. In the second part, as a methodological corollary, I outline the basic tenets of `activity analysis to underscore this shift by drawing particular attention to focal and analytic themes as well as interactional/thematic mappings of healthcare encounters which, as an expert interaction system, are necessarily multi-party, multi-voiced and mediated events. This is followed, in the third part, by making a case for `comparative case studies for analyzing multi-party healthcare encounters. In the absence of an historical, longitudinal perspective, I suggest that `comparative case studies can reveal critical variations and their functional pragmatic properties across the members of a given `activity type.

In focusing on healthcare encounters, my background assumption is that most of these encounters are multi-voiced as both professionals and clients recruit others voices (e.g., second opinions, scientific evidence, test results), while simultaneously orienting to third parties who may be co-present and/or absent. Typical multi-party healthcare encounters include multidisciplinary team (MDT) meetings where `the medical order is constantly negotiated in relation to `the moral order and `the relational order embodied by the participants concerned. Also, most paediatric and geriatric consultations are necessarily multi-party events with regard to participation of companions on the patients side, in the same way as a joint clinic involving more than one healthcare specialist for maintenance of division of expert labour counts as being a multi-party encounter. A more contemporary scenario, in urban settings, is the interpreter-mediated consultation which underscores the multi-party character of healthcare encounters. Against this backdrop, in the final section, I argue that genetic counseling is inherently multi-party in its participation structure, and that individual counseling sessions differ from the established protocol when it concerns, for instance, the management of non-directiveness on the counsellors part. I apply the activity analysis framework via thematic and interactional mappings in the comparative case study format to assess the dynamics of participation in genetic counseling as a hybrid activity type and to consider the practical implications of such findings in professional discourse studies.

[Linell Per]

Gøril Thomassen, *Authentic consultations as a model for simulated doctor consultations: Managing uncertainty of the activity in the opening sequence when participating in simulated consultations*

This paper is concerned with the opening sequences in simulated consultations between doctor students and real patients, and what impact establishing the agenda has on the rest of the interaction. The students in the medical programme use a consultation map developed by Pendleton et al (1984) in communication skills teaching when they interact with real patients. This map covers some general tasks or phases that the students navigate throughout the interaction.[1] The key task in the opening sequence is to establish contact with the patient and let them define the agenda. According to communicative ideals the students are instructed to act as dialogue-centred doctors and ask open-ended questions in order to let the patients set the agenda. The patients however are asked to take part in a dialogue with a student and are expected to talk about his/her health problem(s).

The data illustrates that doctor-like agenda questions, which is a way of asking for the patients reason for seeing the doctor, create situations where the doctor students have to manage uncertainty at different levels. There is uncertainty or confusion related to whether the role-play should be perceived as authentic consultation which seems to be the students aspiration, or whether it is a training situation which seems to be the patients perception. In the dialogue this asymmetry of expectations and uncertainty becomes evident especially in the opening sequence and in the conclusion of the interaction. This is both activity-specific uncertainty concerning status, role, task and purpose as well as knowledge-based uncertainty concerning level of competence.

The focus in this paper will be on how the parties are managing the uncertainty of the activity in the opening sequence. What are the resources when the parties are managing uncertainty in the way of setting the agenda? In opening sequences negotiation of frames may lead to what Sarangi (2001) call hybrid interactional incidents. Interactional hybridity surface in these phases of the interaction as moments of frame ambiguity as well as frame shifts. Keying and layering can be referred to as different types of framing an event. Keying is referred to here as framing in an explicit manner and layering concerns framing in a rather implicit manner. As we will see the student doctors negotiations of frame are rather implicit, ambiguous and multi-layered whereas the patients negotiates or keys the general frame(s) for the conversation and changes of frame(s) in a more explicit manner.

PANEL

Miriam A. Locher, Derek Bousfield & Jonathan Culpeper, *Impoliteness in Language: New Perspectives on 'politeness issues'*

We envisage a collection of original papers that focus on the phenomenon of impoliteness in language. In the panel, we will present, discuss and explore the concept of linguistic impoliteness, a concept which must deal with the crucial differences and interconnectedness between lay understandings of impoliteness, and academic conceptualisations of the phenomenon within a theory of relational work / facework. Further, the concept of impoliteness will be explored as one aspect of the exercising of power between interactants in both diachronic and synchronic discourses.

Researchers working with Brown and Levinsons (1987) seminal work on politeness rarely focused explicitly on impoliteness. As a result, only one aspect of facework / relational work has been studied in detail. Long neglected as politeness poor cousin, it is thus time that researchers began to look systematically at a wide variety of approaches to impoliteness as manifested in language use.

Next to this general research desideratum, politeness research is on the move again. Indeed, recent research efforts have identified both (i) enhanced versions of the classic Brown and Levinson (1987) model of politeness, which have been formulated in order to account for impoliteness across a range of different discourse types (see Bousfield 2006, Culpeper 1996, 2005; Culpeper, Bousfield and Wichmann 2003), and (ii) alternative conceptualisations to the classic model, which have been around for some time, now being further developed and which are rising to challenge the received approaches (e.g. Mills 2003, Watts 2003, Locher 2004). It is hoped that these new drives will also lead to cross-disciplinary research on im/politeness by drawing from theories and findings in differing fields that both relate closely to, and draw from Pragmatics, such as (critical) discourse analysis, conversation analysis, psycholinguistics, stylistics and linguistic approaches to studies in conflict and conflict resolution. Given the growing interest in research into impoliteness we envisage a panel of at least 180 minutes in length to allow sufficient time for presentation and discussion.

Contributions

[Locher Miriam A.]
Derek Bousfield & Alison Johnson, *When respect is impolite. The pragmatic uses of naming strategies in confrontational institutional talk*

As accepted by many researchers, Politeness does not, nor can itreside in lexico-grammatical structures out of context. This said, both Culpeper (2005) and Terkourafi (forthcoming 2007) have noted that within specific contexts certain linguistic expressions are conventionally (and economically) used time and again to achieve certain perlocutionary politeness effects *within those contexts*. Even so, Harris (2001) has noted that the apparent deference in the use of "Right Honourable Gentleman" (within the context of the British Houses of Parliament and, more specifically, during Prime Minister's Question Time) can be deployed as a face-threatening act despite Erskine Mays rules (cf. de Alaya 2001). The use is therefore pragmatically impolite, whilst at the same time appearing as polite to those individuals and systems which forbid or control aggressive behaviour within such (often highly institutionalised) discourse settings. As such, the use of impolite-functioning respect-forms is a powerful resource employed by speakers in coercively rhetorical ways. Furthermore, the default, unmarked, naming strategy in a conversation is no-name. Therefore when terms of address, titles or names are used over-deferentially these are pragmatically marked and, as Watts(2003) notes, overpoliteness is a marked choice in the politeness/impoliteness continuum. This paper, then, explores the phenomenon in a range of contrastive and complementary institutional spoken corpora: police interviews, media interviews, army training data and data from a UK television programme 'The Clampers' which contains interaction between wheel-clampers and motorists. We suggest that marked naming strategies (respectful, over-familiar and wholly inappropriate) are used by institutionally powerful speakers as a rhetorical resource to confront and challenge lay and less powerful speakers in the pursuit of institutional goals.

[Locher Miriam A.]
Jonathan Culpeper, *The metalanguage of impoliteness*

Some recent work on politeness has bewailed the fact that scholars have constructed pseudo-scientific politeness theories (so-called politeness2) that seem remote from or pay little attention to the lay persons usage of politeness terms and what they might mean (so-called politeness1) (e.g. Eelen 2001; Watts 2003). Politeness, they argue, is a notion that is constructed and contested in discourse. Even if one does not accept (or not fully accept) that the way forward for politeness studies is the investigation of politeness1, all politeness or impoliteness studies need to adopt a metalanguage to describe the phenomena that constitute politeness/impoliteness, and knowing how that metalanguage corresponds with what people might actually use in particular cultures must be of interest. Rather oddly however, scholars, whether of (im)politeness1 or (im)politeness2, have not done much to investigate the lay persons metalanguage. Certainly, the full armoury of corpus-based techniques that characterise most present-day dictionaries has not been deployed. This study attempts to fill this gap. My specific interest is impoliteness. A comprehensive model of impoliteness should accommodate impoliteness metalanguage at some level. I use the term metalanguage in the broad sense of language used to describe language itself. I view an individuals impoliteness metalanguage as driven by (and in turn driving) evaluative beliefs about what counts as impoliteness stored in memory, either as part of "attitude schemata represented in social (semantic) or as part of personal opinion represented in personal (episodic) memory (see van Dijk 1987) (the small capitals indicate a cognitive representation rather than a linguistic term).
My study will specifically address the following questions: What linguistic expressions do people use to refer to impoliteness? What do those expressions mean, how are they used and in what contexts? I first generate a comprehensive range of terms through the recursive use of thesauri, including terms such as*: impolite, rude, opprobrious, scurrilous, aggressive, threatening, abusive, offensive, insulting, discourteous, ill-mannered, unmannered, (to give a) bollicking, dressing down, bicker, quarrel, dispute* and *argument* (obviously, some of these terms appear in several grammatical forms). Then, taking a corpus-based approach, I consider a subset of these in more detail, revealing their frequencies and co-textual characteristics (e.g. genre distribution, collocations) and thereby working towards an understanding of their meanings. My choice of corpora will be geared towards those containing less "standardised" language (e.g. the spoken part of the BNC, the COLT corpus, WebCorp).

[Locher Miriam A.]
Sage Lambert Graham, *A manual for (im)politeness?: The impact of the FAQ in an electronic community of practice*

Although linguists have been exploring the nuances of politeness for decades, beginning with the pioneering works of Lakoff (1973), Brown & Levinson (1987) and Leech (1983), there has been significantly less research focusing on impoliteness in interaction. Most recently, Culpeper (1996, 2005), Culpeper, Bousfield and Wichmann (2003), Spencer-Oatey (2005), and Mills (2005) have explored the dynamics of impolite behaviour, proposing definitions of the term impoliteness and noting the need for more empirical research to test the parameters of this phenomenon. The present case study addresses this gap by analyzing perceptions of appropriateness and politeness in messages sent to an email discussion list. Using an ethnographic discourse analytic approach, I examine how members of the discussion list interpret and enact (im)polite and (non-)politic behaviour, and how their perceptions can lead to conflict.
One influential element in navigating politeness in an email setting (given the diversity mentioned above) is the FAQ (frequently asked questions), which occupies a critical place within the email community as a baseline for determining

what is politic (Watts 2003) or appropriate (Fraser 1990) behaviour (which, when deviations occur, can lead to breakdowns in rapport). It is unclear, however, how having an e-politeness manual affects interpretations of what counts as acceptable behaviour. In this study, therefore, I explore (1) how the FAQ represents norms and expectations of politic interaction in this Community of Practice (hereafter C of P), and (2) how the power relationships between individuals affect the ways that the rules of the FAQ are interpreted and enacted. While the FAQ does its best to reflect the norms of the community, (1) the community norms are in a constant state of evolution and (2) the FAQ guidelines in many ways reflect a template of appropriate *computer* communication (i.e. Netiquette) without addressing the norms of communication within this C of P.

The results of this study indicate that, in this community, the FAQ does not measure up; although newcomers to the group uphold it as an authoritative guideline for behaviour, more seasoned listmembers regularly violate the rules outlined in the FAQ. Although the conflicts that result from these differences lead to revision of the guidelines, this effort is doomed to failure because the membership of the community is in a constant state of flux. The result is that the FAQ is always one step behind in accurately reflecting norms of behaviour in the C of P -- and yet it is still upheld as a valuable resource by the e-community.

[Locher Miriam A.]
Miriam A. Locher, Derek Bousfield & Jonathan Culpeper, *Impoliteness in Language: an Introduction*

In this introductory paper, we will address the issues raised in the literature during the last few years and show that there are two main strands of impoliteness research at the moment: (i) enhanced versions of the classic Brown and Levinson (1987) model of politeness, which have been formulated in order to account for impoliteness across a range of different discourse types (see Bousfield 2006, Culpeper 1996, 2005; Culpeper, Bousfield and Wichmann 2003), and (ii) alternative conceptualisations to the classic model, which have been around for some time, now being further developed and which are rising to challenge the received approaches (e.g. Mills 2003, Watts 2003, Locher 2004). Our introductory remarks will serve as the background to the papers presented in the panel, in which these trends will be discussed and explored.

[Locher Miriam A.]
Marina Terkourafi, *Conventionally rude?*

In recent years, politeness has been increasingly defined as behaviour that passes unnoticed (Kasper 1990), is adequate in context (Escandell-Vidal 1998) , or unmarked (Terkourafi 2001, 2005). Emphasis on politeness as behaviour that meets interlocutors expectations in context implies a definition of impoliteness/rudeness as behaviour that departs from those expectations, i.e. that is somehow marked. However, one may well wonder whether such a definition of impoliteness/rudeness does justice to the facts: arent there occasions when impoliteness/rudeness is simply appropriate, and therefore not just unmarked but also expected?

In answer to this question, I propose that just as some situations call for face-constituting, others (e.g., interrogations, army-training and courtroom discourse, among others) call for face-threatening by definition. In such adversarial contexts, it is often (though not necessarily) the case that a transgression has occurred prior to the encounter. When conversing in such contexts, interlocutors constitute their own faces as always, but there is the added assumption that, in doing so, each will threaten the others face. In other words, this time face-threat is expected.

Language provides for these situations too. In virtue of occurring most frequently in situations calling for face-threat, some expressions may be conventionalised to express face-threat. The existence of expressions conventionalised for face-threat to a greater or lesser extent opens up the possibility that a face-threatening perlocutionary effect, much like a face-constituting one, can be reached directly, without reference to the speakers intention (Terkourafi 2001). As with unmarked politeness, unmarked rudeness is achieved when the expression is used in a context relative to which it is conventionalised, and the interlocutors *habitus* are homologous. Utterances departing from these two conditions are marked, requiring a reference to the speakers intention to determine whether face-constituting or threatening is occurring.

In this sense, unmarked rudeness contrasts with marked rudeness. In marked rudeness, the speaker is still constituting his/her face via threatening the face of the addressee, but because there is no convention supportingor better, ratifyinghis/her choice of words, face-threat is now inappropriate, and the speaker is on much shakier ground. Whether his/her face will ultimately be constituted, and in whose eyes, is totally contingent upon the other participants evaluations. That is why properly rude encounters are always marked and stressful to deal with, and properly rude behaviour a risky business.

When face-threat is appropriate, unmarked rudeness is the shortest and safest way for the speaker to constitute his/her own face, because in being conventionally rude s/he displays familiarity with the norms operative in the community, claiming to be a competent member thereof. I believe we have no term at present to refer to instances of unmarked rudeness as outlined above, rudeness having been traditionally identified with inappropriateness and negative feelings, i.e. with marked rudeness. I nevertheless am convinced that such instances exist, and deserve to be studied in their own right, for they can reveal to us a lot about the ways face influences, and is influenced by, the way we speak.

[Locher Miriam A.]
Richard J. Watts, *Theorising about impoliteness*

As the title indicates, the talk will deal with a method of theorising about impoliteness (and politeness, too) which prevents the postulation of a notion of impoliteness as a universal feature of human behaviour from somehow standing beyond our own perceptions of what we and others are doing in verbal interaction. A theory of impoliteness cannot thus be a predictive theory of the kind: Do x, and the action of doing it will constitute impoliteness; or If you do y, you will automatically be assessed as producing impolite behaviour. Theories of this kind are rationalist by nature and tend to be positivistic. In order to account fully for varying perceptions of impoliteness on individual occasions of social practice, a constructivist theory taking account of lay conceptualisations of impoliteness is required. The starting point for such a theory can only be cognitive structures relating to forms of appropriate and inappropriate behaviour in various communities of practice. The nature of the appropriateness or inappropriateness is historically determined through prior social practice and is constructed by the individual as a member of a social group over time. It is constantly open to reproduction and transformation, and levels of inappropriateness between individuals in the same ongoing social event may differ, sometimes quite considerably. The theory is thus primarily one of social behaviour and only secondarily linguistic. Nevertheless, lexemes available to speakers in whichever language they are using allow interlocutors to profile different aspects of the domain of inappropriateness. This is also true of longer stretches of language production and can be extended to include inferences drawn from both linguistic and non-linguistic behaviour. At an explicit linguistic level there is a relatively wide range of lexemes in English linked to different ways of profiling qualities against a basic notion of inappropriate behaviour, e.g. *rude, aggressive, offensive, abrasive, insulting, pert, saucy, impertinent. outspoken*, etc. The term that would appear most prototypical in this set is *rude*, since it implies that the offender knew that her/his behaviour was not acceptable in the ongoing social interaction and that it was therefore produced intentionally. The least prototypical members of the set are *abrasive* and *outspoken*. The lexeme *outspoken*, for example, may be used to index forms of utterance that are admired in certain circumstances. Other utterances produced during verbal interaction may lead to an interpretation of impoliteness as will non-linguistic behavioural cues such as facial expression, gestures and body postures, an increase in volume level, etc. A focus on the discursive approach to impoliteness (as well as politeness) will reveal telltale signs in the ongoing social practice that will allow interpretations by interlocutors in the cut-and-thrust of interaction and by researchers in trying to locate the signs of impoliteness.

PANEL

Didier Maillat & Louis de Saussure, *Pragmatic Interfaces*

The panel aims at addressing the issue of dialogue and cross-fertilization between pragmatics and neighbouring disciplines such as cognitive psychology, cognitive linguistics, formal approaches to discourse, semantics and philosophy of language. It is inscribed as a much needed follow-up to the successful Geneva workshop organised in 2004 and the related special issue of Pragmatics & Cognition (Saussure, L. de & Schulz, P. (eds.) (to appear)).
Pragmatic theories, although they all focus on language in use, oppose each-other through epistemological standpoints and domains of study. In particular, this panel wants to focus on some approaches which seek to explain and model the language-internal processes of natural language comprehension in some context (mostly discourse). These approaches link back to the work of Grice and are grounded on an interface with some semantic models of the truth-conditional, formal, tradition (e.g. Default Semantics, Discourse Representation Theory, Dynamic Syntax, Segmented Discourse Representation Theory, Situation Semantics), where the emphasis is on an attempt to explain and formalise the contextually-determined enrichment of linguistic meaning.
The second tradition which will interest us focuses on other pragmatic interfaces, in particular that between cognition and the language faculty. This powerful trend has led to the emergence of new interface relations, where pragmatics combines with and is at times subsumed in more general human cognitive abilities and processes. These new interfaces call for a redefinition or even a complete re-assessment of the theoretical and formal set of pragmatic tools (e.g. Cognitive Semantics, Experimental Pragmatics, Presumptive Meaning, Relevance Theory). In this model, pragmatic processes are regarded as prototypical instances of wider cognitive strategies.
It is crucial for the successful development of pragmatics that researchers, as they are aware of these differences, focus however on potential or real converging lines, and exploit them better in the future. This constitutes the main objective of the panel: to bring together outstanding and promising researchers from different trends in the field of pragmatics in order to seek new ways to achieve dialogue between these different traditions and to envisage interplays between them. Through this dialogue, this panel will aim at establishing a core profile of the discipline which transcends the various interfaces and unites the various approaches beyond the mere type of linguistic phenomena which constitute their object of study. Thus, the goal is to envisage across approaches, data and domains, overarching principles and multi-purpose

paradigms, in the idea that the Gricean foundations of the domain may have to be reinterpreted in the light of recent formal, cognitive and philosophical advances.

In this context, we have invited papers which, as they focus on one particular pragmatic interface, investigate the underlying universal and unifying principles of the domain.

<u>Contributions</u>

[Maillat Didier]
Nicholas Allott, *Pragmatics, modularity, heuristics and time*

A vital interface for pragmatic theorists is the one with the best current theories of cognition in fields that include philosophy of mind, psychology and, more broadly, cognitive science. Accepting the Gricean view that utterance understanding involves recovery of speakers intended meaning by inference to the best explanation, pragmatic processing must be central in Fodors terms (Fodor, 1983), taking conceptual representations as input. Fodor is famously sceptical about the prospects for study of central systems, claiming that central reasoning is not informationally encapsulated: in principle anything you know may be relevant in deciding what to buy for your aunts birthday, as it may in scientific theory choice. Pragmatics patterns in this respect with central processes rather than with language competence or visual processing. Considering the hearers task, though, it is clear that a great deal of the information that might be relevant is not considered (as Cherniak, 1986 argues about cognition in general), otherwise no utterance would be understood in any reasonable amount of time. In fact utterances are understood fast and spontaneously, suggesting processing is modular in some sense (Carston, 1997, pp. 17-18). Further, speakers evidently tailor what they say in order to lead hearers towards their intended meaning (Carston, 1997, pp. 17-18), so there may be a comprehension heuristic relying on this environmental regularity (Sperber & Wilson, 2002, p. 9). A heuristic (in the sense of Gigerenzer & Todd, 1999) is a procedure which ignores a great deal of information but is nonetheless reliable within a domain whose environmental regularities it exploits. Fodors argument rests on an analogy between what scientists do (theory choice) and what individuals do in everyday reasoning, which has recently been challenged by Carruthers (2003) and Pinker (2005). Defending Fodors analogy, Murphy claims that advocates of central modularity bet that the world is divided up into domains that do not constrain each other, and that our mind mirrors that structure (2006, p. 564). In fact the bet is rather different: that for some decisions, in some domains, at some time-scales, the mind behaves in a way that would work well if the world is compartmentalised in the way suggested. The world may be like that or not: the claim is about psychology, not about the ontology of non-mental parts of the world. In this paper I argue that modularity of central processes is relative to timescale (my claim is related to but distinct from that made in Carruthers, 2006). We can integrate across domains, but only if we have plenty of time. On my view, ordinary pragmatic processing is modular in that it is domain-specific and in that the information considered in processing any input is stipulated by a heuristic in a way that cannot be changed during processing. This latter property is not informational encapsulation, but it makes pragmatic processing quite different from fully central processes as Fodor describes them. In particular it is quite different from scientific theory choice. It has been notoriously hard to say what the scientific method is, as the history of the philosophy of science testifies. What is clear is that conscious reflection on the problems faced at a particular time can modify the methods used by scientists. In this sense there is no heuristic of scientific method, although there are no doubt rules of thumb within particular fields of science. Science is intelligence in action with no holds barred. (P. W. Bridgman; quoted in Schick & Vaughn, 1995) The difference between ordinary central cognition, including pragmatic processing, and full-blown abductive scientific reasoning, on this thesis, is that ordinary cognition is largely a matter of following heuristics at timescales fast enough that the results of the processing do not significantly change the heuristic, whereas in science a significant role is played by changes in the methods of investigation used, driven by the results that are being produced. Carruthers, P. (2003). On Fodor""s Problem. Mind & Language, 18(5), 502523. Carruthers, P. (2006). Simple heuristics meet massive modularity.

[Maillat Didier]
Paul A. Chilton, *Deictic expressions, figure-ground and refocusing constructions*

Deixis sits by definition on the interface of system-internal semantics and contextual pragmatics. As is well known, prototypical deictic expressions are spatial *here*/*there*, etc.) but are extended to temporal (*now*/*then*)meanings; in many accounts of deixis they are also extended to social space (*tu*/*vous*). Less widely accepted is their extension to epistemic and even deontic distance: *X is Y is* epistemically closer than *X may be Y*). The paper will examine this claim (cf. Frawley 1992), and outline a three dimensional abstract discourse space (cf. Chilton 2005). This space has a deictic centre defined by the intersection of spatial, temporal and modal axes. Within this framework it will be demonstrated how spatial and temporal deictic expressions can be naturally modelled. However, the argument will be taken further into a more abstract of domain of linguistic structure and meaning. Two further arguments will be outlined. The first proposes that subject-object relations can be modelled in terms of deictic distance, an idea already outlined in a different

format by Langacker (1987). The second shows how refocusing constructions (e.g. classic passive transformation) can be naturally modelled in the discourse space. The overarching hypothesis that simple geometric operations can clarify and inter-relate several semantic-pragmatic phenomena, and a general cognitive interpretation in terms of figure-ground cognition will be put forward.

[Maillat Didier]
Robert M. Harnish & M. Garrett, *Impliciture*

Elements of communicative content that are not expressed by overt elements of the sentence uttered played a large role in the history of generative grammar. Numerous phenomena, from deletion and ellipsis to trace and PRO provided evidence for unspoken material and mechanisms for recovering it. In the 70"s and 80"s, mostly inspired by the work of Grice, forms of "unexpressed elements of content" and mechanisms for recovering it not contemplated by linguistic theory of the time began to surface under a variety of labels, which we will collectively call "impliciture" (extending Bach, 1994). Starting in the 80"s, experimental work began on the nature of this content and these mechanisms (see, e.g. Bezuidenhout and Cutting, 2002, for discussion). In a recent study (Garrett and Harnish, in press), we extended this earlier work to ask whether certain forms of impliciture are more tied to language (via "standardization") or implicate general background knowledge (via "default heuristics"). Initial results for the materials tested seem to favor standardization as a mechanism for delivering this content. Ongoing research extends the study of impliciture to additional examples and new populations.

This work recruits neuropsychology to the debate based on the apparent involvement of the right hemisphere in pragmatic processes. Patients with right hemisphere (RH) damage often show impaired performance for several types of non-literality, including humor, sarcasm, and metaphor. Is this in fact a reflection of a RH specialization for pragmatics? The issue is complicated by other observations that RH patients also show reduced capacities for integrating multiple information sources and for maintaining discourse coherence. If the compromise of pragmatic performance reflects a general limitation on complex information processing (viz., as in recruiting background information), the neuropsychology would not dictate a qualitative distinction between pragmatic and sentence level processing. Herein lies an interest of implicitures. Standarization provides a pragmatic scenario that does not require rapid access to potentially unbounded domains of information. Testing implicitures in RH patients may thus provide another evaluation of boundary conditions on pragmatic processing.

There are two analyses of the neuropsychological data in terms of a general information processing limitations. One emphasizes RH wholistic information processing and is a species of the specialization role for RH, but one that is *not* specific to pragmatics. The other emphasizes frontal lobe functions in complex information processing. A diminished frontal systems capacity is deemed the causal factor rather than RH function per se. Either or both of these ideas may explain aspects of RH patient performance for pragmatic language tasks.

We report on two projects. One assesses performance in RH damaged populations. The other contrasts performance for populations with high and low frontal lobe function. In both, we assess impliciture interpretation using accuracy and reaction time measures. Both context free and context constrained interpretation are tested. In the latter instance, contexts support context free impliciture or defeat it in favor of an alternative construal. These two projects are complemented by a parallel study with the same materials using electrophysiological measures (ERP) to assess response patterns for implicitures in supporting and defeating contexts.

[Maillat Didier]
Napoleon Katsos & Richard Breheny, *Is pragmatics hard? Evidence from experimental investigations*

Recent experimental investigations into the interpretation of scalar terms (e.g. some Fs are G interpreted plainly, as some and even all Fs are G; or interpreted with a scalar implicature, as some but not all Fs are G) have shown that children acquire the interpretation with the implicature later than the plain interpretation (Noveck, 2001; Papafragou & Musolino, 2003; Guasti et al, 2005; Foppolo et al, submitted; Pouscoulous et al, submitted; i.a.) and that adults require more processing time when generating the implicature interpretation than the plain one (Bott & Noveck, 2004; Breheny, Katsos & Williams, 2006; Noveck & Posada, 2003 i.a.). These investigations are motivated by a theoretical debate on the default vs. context-dependent nature of scalar implicatures and the data consistently support context-sensitive accounts (Carston, 1998; Hirschberg, 1991; Recanati, 2003 i.a.) over default ones (Chierchia, 2004; Levinson, 2000 i.a.; see Katsos, to appear).

However, a secondary conclusion that some researchers reach (Bott & Noveck, 2004; Noveck & Posada, 2003) is that generating scalar implicatures is costly in terms of processing resources, as evidenced in the delay in acquisition and the processing time pattern in on-line measures. This conclusion seems to resonate with independently motivated preconceptions in psycholinguistics that pragmatics is somehow hard relative to grammatically driven processes (Clifton & Ferreira, 1989 i.a.).

While it is possible that generating an implicature is costly per se, we argue that there is no conclusive evidence to this effect and that the relation between a theoretically identifiable semantic/pragmatic process and an experimentally observed pattern (e.g. a delay in acquisition or a reading-time result) need not be straightforward .

Specifically, for the case of the scalar implicature (henceforth: SI) of some, we argue that the on-line processing cost is not associated with the SI per se but with operations on the discourse model that are triggered once the SI has been generated: whereas the plain interpretation some and even all of the Fs are G introduces into the discourse model a set of Fs that are G, the SI interpretation introduces a set of Fs that are G as well as a contrast set of Fs that are not G. We argue that it is the accommodation of the contrast set that is causing the difficulty in generating implicatures, based on the following evidence:

(1) Experiments reported in Breheny et al (2006) and Katsos (to appear), which indicate that in conditions where the scalar trigger some of the Fs is followed by a dependent target phrase the rest of the Fs, the reading time cost interacts with the position where the contrast set has to be introduced: in conditions where some is interpreted with an SI, the trigger segment will be slow and the target will be fast; while in conditions where some is interpreted plainly, the trigger will be fast but the target will be slow. Hence, the processing cost is related to the segment where the accommodation of the contrast set becomes necessary rather than the SI per se.

(2) Research by Grodner, Gibson and Watson (2005), which suggests that the process of accommodating a contrast set triggered by restrictive relative clauses (RRC) incurs a processing cost in a null context. This cost disappears (a) when the contrast set is introduced in the context prior to the RRC, (b) when a non-restrictive RC is used.

(3) Research by Sedivy (2001), and Sedivy, Tanenhaus, Chambers, and Carlson (1999) on contrastive implicatures, which shows that, given a contextually salient contrast set, these implicatures are generated without any processing cost. Drawing on these studies, we suggest that the accommodation of a contrast set, whether triggered by a scalar implicature or not, induces a processing cost, and that implicatures (whether contrastive or scalar) need not be costly in terms of processing resources.

We briefly explore the consequences of this hypothesis for the pattern of acquisition as well (see also Reinhart, 2006), and, we present evidence that other pragmatic processes do not incur a processing cost when they are appropriately constrained by context (metaphor, indirect speech acts).

We conclude that pragmatics need not be hard, and we caution against a view whereby theoretically distinct semantic/pragmatic processes each correspond to additional processing time or a delay in acquisition.

[Maillat Didier]
Didier Maillat & Louis de Saussure, *Which rationality for pragmatics? The legacy of interface research on the pragmatic enterprise*

In this paper we wish to investigate the nature of the rational underpinnings of pragmatic theories. It can be argued that various scholars in the field of pragmatics have opted for radically different options in that respect when anchoring their theoretical frameworks in some model of rationality. It is the purpose of this paper to investigate this issue in order first to isolate some leading trends in the solutions which have been put forward, and second to see how new interface relations have required a new definition of the pragmatic foundations.

We will show that a first current which was particularly powerful in the early stages of pragmatics, built its theoretical framework around an essentially (deductive) logical engine. The influence of semantics and philosophy of language was of course no stranger to this trend (Montagovian semantics in particular), as well as the need to find some common ground at the interface between the two domains (see Kamp & Reyle 1993).

But since then, some pragmaticians have claimed that the logic toolbox was not best suited for the type of investigations carried out in pragmatics. In particular, the inadequacy of the original deductive logical engine has been exposed by researchers who have worked on other interfaces, more specifically the cognitive sciences, and artificial intelligence (see Asher & Lascarides 2003, Jaszczolt 2005, or Sperber & Wilson 1995). We will discuss various forms of logical engines which have been proposed, such as inductive approaches relying on large data set (corpora) in the realm of computational research, but also models based on looser forms of logic involving underspecification at the interface between semantics and pragmatics (see Jaszczolt 2005 or Levinson 2000) or deductive rationality guided by cognitive principles unrelated to logic proper (Sperber & Wilson 1995). We will proceed to show that other strategies have radically affected the logical engine and rely on a non-monotonic extension to the logical engine to avoid the limitations of previous models (Asher & Lascarides 2003).

Finally we will discuss the proposal made by (often) empirically based models of pragmatics derived from the interface with the wider domain of cognitive human strategies and processes, such as relevance-theoretic accounts, as well as optimality-theoretic approaches, which tend to point to a much more radical appraisal of the kind of rationality needed for pragmatic models (see Blutner & Zeevat 2003, Carston 2002, Sperber & Wilson 1995). As Dascal puts it: natural reasoning often deviates from the norms of correct reasoning; in particular, pragmatics require an account of the wide range of ways of extending our knowledge that cannot be handled by formal logic alone (Dascal 2005:31). In doing so we will also question the impact which formalisms have had on the actual shaping of the discipline as it can be shown to have born heavily on theoretical choices.

[Maillat Didier]
Anna Sysoeva & Katarzyna Jaszczolt, *Composing Utterance Meaning: An Interface between Pragmatics and Psychology*

In this talk we introduce and further develop the idea of a merger representation a compositional representation of the meaning of an act of communication that combines information from word meaning, sentence structure, conscious pragmatic inference, and default interpretations. This model has been used in Default Semantics to semanticize and formalize pragmatic information that contributes to truth-conditional representation (Jaszczolt 2005). Our main aim is to demonstrate that the idea of a merger representation can also function as a psychologically plausible alternative to the more traditional approaches to utterance interpretation, in which a boundary is set between the level of enriched logical form and the level of implicit content (Carston 2002, Recanati 2004). We use evidence from Russian and British English to support the following claims of Default Semantics: (i) merger representation can go beyond the enrichment of logical form and do not have to rely on the syntactic structure of the uttered sentence; and (ii) there is a difference in the cognitive status of meanings arrived at by default and those arrived at through pragmatic inference. Russian and British cultures differ in directness with Russians attributing higher value to being direct than British people (Sysoeva 2005, Wierzbicka 1992). By providing a contrastive analysis of the performance and interpretation of certain speech acts in Russian and English, we demonstrate that a special kind of inference is responsible for the cross-cultural difference in directness. This inference is called conscious pragmatic inference (CPI) from primary to secondary meaning. Reliance on defaults, on the other hand, is not subject to cross-cultural variation. This suggests that default inference is not consciously available. We support this claim with evidence from questionnaires collected from native speakers of English and Russian. Next, we point out that not all propositions that are classified as implicatures by the criterion of functional independence belong with secondary meaning. In other words, they are not separate from what is said/what is explicit but, in Default Semantics, can enter the merger representation. In these cases there is no cross-cultural difference in the directness of the speech act performed by Russian and British English speakers. Russians do communicate the primary meaning with a proposition functionally independent from the enriched logical form if the discrepancy between the two propositions is not apparent. Default Semantics explains these observations by showing that the psychologically interesting boundary should be set between primary meaning (even if it overrides syntactic representation) and secondary meaning rather than between the enriched propositional form and functionally independent propositions as it is commonly assumed in post-Gricean pragmatics. For example, the merger representation of an utterance of (1) may contain (3) rather than (2). (1) Mary hasnt eaten. (2) Mary hasnt eaten lunch yet. (3) Mary is hungry. We demonstrate how the sources of information contributing to the merger interact to produce the utterance meaning. For that purpose we investigate the possibility of reviewing the properties of the source word meaning and sentence structure in the spirit of meaning eliminativism (discussed in Recanati 2004 and going back to Wittgenstein 1953) thus emphasizing that the level of logical form does not surface as a separate level in conscious processing.

PANEL

Piera Margutti & Arja Piirainen-Marsh, *Questions of authority: Reproaches and criticism in the classroom*

The panel brings together researchers who investigate the organisation of classroom interaction across different school grades, in a variety of subjects, and in a number of countries. Drawing on data from a wide range of educational settings and conversation analytic methodology, the contributions explore how teachers and students invoke, accomplish, comply to, resist or challenge forms of authority in the classroom. The panel addresses not only the teachers authority (Macbeth 1991), as can be embodied in teachers *reproaching* students, but also various forms of *criticism* that both teachers and students perform and address to each other through *complaints*, *teasing*, *noticings* and *comments* on others forms of conduct.

Since Sinclair and Coulthards early work (1975), the role of the teacher as the authoritative party has been mainly associated to its instructional role (McHoul, 1978; M ehan, 1979; Drew, 1981; Levinson, 1992; Hellermann, 2003). Although building on these seminal studies, this panel draws from recent insights on the embodiment of authority in the classroom (Macbeth 1991, see also Thornborrow 2002) and in other institutional settings (see e.g. Heath, 1992 and Perkyl 2002 for medical interaction; Hutchby, 1996 for radio talk; Raymond 2000 for news reports). Papers in this panel examine how the authority of one party is invoked or challenged as a contingent and locally managed event, resulting from a mutual orientation of the participants to their speaking rights.

The aims of the panel are: (1) to describe the participants mutual orientation to the administration of authority in the classroom, as it emerges from various verbal or embodied practices (reproaching and criticism) which teachers and students enact to invoke or challenge the other partys entitlement to certain actions, (2) to disseminate findings on the discourse practices we examine and compare similarities and differences across different languages, pedagogic contexts and learning environments, and (3) to identify and discuss directions of future research in this area.

Contributions

[Margutti Piera]
Ann-Carita Evaldsson, *Making boys accountable for classroom disorder*

Given the amount of research that posits a relationship between students" resistance to teacher"s authority and masculinity (Connell, 1989; Mac an Gail, 1994; Martino, & Meyenn, 2001), this paper explores whether teachers and students orient to gender in the context of regulative talk as they account for disruptive classroom behaviours. Data draws on AV-recordings of routine events in which children are made accountable for disruptive behaviours in a multiethnic first grade classroom in Sweden. The analysis combines conversation analytic (CA) examination of talk-in-interaction and ethnomethodological concerns for members" understanding of social categories (MCA) (Sacks, 1972, see Benwell & Stokoe (2006) Stokoe, 1998). In general students are not simply showing disruptive behaviours (Verkuyten, 2002, p. 108), that a child"s behaviour is problematic is first obvious in relation to the teachers" use of regulative talk, which signals to the child that he or she is accountable for a disruptive behaviour. As will be demonstrated, the teacher in reproaching students, make use of various forms of judgmental work (complaints, denials, accounts, comments, criticism, forms of membership categorization work, using genres associated with instructional activities) to define and redefine the significance of disruptive behaviours. Within such exchanges boys as a group becomes associated with inappropriate school behaviours (i.e. tattling, pushing, fighting, shouting) while girls are tied to appropriate school behaviours. Some girls by means of comments of own and other"s conduct even assist the teacher in indexing those behaviours. As the analysis demonstrates the teacher in reproaching students make sense of disruptive classroom behaviours in gendered terms as a matter of pedagogical interest for those first graders. In consequence what has previously been termed as mainly indexing a masculine identity is closely related to the accomplishment of a different classroom identity that of "being a good student". Connell, R.W. (1989). Cool guys, swots and wimps: The interplay of masculinity and education. Oxford Review of Education, 15 (3), 291-303. Benwell, B. & Stokoe, E. H. (2006). Discourse and Identity. Edinburgh: Edinburgh University Press. Mac an Ghaill, M. (1994). The making of men: Masculinities, sexualities and schooling. Buckingham: Open University Press. Martino, E., & Meyenn, B. (Eds.) (2001). What about the boys? Issues of masculinity in schools. Buckingham: Open University Press. Sacks, H. (1972) "On the analyzability of stories by children", pp. 325-345 in J. Gumperz and D. Hymes (eds) Directions in sociolinguistics: The ethnography of communication. New York: Rinehart & Winston. Stokoe, E.H. (1998). Talking about gender: the conversational construction of gender categories in academic discourse. Discourse & Society, 9 (2), 217-240. Verkuyten, M. (2002). Making teachers accountable for students" disruptive behaviour. British Journal of Sociology of Education, vol. 23 (1), 107-122.

[Margutti Piera]
Sungbae Ko, *Competitive multiple responses in TESOL classrooms*

This study examines the environment of competitive multiple responses in language classrooms. The data used is a substantial corpus (over 40 hours) of adult Korean TESOL classes collected in Australia and in Korea.
When two or more students self-select to respond to the teachers question, the participation in the response turn is widened from an individual to multiple participants and becomes a multiple response (MR) . Particularly, the competitive MR was found to be common in the primary data set. T he MR shows a way of participation in classroom talk-in-interaction : the participants are divided into sides involving disagreement (i.e., each response is contrastive to the other) .
In light of recent conversation analytic perspective, this paper primarily explores how t he competitive MR manifests itself through disagreement (or challenge) being expressed relating to a prior speakers response in an explicit or implicit manner. This paper also demonstrates that resolution of such argument between students is likely to be accomplished by a third party, the teacher although s/he is not the original author of the argument , and thereby end the MR with consensus among participants : it shows how the teacher is doing being a teacher .

[Margutti Piera]
Inkeri Lehtimaja, *Teacher-oriented address terms in challenge sequences*

In classroom interaction the teacher is usually the default recipient of the students turns. Thus students do not need to explicitly express who the addressee of the turn is when talking to the teacher. However, in my data consisting of videotaped Finnish as second language lessons in lower secondary school, the students still use teacher-oriented address terms in some specific contexts. Usually this is done to capture the teachers attention when the student is bidding for a public turn in a competitive situation or in an unexpected sequential position. In addition to this, the students sometimes use address terms when expressing a negative stance towards the teacher or his or her agenda: criticising the teacher or questioning his or her authority in some way.
The most common teacher-oriented address term is *ope*, a diminutive of *opettaja* (teacher). First names are also used, especially by the elder students. The address terms can be used alone, in which case they are usually prosodically

marked when expressing affectivity or stance. They can also be combined to utterances and appear then in different positions (beginning, middle or end). The address terms used in challenge sequences often occur either with questions concerning the teachers decisions or actions, with negative imperative utterances telling the teacher not to do something or with propositions for alternative action.

In my presentation, I use conversation analysis as method to show how and in what contexts the students use address terms to display challenge to the teacher. I will study the prosody of the address terms and the non-verbal features that accompany them. I will also examine their position in the students utterances in order to establish a relation between position and function. Finally I will investigate the consequences of the challenge turns and the way the other participants react to them.

[Margutti Piera]
Piera Margutti, *Reproaching students: formulating the students' unprompted actions*

In the domain of teacher/student interaction, this communication explores the teachers activity of reproaching as a recurrent form of response to some students unprompted conducts. In the course of their ordinary pedagogical activities, teacher and students are frequently engaged in forms of interaction whereby the former treats individual or collective instances of behaviour as noticeable, by producing comments and judgements about their being more or less appropriate. On the other hand, the students seem to treat such reproaches as having direct and practical effects on their demeanour, insofar as the teachers verbal remarks on the students behaviour embody a request to stop what they are doing; a request they either comply with, or resist.
Aims:
The communication reports the results of a broader study on the activity of reproaching students in the classroom. Starting with a broad characterization of reproaching, as enacted through three distinct format calling the student by name, formulating the rule and providing remarks and comments on the the students unprompted actions- the paper explores in details the last format. The analysis of this practice focuses (1) on its sequential placement, (2) on the specific features of turn design (as related to different types of students behaviour (individual/collective) and to their actual physical facets, resulting from their being embedded in larger courses of action), and (3) on its sequential consequences on the further development of these courses of action. The analysis provides some grounds for describing teachers authority (McHoul, 1978; Macbeth, 1991) as conveyed through a set of methodical practices that are interactionally occasioned and designed to be responsive to the students conduct. It is also argued that the students misconducts are judged as variably reproachable events on a local basis. Having their origins in the larger sequential environment where they are produced, both actions (the students unpromted conducts and the teachers reproaches) are, indeed, strictly connected to the activities underway.
Data and method:
The data consist of the first 15-20 minutes from 20 lessons, given to 6 different year groups (2 third-grade, 1 second-grade, 2 sixth-grade, 1 seventh-grade) by their 10 teachers. The lessons have been video-recorded in 3 different Italian schools in the years 2000 and 2001. The data have been transcribed and analysed using Conversation Analysis and focussing on both the verbal and non-verbal conducts of the participants. Thus, according to the CA approach, the teachers reproaching responses are considered in their linkage with the students prior behaviour.
Findings:
The findings contribute to the general description of classroom interaction as the site where different types of activities take place, besides the well known instructional-sequence type.
The study details the activity of reproaching as one of the teachers specialized types of action (Atkinson & Drew, 1979), thus linking it to the institutional goals (Drew & Heritage, 1992) embodied in classroom interaction.
The study argues for ethnomethodological approaches in analysing the way in which the teachers authority is produced and understood in everyday classroom activities, thus detracting from the view of a successful discipline management in the class as being merely the product of the application of abstract, pre-defined norms (Wootton, 1986; Maynard & Clayman, 2003).

[Margutti Piera]
Arja Piirainen-Marsh, *Linguistic and embodied features of reproaches in two bilingual learning environments*

In secondary classrooms all participants are generally competent members of the classroom culture: they are fully familiar with the institutional practices of schooling and classroom activity, and skilfully draw on a variety of resources when participating in the official and unofficial activities that form part of classroom life. Students in this age group recurrently resist the official agenda of the classroom and question the norms of appropriate conduct as well as the teachers authority both verbally and nonverbally. This may be done through offering inappropriate answers, public displays of non-attention to current activity or different forms of subversive action. Teachers deal with such infringements of the norms and expectations of the classroom order by drawing attention to and verbally sanctioning conduct that they judge as inappropriate. This paper examines the linguistic, embodied and other locally relevant

resources that teachers draw upon to address students challenging behaviours and treat them as infringements of the norms of proper conduct in the classroom.

The data are drawn from a corpus of classroom interaction from secondary school lessons of English and Content and Language Integrated Learning (CLIL) lessons, i.e. lessons where non-language subjects are taught through English (c. 30 hours in total). The data for this paper consists of sequences where (i) a student challenges the teachers authority through actions that resist the official business of the moment and (ii) teachers respond to problematic conduct through explicit or implicit reproaches or criticism. The data set presents opportunities for comparison between the two settings: in EFL classes activities focused on maintaining social order are carried out in Finnish, whereas English tends to be restricted to official instructional sequences. In CLIL classes, on the other hand, most activities are conducted through English, including those addressing misconduct. In both data sets, the teachers turns often do not directly refer to the problematic act, but rather call attention to and criticise or sanction some aspect of the problematic behaviour indirectly, drawing upon a variety of verbal resources and embodied activity as well as other locally relevant resources. This paper has three aims: first, it examines structural features of reproaches, i.e. the lexical, grammatical and pragmatic features of teachers verbal utterances through which they draw attention to and evaluate inappropriate conduct; second, it analyses how teachers draw upon gaze, gesture, body orientation and other embodied resources in reproaching students; and thirdly, it describes the sequential aspects of reproaches, e.g. whether participants engage in remedial work and what kind of resources they use to resolve the problematic situation.

Practices for managing conduct that challenges or resists the current educational agenda display the participants orientations to different social and institutional identities and the social norms of the classroom setting. In this sense they embody participants authority to carry out (or not to carry out) certain actions and the ability to control the actions of others. The findings of this study will contribute to an understanding of the verbal and nonverbal resources employed by teachers to attend to and deal with challenging and/or inappropriate conduct in two different types of bilingual educational setting. They will also show how the participants enact, define and redefine their positions and relations in the social order of the classroom setting. More generally, the findings are relevant to current discussion of agency, authority and accountability in secondary classrooms.

[Margutti Piera]
Fritjof Sahlstrom, *"Ssh" - some intial observations on classroom hushing*

Teachers and students in classroom interaction, with a particular focus on teacher and student use of what we call hushing (a single or multiple ssh). Despite its frequent occurrence in classrooms, hushing has received little if any explicit prior research attention. In the paper, hushing is analyzed within a conversation analysis framework, focusing on the sequential and situational context of the ssh, and the uptake of the hushes in the forthcoming interaction. The primary materials for analysis used are multi-source video and audio recordings of classroom interaction in Mathematics, children aged 13-15. The core recordings used are Swedish, with additional data from similar settings in Australia and the US. Further, data from other contexts are used for contrasting and comparing classroom hushing to hushing in other contexts. In the study, classroom hushing has been found to consist of either a single or multiple ssh. The classroom ssh is an explicitly reproaching directive, requesting silence or noticeably lowered volume of talk from the addressed recipients. It can be delivered either with an explicit inidvidual address, relying on sequential position, gaze, pointing, and address terms for pointing out the student(s) addressed, or as addressed to the class as a whole. The latter is the case when the sequential context is ambiguous with respect to what the hush is oriented to, where no single student talk can be identified as the cause for the hushing and where there is no other explicit addressing done. Public hushings occur in two different participation frames: in situations where the teacher is teaching to the whole class or group, with the students taking part as a collectively constituted participant, or in situations where the class is expected to work individually, in pairs or in small groups, with no sustained common focus of interaction. In both contexts, public hushes occur almost solely in teacher turns, immediately subsequent to complex and/or noisy interaction situations. In the whole-class setting, one sequential context for the hushing is immediately following (and subsequently addressing) student talk, either public or at desk, co-occurring with a teacher first pair part turn. A quite different sequential context is hushing following a number of candidate second pair part student self-selection responses to a teacher first pair part. In both instances, the hushing address problems of participation. In the first instance, the hushing addresses a lack of student participation, whereas the second instance addresses an over-supply of participation, in a position set up for by the teacher. The teachers delivery of the hushing is oriented to this difference, through differences in seriousness of the reproach. A hushing is often followed by subsequent hushing, upgrading the initial hush in the absence of the projected silence, and can in turn be followed by verbal elaborations on the theme of shutting up. In the group setting, a hushing does not address the immediate interaction within which a teacher s involved, such as helping out a student at his or her desk, but the sound level, frequency and content (or combinations of these) of small-group interaction in the class. The findings of the paper contributes and adds new knowledge to the general understanding of how classroom interaction is organized, in particular with respect to how classroom reproaches function with respect to the management of participation.

[Margutti Piera]

Margaret "Peggy" Szymanski, Michaele E. F. Smith & Luke R. Plurkowski, *Organizing the*
Cooperative Learning Classroom: How teacher and student invoke authority

Cooperative learning instructional formats were developed so that small groups of four to six students could effectively manage their own learning activity without the immediate presence or authority of the teacher. Within the group, students are assigned functional roles such as the recorder who writes down group ideas or the checker who checks for understanding and agreement; these roles delegate the teachers authority as learning manager to individual group members. This student empowerment in turn creates a new role for the teacher: to maintain an authority that effectively guides the peer groups learning activity even in her absence. Three types of authority-invoking interactions can occur: the teacher may initiate an engagement with a peer group; a student may call the teacher over to the group; or a student may invoke the teachers authority in her absence within the peer group. Peer group learning formats result in an interactional fluidity between phases of engagement and disengagement between the teacher and the peer group members.

This study describes how authority-invoking engagements occur in this peer group structured classroom. Teachers invoke their authority with the peer group twice as much as the students invoke authority. Teacher-initiated engagements were predominately of two complementary types: 1) task boundary engagements occasioned by the students transition to the next activity in the lesson, and 2) behavior management engagements designed to get students back on task. While monitoring the groups, the teachers physical proximity often occasioned her engagement with the work group. Students invoked authority by initiating an engagement with the teacher to announce their position in the task, marking an activity boundary. In fewer instances, students would ask for help or solicit praise from the teacher for an accomplishment. Within the peer group, students invoke authority to monitor other students behavior and to clarify instructions.

The data corpus consists of over 80 hours of video taped class sessions using two cameras, one on a targeted peer group and one on the overall classroom. The classroom contains six to seven peer groups. The class sessions feature language arts activities such as reading and writing. The students are native Spanish speaking third graders; some students were making the transition from Spanish literacy to English literacy. A collection of more than 75 excerpts contained sequences of interaction in which the teacher or a student invoked authority. These excerpts were analyzed using conversation analytic methods.

[Margutti Piera]
Liisa Tainio, *Prosodic imitation as a teachers" means for receiving criticism in classroom interaction*

In educational studies the analyses of emotion in classroom interaction are usually conducted by interviewing teachers and students about their experiences, beliefs and attitudes (Sutton & Wheatley 2003), although in interaction the link between the participants beliefs and actual behavior is by no means a straightforward one (Tainio & Harjunen 2005). Therefore, in order to understand the displays of emotion in institutional multi-party settings such as classrooms, it is fruitful to turn to analyze emotion as a situated practice in the sequential organization of interaction (Goodwin & Goodwin 2001).

In my paper I will analyze sequences that contain criticism, that is, negative assessments of the activities of other participants. The data is naturally occurring classroom interaction in the upper levels of Finnish comprehensive schools (students aged 1315 years). The study is conducted applying the method of ethnomethodological Conversation Analysis (f.ex. Sacks, Schegloff & Jefferson 1974; Hutchby & Wooffitt 1998; Seedhouse 2002).

Although it is quite common for teachers and students to criticize and to display negative stance towards each others activities during (pedagogical) interaction, the criticism is treated as more or less as a dispreferred, an emotional, and a delicate issue. The teachers and the students receive criticism and deal with the emotional elements of it by using various verbal and non-verbal practices, including prosodic imitation. By prosodic imitation I refer to turns-at-talk that orient prosodically to preceding turns in terms of, for example, intonation, pitch, volume, rhythm, or voice quality (Szczepek 2001; Hellermann 2003; Tainio 2006). Usually imitations also repeat at least some verbal elements (words or syntactic construction) of the source turn. In my analysis, I take into account only those imitations that occur in other sequential places than within the IRF structure (Sinclair & Coulthard 1975; Hellermann 2003, Nikula forthcoming).

The function of prosodic imitations is double faced: it is used to display alignment as well as disalignment with the imitated activity (Couper-Kuhlen 1996; Sczepek 2001; Tainio 2006). Playful elements and even teasing are a significant part of the phenomena (Cekaite & Aronsson 2004, 2005; Cook 2000). Prosodic imitation is a frequent and multifunctional practice among students, and one of its functions is to show orientation to the participation role of the Student (Cekaite & Aronsson 2004; Tainio 2006). However, also the teachers imitate students turns but quite rarely. According to my data, outside of the IRF structure, teachers imitate especially those turns of students that contain criticism of their own previous turns or activities. Prosodic imitation seems to be one of the means for teachers to receive the students emotional reactions, to deal - in a non-serious way - with the gap between the institutional roles of the Teacher and the Student, and therefore also to deal with the students (implicit) challenges of the teachers authority during classroom interaction.

PANEL

Yoshiko Matsumoto & Susan Ervin-Tripp, *Humorous self-disclosure -- age, culture, and gender*

This panel focuses on conversational humor, especially humor connected with self-disclosure. While self-disclosure, as well as humor and irony, abound in verbal interactions, detailed research on conversational humor involving self-disclosure is still rare. Self-disclosure presents an interactional context that is considered high-risk from the point of view of self-presentation and face (Lampert & Ervin-Tripp 2006). Accordingly, the uses and interpretations of self-disclosure in conjunction with humor would be expected to be highly sensitive to the background of the speaker and of the other participants in the conversation. In order to understand the risks and benefits of humorous self-disclosure in conversations, the papers in the panel pay close attention to such factors as age, gender, culture, and situational context and examine naturally-occurring conversations from the perspectives of (1) the contexts in which humorous interactions occur, (2) the ways that the participants introduce and respond to humor, and (3) the functions that humor has in the conversation. Gioras paper discusses the limited extent of contextual influence on interpretations of irony, illustrating the risks that irony presents in verbal interaction. The paper by Ervin-Tripp & Lampert contrasts male and female uses of humorous self-disclosure, while Boxer & Cortes-Conde, Takanashi, Matsumoto and Davies consider the implications of womens use of humorous self-disclosure. Schnurr & Holmes focus on male interaction. Issues of cultural variability are considered through the analyses of conversations in American English (Ervin-Tripp & Lampert, Davies), New Zealand English (Schnurr & Holmes), Argentinean Spanish (Boxer & Cortes-Conde) and Japanese (Takanashi, Matsumoto). Elderly speakers humor and self-disclosure are illustrated by Matsumoto and Davies; these can be compared to younger speakers in their twenties to forties who are the focus of Boxer & Cortes-Conde, Schnurr & Holmes and Takanashi. The conversations examined by Ervin-Tripp & Lampert span the range from preschoolers to university students. Through attention to these factors, we address the complexity of self-disclosure and humor.

Contributions

[Matsumoto Yoshiko]
Diana Boxer & Florencia Cortes-Conde, *Humorous self-disclosures as resistance to socially-imposed roles*

This paper is an in-depth analysis of humorous self disclosures that express resistance to dominant belief systems about womens roles in their societies. Our data consists of three hours of tape-recorded conversations among all-female friends, ages 30-40, speaking in Buenos Aires Spanish. Using a combination of ethnographic and conversation analytic approaches, we explore how these womens interactions challenge traditional views about gender identities. This unfolds largely through their use of humor in narratives that divulge information about their lived histories. As Lampert and Ervin-Tripp (2006: 57) state: "Women may be more inclined to make humorous commentaries about themselves to other women not only because they perceive the latter as more sympathetic to self/disclosure, but also because they may believe a close female friend or family member is less likely to make negative assumptions about them or about women in general." We contend that this self-disclosure can also serve the purpose of resistance to socially imposeed belief systems and roles.
Through our examination we make use ofa concept we have termed "relational identity development/display (RID) (Boxer and Cortes-Conde, 1997, 2000). We trace RID in the unfolding disclosures to demonstrate how teasing, joking and self-denigration can function as bonding mechanisms that *develop* close female relationships. The bonding not only brings participants together, but creates an ongoing narrative that serves to *display* their RID in subsequent interactions, for themselves and for others.
Current literature in discourse analysis has dealt with such notions as identity display, alignment and realignment (e.g. Goffman, 1967), performed social identity (e.g. Erickson and Schultz, 1982), framing and footing, (e.g. Goffman 1974, 1981; Tannen 1979) and positioning (e.g. Hamilton 1995). These concepts imply the display of a social identity (whether ethnic, gender, age) or individual identities through spontaneous conversations. What they do not explore is the intermediate stages between these two extremes--identities that belong to groups that are not socially fixed and that are co-constructed in actual time and space. They may exist only in the moment of the interaction or, otherwise, must be constantly re-created by participants because they exist in none of them. Because this intermediate stage of identity formation is in flux and not fixed, women find they can create a group identity that resists traditionally assigned feminine roles.
We contend that through self-disclosure as joking and teasing -- mechanisms through which social control is frequently exerted --women can bond and safely display a RID different from their gendered and more fixed socialidentities. According to Van Dijk (1988) discourse creates and transmits social representations and social norms. Resistance to the

power of dominant belief systems can also be discursive. In the cases of the speech behaviors we examine in this paper, the participants become involved in resistance to the social representation of women. The RID they are displaying is not one that accommodates to what is or has been considered to be the model for women.

[Matsumoto Yoshiko]
Catherine (middle name Evans) Davies, *Self-disclosure through humor within a family system*

Classic work in linguistic anthropology identified patterns of joking behavior within kinship groups (so-called joking relationships) (cf. Apte 1985), and sociologists (e.g., Coser 1959) have identified patterns of joking within social systems in workplaces, but it is only relatively recently that sociolinguists have examined patterns of joking behavior among close friends (Tannen 1984/2005, Lampert and Erin-Tripp 2006) and within families (Everts 2003). As Hazen (2002: 503) points out, variationist approaches to language in the family have focused on language transmission and parent/child influences. He suggests that future research should consider other social relationships associated with family:.influences, both accommodating and distancing, between siblings. This study uses some unusual sibling data to examine the functions, particularly relating to self-disclosure, of humor in family interaction. The circumstances of the recording shaped the discourse in that the siblings were being asked to provide accounts of episodes of shared family experience, and the conversation was being recorded for posterity. The partially overlapping disciplines drawn upon in the analysis are interactional sociolinguistics (Gumperz 1982, 1992, 2001; Tannen 2005) discourse analysis (Ochs and Taylor 1995, Taylor 1995, Everts 2003), the Community of Practice model within sociolinguistics that labels the family as a type of CofP (Holmes and Meyerhoff 1999), and social psychology (Harr 2001, Davies and Harr 1999, Coupland et al 1988, Martin et al 1997, Howe and Recchia 2005, Lewis 2005). The unusual data under analysis consists of a 45-minute audiorecording made in northeastern Pennsylvania in the mid 1950s of three elderly unmarried sisters who had lived together in the family home for 70+ years at the time of the recording. Their nephew from California had brought his taperecorder along on his visit, and was curious about some trips that the sisters had taken in previous decades to visit other branches of the family. The analysis examines linguistic and discoursal variation with a focus on joking interaction among the three sisters and the nephew as they individually and jointly recount narratives of shared experience at the nephews request. A theoretical distinction is made between apparent intentional self-disclosure and inadvertent self-disclosure, whereby the relationships within the family system are revealed. The analyst is the grand-niece of the three sisters, who spent a lot of time during her childhood and adolescence in their company, and who also knows the nephew (her fathers first cousin) who did the recording. She can thus provide insider knowledge in the form of the history of the participants, their particular characteristics, their roles within the family system, and their probable goals in the conversation. The analysis demonstrates how the social identities of the siblings within the family system are reflected in their humor and in the ways in which they position themselves, both in the present moment and in the world of the narratives, as they jointly construct the conversation for the benefit of their nephew.

[Matsumoto Yoshiko]
Susan Ervin-Tripp & Martin Lampert, *Conversational contexts of self-disclosure humor*

An important means for presenting oneself to friends during sociable conversations is through spontaneous humor, teasing, or putting down targets, drawing on the conversational topics or local situation. In our tapes of 111 conversations with close friends by preschool children, seven and ten year olds varying in social class and ethnicity, and university students, (plus a few older groups or families), we have identified all instances of humorous exchanges.
We have previously found strong gender differences in our data, with women telling more humorous personal self-narratives, and in particular narratives that display vulnerability, mistakes, and embarrassment. These differences begin to appear by age ten. Both men and women make more self-directed humor to women than to men, but mens self-directed humor is often exaggerated in nature, suggesting a pretense, rather than actual self-revelation.
In this paper, we investigate what occasions self-disclosure humor. Self-directed humor more often follows laughter on a shared topic and comes in humor bouts. Unlike other forms of humor, though, both teasing of conversational partners and self-directed humor seem to require solidarity and a shared mood, perhaps because of the risks to relationship and self-presentation. We report on the conversational antecedents of self-disclosure humor across various samples, which differ in age, sex, and social class. Antecedents can include elicitations by conversational partners, exchanges of personal boasting, discussion of problems with personal examples, and sequences alternating teasing and self-targeting. We also address whether self-directed humor always involves disclosure. Although we found in our earlier work that women teased more and men used self-directed humor more in mixed-sex groups, the self-directed humor of men often lacked genuineness, indicating that although serious self-directed talk tends to involve disclosure, the same may not always be true for self-directed humor.

[Matsumoto Yoshiko]
Rachel Giora, *Interpreting irony: will expecting it make a difference*

What environment would facilitate irony interpretation? What contextual information would make an ironic interpretation faster to derive than a literal interpretation? According to Ivanko & Pexman (2003), contextual information that raises an expectation for a certain (e.g., ironic) utterance should facilitate that interpretation so that it is easier to understand than a less expected (e.g., literal) interpretation. Thus, if a context featuring an ironic speaker (1f; 2f) raises an expectation for another ironic utterance, that ironic utterance (1j) will be read faster than its literal interpretation (2j):

(1)
a) Barak: I finish work early today.
b) Sagit: So, do you want to go to the movies?
c) Barak: I don"t really feel like seeing a movie
d) Sagit: So maybe we could go dancing?
e) Barak: No, at the end of the night my feet will hurt and Ill be tired.
f) Sagit: **Youre a really active guy**
g) Barak: Sorry but I had a rough week
h) Sagit: So what are you going to do tonight?
i) Barak: I think I"ll stay home, read a magazine, and go to bed early.
j) Sagit: **Sounds like you are going to have a really interesting evening**.
k) Barak: So well talk sometime this week
(2)
a) Barak: I was invited to a film and a lecture by Amos Gitai.
b) Sagit: That"s fun. He is my favorite director.
c) Barak: I know, I thought well go together.
d) Sagit: Great. When is it on?
e) Barak: Tomorrow. We will have to be in Metulla [in the far north] in the afternoon.
f) Sagit: **I see they found a place that is really close to the center**.
g) Barak: I want to leave early in the morning. Do you want to come?
h) Sagit: I can"t, I'm studying in the morning.
i) Barak: Well, I'm going anyway.
j) Sagit: **Sounds like you are going to have a really interesting evening**.
k) Barak: So well talk sometime this week

To test this view, we looked into interpretations of salience-based (here literal) interpretations and expectation-based (here ironic) interpretations in contexts inducing an expectation for irony. In Experiment 1, expectancy was manipulated by introducing an ironic speaker in vivo who also uttered the target utterance (see, 1-2). Findings show that ironic targets were slower to read than literal counterparts. Experiment 2 shows that ironies took longer to read than literals and that response times to ironically related probes were longer than to literally related probes, regardless of context. Experiments 3 and 4 show that, even when participants were given extra processing time and were exclusively presented ironically biasing contexts, the expectancy for irony acquired throughout such exposure did not facilitate expectancy-based compared to salience-based interpretations. The results of these experiments suggest that irony and humor are risky in (self-disclosure) conversations since they may be misunderstood.

[Matsumoto Yoshiko]
Yoshiko Matsumoto, *Humorous self-disclosure of bereavement and illness by elderly Japanese women (or Converting life-time disaster to everyday complaints)*

A frequent observation that characterizes discourse of the elderly is painful self-disclosure (e.g. Coupland, Coupland, and Giles 1991), in which unhappy personal information on ones ill health, immobility, or bereavement is revealed. Topics that fall in the category of painful self-disclosure could be found in naturally-occurring casual conversations of Japanese elderly women that I gathered. What is notable in my data, however, is that such painful disclosure was predominantly (about 90%) accompanied by humor and laughter, unlike what may be expected from the seriousness of the content, and from the stereotypical images of the elderly as grumbling and disengaged. In this paper, I focus on humorous self-disclosure; in particular, looking at accounts of the deaths and illnesses of the speakers husbands, and examine, using a close qualitative analysis applied to case studies, the structure and the function of such seemingly paradoxical (painful but humorous) self-disclosure by the elderly Japanese women. The conversational topics that I examine are of much gravity, and the occurrence of humor and laughter is risky in the sense that both the speaker and hearer may be perceived as improper and disrespectful to the diseased and the ill. It has been recognized that one of the functions of humor in conversations is to help people cope with difficulties (e.g. Ziv 1984, Ervin-Tripp and Lampert 1992), but it is not clear whether laughing while mentioning death, for example, would help someone cope with such serious difficulty as bereavement. My main data come from approximately 32 hours of casual conversations of four relatively healthy Japanese women (71 76 years old at the time of the recordings) with their friends and with the researcher. The friends met for reasons other than the recording, and the speakers and I met to reacquaint ourselves after over one year. The relevant conversations in my data reveal that (i) the structure of disclosure is multi-layered -- humor and laughter are not used in simple statements about the deaths and illnesses of their husbands, but when such events

and conditions are elaborated upon with descriptions of sub-events, (ii) there is a shift of frames (e.g. Tannen 1979) between the grave life event frame (e.g. death of husband) to the everyday event frame which includes sub-events (e.g. complaints about the husbands everyday behavior), and which can be told with humor and laughter, and (iii) the humor is sustained interactionally, i.e. the hearers often laugh with the speaker (despite the fact that the contents are not time-outs for pleasantries in Jeffersons sense (1984). I conclude that, through focusing on almost mundane events that happened in connection with an extraordinary event of death and illness, and shifting to such frames, the elderly speakers can convert life-time painful events to everyday matters that they can laugh about and help to regain their normal lives. The study also suggests that the success of disclosing bereavement and illness with humor is precarious as it depends on a commonality of life experience and cultural expectations among the interlocutors.

[Matsumoto Yoshiko]
Stephanie Schnurr & Janet Holmes, *Men, masculinity and humour in the workplace*

Workplaces constitute sites where individuals do gender while at the same time constructing their professional identities and meeting their organisations expectations. In most workplaces, masculine styles of interaction are considered normative. In other words, discursive strategies associated with stereotypically masculine speech styles, as well as behaviours associated with masculine ways of doing things are generally viewed as paradigmatic ways of interacting at work.
Drawing on data recorded in a range of New Zealand professional organizations, this paper investigates some of the ways in which the concept of masculinity is manifested in participants discourse, and how notions of masculinity are explored and exploited in workplace interactions. The investigation focuses on one particularly versatile discursive strategy frequently employed in talk at work, namely humour.
As a multi-functional socio-pragmatic device, humour performs a variety of functions in the workplace. As a solidarity device, humour typically contributes to the smoother achievement of work objectives. But humour has also been related to self-disclosure as it enables individuals to construct complex social identities, and, by licensing relatively unconventional behaviour, it allows people to challenge and shift the boundaries of normative and expected behaviours.
This paper illustrates a number of different ways in which men use humour in the workplace to achieve their work objectives while at the same time enacting, exploiting and challenging various aspects of conventional masculinity. In particular, we explore how the professional men in our sample employ humour as a means of self-disclosure: not only do they use this versatile discursive strategy in a variety of ways stereotypically associated with masculinity, but also as a means to make fun of and challenge prevailing norms of masculinity.

[Matsumoto Yoshiko]
Hiroko Takanashi, *Framing self-directed humor by Japanese women*

This paper examines self-directed humor in conversation among Japanese female friends. Special attention is drawn to the speakers social roles, the context where self-directed humor occurs, and how it is collaboratively framed by the speech participants. In investigating self-directed humor by Japanese women, this paper further explores the notion of self, particularly of a young happily married woman who is a mother as well as a wife.
Framing is concerned with the organization of talk as to what is going on in the current speech activity (Bateson 1972, Goffman 1974, 1981). Framing requires speech participants to take stances, to publicly display intersubjectivity, and to understand and negotiate in what kind of speech activity they are being engaged (Du Bois, forthcoming). Framing humor involves metacommunicative messages that this is non-serious. Close analysis of humor framing is resourceful because such metacommunicative messages often index interpersonal and social stances and ideologies.
Self-mockery, or self-directed humor, has been claimed to be grounded on solid relationships among the speech participants, and to function as a means for bonding. Additionally, self-directed humor has been observed to be typically used by women for their identity displays (Boxer and Corts-Conde 1997, Ervin-Tripp and Lampert 1992, Kotthoff 2000, Lampert and Ervin-Tripp 2006). Ervin-Tripp and Lampert (1992) further demonstrate the phenomenon of stacked humor more often used by women than men, arguing that women in their data were more likely to collaborate or duet in creating humor, and they maintained the humorous key across participants, resulting in a larger amount of humor elicitation overall by women.
The data are drawn from naturally occurring casual conversations among three Japanese female friends, K, S, and N. K was 30 years old, while S and N were 31 years old, at the time of recording in 2001. Three are long-term friends since when they went to the same junior high school. K and S are married while N is not, and only K has children. The conversations take place at Ks house where Ks two small children are around, which, as well as Ks comical character, seems to induce more instances of humor targeted to K.
In my data, the examples can be divided into two types: 1) after being teased, K starts mocking herself in a parallel way, which results in stacked humor actively performed among the speakers; 2) K starts mocking herself / her family member / her relationship with her husband, and in the latter two cases, other speech participants only laugh or repeat the humorous key words with laughter, without contributing verbal uptake to play framing. I argue that Ks self-directed and extended self-directed humor indicates her extension of herself to include her family members to laugh at, but other

speech participants, although invited this way, do not join her to laugh at her family members. They stay to tease only K, carefully manipulating humor framing so as not to direct it to her extended self, to save the potential risk of harming the face of her family members.

PANEL

Naomi H. McGloin & Mutsuko Endo Hudson, *Usage-based Approaches to Grammar of Japanese*

In Usage-Based Theory, grammar is the cognitive organization of ones experience with language, and the frequency of use of certain constructions or particular instances of constructions, have an impact on representation that are evidenced in speaker knowledge of conventionalized phrases, and in language variation and change (Bybee 2005:1). While it has become evident that usage frequency is one of the important factors that motivate functional and semantic change (Bybee and Hopper 2001, Hopper and Traugott 1993, inter alia), previous studies have been scarce on the relations between frequency and pragmaticization of linguistic forms and the effects that different modes of communication and genres have.

With the theme Usage-based Approaches to Grammar of Japanese, the four presentations of the proposed panel focus on different parts of grammar: conditional structures, adverbs, case markers and sentence-final particles. The main objectives are to show that these constructions do seem to acquire their own pragmatic, semantic and phonological characteristics (Bybee 2005:1), and to clarify the hitherto uncovered functions based on corpus data (cf. Larry and Ono 2005). The data are taken from both written (narratives, opinion pieces, scientific expositions) and spoken sources (informal conversation, interviews, formal TV political debates). Among the issues addressed are: what usage frequency reveals about grammatical constructions in different modes and genres; grammaticalization of certain constructions with regard to phonetic reduction, decategorization, and (inter)subjectification (Traugott 2003); and interactions between phonetic variation, on the one hand, and action, schematic organization, and context (cf. Bybee 2003), on the other. Although the topics, data types, and methods are diverse, many of the same pragmatic characteristics are observed in all four studies, such as speaker involvement (Chafe 1982) and iconicity (Haiman 1993).

Contributions

[McGloin Naomi H.]
Mutsuko Endo Hudson, *Use and non-use of case markers in Japanese informal interviews*

Japanese markers for topics, subjects, and objects (wa, ga, and o, respectively), are often absent in informal speech. This has traditionally been attributed to ellipsis (e.g. Fry 2002, Hinds 1982, Kuno 1973, Tsutsui 1983 and 1984). Shibatani (1990) observes, however, that sentences like (1) cannot mark their subject with any particle, and that the elements constituting a state of internal feeling are simply juxtaposed without going through the normal grammatical processes due, perhaps, to the spontaneity of the utterance. [__ added] (1) Watasi __ uresii no. Im glad. Non-use of case markers expresses unique pragmatic meanings, as has recently been argued by many (Fujii and Ono 2000, Hasegawa 1993, Onoe 1996, Suzuki 1995, Terakura 1997). From such a perspective, the present paper analyzes case marking, including that with ni, tte and toka, taking into account the speaker-utterance and speaker-hearer relationships, as well as information status. The data are taken from five interviews with Japanese college students (2 female, 3 male), each lasting 10-13 minutes. The interview consists of personal questions, narrative on a movie plot, and two types of role-plays--one between close friends and another between strangers. The distal (desu/masu) style is predominantly used, but in a relaxed atmosphere. In total, over 1400 clauses and 409 tokens were collected (Table 1). Topics Subjects Objects ALL Case-marked 116 91.3% 104 63.4% 42 35.6% 262 64.1% Zero-marked 11 8.7% 60 36.6% 76 64.4% 147 35.9% Total 127 100% 164 100% 118 100% 409 100% Zero-marking is more common than is overt marking for objects, and the reverse is true with topics and subjects. Another finding is that genres affect case marking. For example, o is used more often in the narrative and the between-stranger role-play than in the personal question or the casual-style role-play segments. In the former, the utterances within each turn tend to be longer than in other segments. This is consistent with an analysis that case-marked sentences sound more analytical, objective, and indirect than those zero-marked. Furthermore, the length of the marker may be related to how close the speaker feels toward the information in the phrase. See (2) for examples. Zero-marked phrases (i.e., with zero mora added) seem to represent information close to the speaker. With wa-, ga- or o- (i.e., one mora) added, the phrases seem to represent information less close to the speaker, and with tte (2 morae) added, information distant or unknown to the speaker or the hearer. The analytical ring in uttering tte yuu no wa (6 morae) lit. what is called is thus understandable. In other words, Haimans (1980) concept of iconicity may be at work. (2) a. b129 B: A, boku __ aisu kuriimu __ kirai na n desu. b. d157 D: Cho- chotto yooji ga atte, yooji __. d158 I: Yooji tte nani yo. c. e101 E: Suugaku tte no wa muzukashii mon (I: Un) ja nakute (I: Un) e102

kyoomi-bukai tanoshii (I: Un) mon na n da ttte yuu no o e103 mazu wakarashite ageyoo to omou n desu kedomo.

[McGloin Naomi H.]
Noriko Fujii, *The relationship between usage and genre: The case of conditional forms in Japanese*

The complexity of conditional expressions in Japanese poses challenges to both linguists and learners of Japanese alike. There are four so-called conditional forms, TO, TARA, NARA and BA. Unlike conditionals in many other languages, they express non-hypothetical meaning as well as hypothetical meaning. Furthermore, these four forms seem to overlap significantly in function. While some commonalities and differences among these forms have been clarified in previous studies, the exact way in which these conditional clauses behave in real language use still remains unclear. Therefore, based on the notion of usage-based grammar (Bybee 2005) and using a discourse analytic approach, this study investigates their distributions and discourse-pragmatic functions in discourse, and explores the effects that communicative and organizational characteristics of texts have on linguistic usage. This paper presents results chiefly from newspaper editorials and narratives in written language. Our preliminary findings of this on-going research indicate that these forms indeed show different patterns of distribution depending on genre. Each conditional has a more specialized function than has previously been described. TO and TARA have been characterized as being similar in that they can convey hypothetical situations as well as past events and they are susceptible to the constraint of self-controllability in expressing past events. However, in both narratives and newspaper editorials, they are dissimilar in distribution, frequency and function. They appear in different domains on the realis-irrealis scale, the TO constructions expressing past events and situations that habitually occur while the TARA constructions express hypothetical situations. TO is more frequently used in these texts, which partly supports the claim that the difference between these forms is that of register, that is, TARA is a feature of spoken register and TO a feature of written register. However, functional differences indicate that register differences alone cannot explain actual usage. The results of recent studies of spoken discourse (e.g., Mayes1995) also suggest that we need to look beyond register differences. In argumentative and expository discourse, we observe that, differently from narratives, the BA construction is developing its own pragmatic function. It is used when the writer wants to strongly convey his/her recommendations or belief that what is indicated in the BA clause should happen. It thus carries important persuasive force. For example, to conclude an argument for systematic scientific research to learn about insects, the writer uses BA in expressing the meaning of if in his statement, Insects do not directly tell us anything. However, if we continue experiments and observations with systematic reasoning, we can investigate their life mechanism. NARA is limited in frequency and syntactic environments, occurring after NPs. Clearly, this study shows that a closer look at the use and pragmatic characteristics of the Japanese conditionals in relation to their context is necessary for understanding their usage and grammar. Bybee, J. 2005. From usage to grammar: The minds response to repetition. Presidential Address, Linguistic Society of America annual meeting, Oakland, CA. Mayes, Patricia 1995. The complementary functions of Tara and To: evidence from procedural/instructional discourse. Japanese/Korean Linguistics, vol.5, 101-113.

[McGloin Naomi H.]
Naomi H. McGloin & Yumiko Konishi, *From Connective Particle to Emotive Particle: Usage-based Study of Sentence-Final "shi" in Japanese*

This paper aims to examine an on-going functional shift of the Japanese connective particle *shi* and also; and so. The connective *shi* has traditionally been characterized as having two functions(i) as a coordinate conjunction listing two or more facts/states, as in (1), and (ii) as a causal connective indicating a causal relationship between two clauses, as in (2).
(1) Kono kurasu wa shukudai ga ooi **shi**, shiken ga muzukashii.
There is a lot of homework in this class, and also the exams are difficult.
(2) Ima amari okane ga nai **shi**, mudazukai wa dekinai.
I dont have much money right now, and so I cant waste money.
More recently, however, a new usage of *shi* as a sentence-final particle has emerged, as in (3).
(3) (Having the first bite of a take-out food.) Kore, meccha nurui **shi**.
This is extremely lukewarm.
In this new usage, *shi* does not connect clauses, nor indicate any causal implication. This sentence-final *shi*, moreover, is prosodically distinguished from the connective *shi* in that it is often pronounced emphatically, with glottal stop, and also with falling intonation. In (3), *shi* seems to have indeed been grammaticalized into a sentence-final particle (Hopper & Traugott 1993).
Based on both written and spoken data, the present paper will (i) clarify the core meaning and function of this new usage of *shi*, (ii) examine whether its usage frequency in different types of data can be considered to be motivating this functional shift (Bybee & Hopper 2001), and (iii) examine if the development of new functions follows the tendency of unidirectional change, that is, from less to more expressive, and from less to more intersubjective (Traugott 1989, 2003). Data used for our preliminary analysis include two written essays, three blogs and ordinary conversations (180 minutes). When shi appeared in the data (a total of 197 tokens were identified), it occurred sentence-finally, as opposed to sentence-internally, 17.5% of the time in the written essays, 73% in the blogs, and 77.3% in the conversations.

Moreover, we find that *shi* rarely appears as a coordinate or causal conjunction in the blogs and conversations. Rather, *shi* often appears in the structure of [X. Y-*shi*], where X is the main sentence and Y gives support for X. We hypothesize that the high frequency of this particular usage of *shi* has motivated the functional shift of *shi* to a sentence-final particle.

The sentence-final particle *shi*, which appears only in very casual conversations and blogs of young Japanese, has the following characteristics:

(i) Sentence-final *shi* adds an emphasis to an utterance, and thus it shows a high level of speaker involvement.

(ii) This usage tends to carry negative sentiment/emotion.

(iii) It is often used to point out what one notices. It expresses ones thoughts/findings in a more self-reflective manner, and thus it is more speaker-oriented than hearer-oriented.

(iv) When sentence-final *shi* is used in the presence of and toward the addressee, it often signals a sense of light criticism.

We argue that *shi* has been undergoing a semantic shift from less to more subjective, and also from less to more intersubjective, and that this shift is motivated by its usage frequency.

[McGloin Naomi H.]

Rumiko Shinzato, *A usage-based study of phonetic variants: A case of Japanese modal adverb, yahari/yappari/yappa*

The polyfunctionality of Japanese modal adverbs, *yahari/yappari/yappa* as expected/after all has attracted research from diverse frameworks: comparative-semantic analyses (Itasaka 1971, Hasunuma 1998, Nishihara 1991), discourse-functional analyses (Maynard 1991, 1993), and relevance theory (Tanaka 1997, Takeuchi 2003). These analyses are insightful, but they unanimously dismissed the phonetic variations as insignificant, or stylistic at best (Hasunuma 1998). This paper takes a maximalist, non-reductive, and bottom-up usage-based model (Langacker 1988, 2000) to analyze spoken Japanese corpora, and views grammar to be the product of language use (Bybee 2003, 2006). This paper argues that phonetic variations are not free variations (Berkenfield 2001), but rather, reflect differences in structure, schematic organizations, cognitive processing, speaker involvement/attitude, and context.

Some of the specific findings include:

(1)These forms follow regular patterns of usage beyond individual preferences. There are several individuals who used all three variations, with consistency and regularity common to others usages.

(2)The token frequency for *yahari* is higher in formal business settings than in casual gatherings, whereas the opposite is true for *yappa*, and *yappari* comes in the middle.

(3)*Yahari* is predominant in longer, more logically grounded, and carefully presented utterances, while *yappa* is frequent in more spontaneous and impulsive utterances. *Yappari* takes the middle ground.

(4)Only *yappari* and *yappa* formed an emerging schematic unit with highly intersubjective clause-final particles (e.g., *sa* and *ne*) and the interjection (*hora*).

(5)Only *yappari* and *yappa*, but not *yahari* appeared in in post-predicate positions, indicating structural and functional parallels to sentence-final particles (Ono and Suzuki 1992), which are very subjective. From a grammaticalization perspective, this may be seen as decategorization and syntactic scope increase.

(6)Unlike *yahari*, *yappari* and *yappa* occur at a noticeably high rate in the utterance-initial position, with an occasional floor claiming function.

(7)*Yappari* and *yappa* exhibited interjectional/filler functions freely, but *yahari* did not.

(8)Several examples showed a transition as *yahari* ?y*appari, or* y*appari*? *yappa* in a single speakers consecutive utterances as the speakers emotional involvement increased.

In short, *yahari* signifies more deliberative, reflective, distanced, and low speaker involvement, while *yappari* and *yappa* express more emotive/subjective (cf. Scheibman 2001 on *Idunno* I dont know), reactive, and high speaker involvement. The correlation between phonetic forms and speaker involvement (uncontracted::low; contracted::high) may be taken as iconic (Haiman 1993). Given the known diachronic change, *yahar >yappari>yappa,* the above findings corroborate the general parameters of grammaticalization such as phonetic reduction, decategorization (entrenched function as a particle), and (inter)subjectification (Traugott 2003), but challenges syntactic scope decrease (Shinzato in press). Furthermore, once they are viewed as distinct, a conflicting characterization found in previous studies (Kato 1999) can also be resolved as pointing to the different phonetic forms, namely spontaneous, intuitive judgment for *yappari/yappa* and logical reasoning for *yahari*. In conclusion, by finding regularity in alleged irregularity, pragmatics thus enriches our understanding of grammar.

PANEL

Paul McIlvenny, Mathias Broth & Pentti Haddington, *Communicating Place, Space and Mobility*

An emerging area of interdisciplinary research is the study of how embodied and virtual social actors communicate, interact and coordinate their activities in complex multimodal environments and places. Increasingly, places are seen as networks of mediated activities, where people, artefacts and technologies are entangled together. Examples of semiotically-rich settings for embodied conduct and interaction include private homes, playgrounds, television studios, classrooms, occupational training simulators, automobiles, transit hubs, hospitals, museums and science centres. Up until now, many researchers in the interdisciplinary area of pragmatics have shied away from tackling such environments and places for a variety of reasons, including the sheer complexity and density of the activities. Moreover, it is our view that the sophisticated concepts of space, place and mobility, for example in human geography, have not yet played a significant role in pragmatic theory and analysis. For too long, assumptions about the spatial context and site of social interactions and language use, such as the container metaphor, have gone unchallenged. Therefore, the aim of this panel is to bring together new research that investigates place, mediated discourse and embodied interaction, with a special focus on space, mobility and the body. A crucial aspect of the panel is that no one methodology (eg. conversation analysis or mediated discourse analysis) will be privileged, and discussion of core issues across methodologies will be encouraged in order to analyse the pragmatics of language, mediated discourse, communicative practices, social interaction, mobilities, multimodalities, spatial configurations, infrastructures and architectures.
The panel will highlight research in the following topical areas:

- **Interacting bodies in material-semiotic places**. For example, the study of body movements, interacting bodies and objects-at-hand in the situated configuration of material-semiotic space and virtual places.
- **Pervasive computing and situated mobile-technology environments**. With the turn towards pervasive and ubiquitous computing, communications technology is rapidly disappearing into the background environment of human action or onto the body of the actor and their clothing.
- **Discourses in place**. Recent work on discourses in place (geosemiotics) suggests that we combine visual semiotics, place semiotics and studies of the interaction order.
- **Distributed nexus of practice**. This is a crucial area of research that is rather undeveloped in studies of discourse and interaction is how communicative practices in a globalising world are increasingly distributed and networked across diverse actors, sites and places.

Contributions

[McIlvenny Paul]
Ilkka Arminen & Alexandra Weilenmann, *Distant mobile co-presence*

This discussant session aims to draw together a number of themes from the other papers in the panel on Pragmatics and Communication Disorders. These papers tend to focus either on adaptation within the individual with a communication impairment e.g. how a linguistic or cognitive problem may lead to greater use being made of gesture or between individuals e.g. how someone with aphasia may rely on prompting by their conversational partner in order to facilitate lexical retrieval. This paper will focus on both perspectives simultaneously, and will examine the extent to which manifestations of cognitive and linguistic impairment both influence, and are influenced by, interaction within the communicative dyad.

[McIlvenny Paul]
Mathias Broth, *Seeing Through Screens, Hearing Through Speakers: Some Observations on Mediating Technology as a Resource for Action in TV-Production*

In live broadcast TV-shows, the production crew has to understand the unfolding interaction taking place in the TV-studio in order to show it to the viewers in an intelligible way. However, access to this interaction is different for different members of the crew, according to in what location they are doing their work. While the cameramen and other members of the crew who are co-present in the studio can have direct visual and auditive access to the studio interaction, the members of the crew that are posted in the control room have access to it through a technological interface, consisting of a number of TV-cameras and microphones, and their corresponding monitors and loud-speakers in the control room. I show elsewhere (Broth 2006) that this last fact can be very consequential for how the interaction in the studio gets to be understood by the people in the control room, and thus also for what the crew eventually show to the audience of TV-viewers. Close analysis of data extracts from more than 8 hours of video-taped control room and studio interaction during the live production of the French interview programme Rideau Rouge demonstrates some of the ways in which the technological system at hand can be used for the constitution of accountable actions in this context. Actions are observed to be performed relative to at least two dimensions: 1) at the level of the TV-show taken as a broadcast product, what the TV-viewers are allowed to see and to hear is treated as shaping their very understanding of the studio interaction; 2) at the level of the real-time production of the programme, actions performed through the

technological system (talk, camera movements, switches between shots, insertions of prerecorded material, and insertions of graphical elements onto images) by the members of the crew as they are simultaneously attending to the studio interaction, clearly set up specific relevancies and projectabilities that are exploited for the close collaboration within the team.

[McIlvenny Paul]
Monika Buscher, *Emergencies and practices of making and connecting (ad-hoc, mobile and remote) workplaces*

In emergency situations, appropriateness of response is even more important than speed. It might not be wise, for example, to begin rescue efforts until the (relative) safety of rescue workers can be ensured. However, it is extremely difficult to judge what work should take place, and where, under the often chaotic, noisy, smoky, dangerous, complex, fast-changing and hard-to-understand circumstances of emergency situations, where a diverse set of actors police, medical personnel, fire fighters, incident specialists, but also victims and onlookers must collaborate. Moreover, collaboration has to be coordinated between people distributed on-site (e.g. fire fighters in burning buildings, medical staff in rescue zones, police and team leaders in on-site command centres) as well as remote colleagues in ambulances, hospitals, and remote command centres. In this paper I present an analysis of material, embodied and talk based practices of making and connecting (ad-hoc, mobile and remote) workplaces, and of constructing and sharing a sense of the (changing) emergency situation. Findings include insight into the sequential and spatial organisation of embodied conduct and motion, and the role that accounts of material, physiological and environmental agencies play in the production of, and coordination between, workplaces.

The analysis informs the iterative design of experimental pervasive computing support technologies through an ethnographically informed and participatory design process, which, in turn, feeds back into the analysis. Emergency response is an already device and media saturated domain of work where human beings would benefit from pervasive computing support, for example to support the work of making, connecting, coordinating access to, and coordinating work within and between, different workplaces. Collaborative analysis of existing practice that is, discussion of ethnographic observations with the professionals whose work practices we seek to support and participatory design that involves these prospective users as co-designers in the production and appropriation of new technologies affords some insight into the difficulties and opportunities around emerging future practices that utilise technologies that allow people to create and connect distributed workplaces by stretching some, but not all, accountability, communication and action across space.

[McIlvenny Paul]
Pentti Olavi Haddington & Tiina Keisanen, *Mobile, embodied and spoken interaction in cars*

Previous studies on driving behaviour, primarily from a psychological perspective, have mostly relied on experimental research, drivers recollection, questionnaires and interviews. Consequently, there are few studies that look at how people in real life interact in cars, for example with co-passengers or with an absent person over the phone.

The presentation focuses on some early findings in the new research project, *Talk &Drive: The Interactional Organization and Resources of Mobile Phone and Face-to-Face Interaction in Cars.* First, we provide a general view of how people act and interact in cars, especially with respect to the ways in which participants in cars collaboratively manage the complex multimodal semiotic resources as part of the driving activity (cf. Goodwin 2000). Second, we will consider, on the one hand, the type of practices that construct the car-interior as a particular kind of (mobile) place/locale (cf. Cresswell 2004, 3339) and, on the other hand, how and why these practices become meaningful especially with respect to the place in which they are produced.

[McIlvenny Paul]
Christian Licoppe, *The Interaction Order and the Patterns of "Encounterability" in a Location Aware Community*

We present a case study about the uses of a geo-localised mobile game in Japan. The gameplay is that of a collection game where users, who are able to communicate with one another within a game-related text messaging system, must gather sets of related objects, which are both "virtual" and localized (that is accessible only within a given cell). The key feature is a virtual onscreen map that is continuously reset with each server request, and which features geo-localized players and virtual objects within a radius of approximately one kilometer.

This particular interface therefore allows players to "see" one another onscreen. This leads to a specific interaction order in which one"s location is public. In this communication we analyze the text messages exchanged between players to understand the ways in which location is used systematically as an interactional resource (location-in-interaction), and the kind of remedial exchange its use may lead to. Lastly, we discuss how a specific grammar for encounters emerges in

such a location-aware community, which may be a general feature of location-aware communities and the kind of social order they support.

[McIlvenny Paul]
Paul McIlvenny, *Communicating and Spatialising Parentcraft: The Translocal Mediation of Familial Spaces and Discourses in a Reality TV Parenting Programme*

Since 2003, British television has seen a new set of media therapeutic genres emerge around the spectacle of the parenting of so-called "problem" children. What is significant in these television programmes is the pervasive use of language, talk and space to inculcate better parenting practices. This paper focuses on one hybrid genre that mixes the counselling format with the *Big Brother* reality TV format. *The House of Tiny Tearaways* first appeared on British television in May 2005. Over a six day period, three families are invited to reside in a specially designed house together with a resident clinical psychologist. The child-friendly house is equipped with two-way mirrors and video cameras, as well as hidden rooms and passages. The programme relies heavily on routine video and audio surveillance (eg. wireless microphones) as a therapeutic tool. Moreover, the House is a laboratory for *producing* problem behaviours and communicative troubles.

The analysis presented in this paper focuses on the mediation of familial spaces and technologies and the work of *governmentalising* parenting (ie. the conduct of parental conduct) through spatial practices. The paper draws upon mediated discourse analysis, conversation analysis and membership categorisation analysis, combined with contemporary theories of space and place, as well as a Foucauldian perspective on governmentality and the care of the self. The analysis focuses on several key phenomena: (1) practices of video observation and *translocality*; (2) use of inscription devices to visualise behaviour and action, such as sleep graphs, reward schemes and video displays; (3) practising "techniques" of parentcraft *in place*, such as the "timeout" and the "naughty step"; and (4) doing "becoming" the proper object of family therapy or counselling. For example, a variety of interactional routines are available for the "truth" of parenting to be staged within regimes of "truth telling" (eg. interviews and therapy sessions). By careful analysis, this paper documents how the cultivation of communicative competences amongst the "caring-but-not-coping" parents (and their children) affords the governing-at-a-distance of the responsible, autonomous family.

[McIlvenny Paul]
Marc Relieu & Julien Morel, *Embodied References and Guidance in Mobile Phone Conversations*

In this paper, we propose to discuss a series of direction-giving mobile phone conversations and to explore some features of the embodied work through which plans can be given a determinate, locally relevant sense (Suchman, 1987). As pointed out in previous work (Ling & Yttri, 2002; Relieu, 2002), mobile phones are commonly used for various kinds of micro-coordination, in which remote talk partially stands for activities otherwise done through other means. For instance, finding ones way to places can be done through competent readings of maps (Psathas, 1979) or through mobile phone calls. We present some general features of a given, occasioned collection of sequences in which several attempts to solve a directional problem are done through mobile talk:

1. Establishing a basic logistics (giving general directions; doing some preparatory work; and establishing a common availability for the pending journey) in a first call;
2. Checking positions on the route through verification sequences during a second call;
3. Establishing a common final meeting point through a locational work done in a last call.

We focus on the specific recipient design work by which the direction-giver adjusts his description of landmarks or routes to the mobile addressees. Then, we explore how those addressees (the phone owner and his friend who drives the car) display their vocal understandings of these indicators while still on the move.

PANEL

Michael Meeuwis, Gilles-Maurice de Schryver & Guy De Pauw, ***Data processing in African languages***

This panel is on the methodology of linguistic research on African languages, more specifically on the phase that comes after data collection and before data analysis, i.e. that of ""data processing"" (or ""data constitution"", or ""data preparation"", or ""data shaping""). We approach data processing in its broadest sense. It includes the systematization of collected data into corpora (in electronic form or otherwise) as well as the organization of recorded natural conversations or arranged interviews into transcriptions, and all other functional, research-oriented transformations of collected data. The variety of shapes into which collected data are transformed for purposes of linguistic research is as broad as the spectrum of these purposes, and as the disciplines and research types involved: corpus-based lexical,

grammatical and pragmatic analysis, historical linguitic research, computational language and speech processing, lexicography and geolinguistic mapping, as well as qualitative research traditions such as linguistic ethnography and conversation analysis.

The distinct phonology, tonology, and morphology of African languages confronts the researcher with a wide array of specific problems . Also, many of the languages have no written tradition, have not been standardized yet (a problem that is also acutely present in the phase of data collection) and have therefore not yet received a standard orthography. These are but some of the challenges to be met when establishing data sets for African languages.

The papers brought together in this panel aim to cover as wide a continental and typological variety as possible and seek to do so across the above-mentioned broad variety of shapes and purposes. Pragmatic issues raised include the preparation of data in view of pragmatic analysis, the re- or decontextualization of language data originally produced in context, the transformation and shaping of data as a case of pragmatic language use, and others.

Contributions

[Meeuwis Michael]
Saba Amsalu & Dafydd Gibbon, *Development and Use of Multimodal Corpora: The Case of Amharic*

We discuss on strategic and methodological aspects of developing multimodal corpora of text and speech for Amharic (Ethio-Semitic language). We outline criteria for building a multimodal corpora, that includes linguistic knowledge for computational competence in natural language processing and language understanding. In addition to linguistically motivated resourcecreation, we are also concerned with application-oriented perspectives of devising data-driven methodologies for syntactic, semantic and pragmatic analysis.

Amharic has a legacy of written literature owing to its service as a national language for a long time. Today, Amharic has 25 million speakers as a mother tongue and about 4 million second-language speakers. It has highly complex, and highly regular linguistic features that are challenging and interesting for ongoing application-oriented language technology research.

The development of tools for natural language processing such as parsing [3], POS tagging [7, 2] as well as speech recognition [8, 6], machine translation [1] and parallel text alignment [4, 5] have made considerable progress in the past few years. These studies have opened up new avenues of computational linguistic research and applications for Amharic. Regrettably, the scope of these studies has been limited to easily accessible texts such as the bible and news articles. In practice, such documents are by no means representative of the language, in particular of the language registers which are used day to day by administration, schools, firms, associations or individuals. As a result, the development of pragmatically and sociolinguistically representative corpora based on scientific selection criteria remains crucial.

Our objective in this respect is to lay the foundations for multimodal corpora of text and speech which will serve as a resource for empirical, descriptive and computational linguistic research, and as a training resource for corpus-based machine learning systems. Non-trivial tasks of data collection, standardisation, archiving have to be addressed, including digitising hand-written and type-written data, the annotation of audio and video speech recordings, and the conversion of text written in non-standard fonts and ad hoc styles to well-formed Unicode and XML based documents. Wider sociolinguistic and language planning issues are also involved, relating to standardising word forms and orthography. Research and development for the creation of supporting tools such as spelling checkers are clearly necessary. Beyond the sustainable conservation of language forms, linguistic annotations with not only morphological and syntactic categories but also pragmatic annotations are required.

Part of the R &D programme is to develop generic data-driven strategies and tools based on the use of annotated corpora which can be shared, as a realistic and innovative way of meeting both the need to access and disseminate information in a native language, and of combatting the dangers of losing native heritage and culture to technologically more exploited and globally distributed languages.

[Meeuwis Michael]
Emmanuel Chabata, *Corpus Data Processing: Challenges in the compilation of electronic corpora for Zimbabwean languages*

It is our contention that corpus building is needs-driven; that every corpus is compiled to serve a particular purpose. The purpose then determines or prescribes how the specific body of data should be designed. It is the intended use of the corpus that, for example, determines the kinds of data to be collected, how it should be collected as well as how it should be processed. Conversely, the usefulness of the corpus (the product) depends on its contents as well as how the contents are presented. At every stage in the compilation of a corpus, therefore, the compilers have the responsibility making decisions and implementing them in a way that helps them build a body of data that satisfies their needs.

The intended presentation will highlight some of the challenges encountered by a team of researchers at the African Languages Research Institute (ALRI), at the University of Zimbabwe , in the compilation of electronic corpora for three of Zimbabwe's more than a dozen African languages: Shona, Ndebele and Nambya. The presentation will show,

amongst other things, that the transcription of oral materials and tagging are important stages in the compilation of any corpus and should, therefore, be taken seriously.

[Meeuwis Michael]
Guy De Pauw & Peter W. Wagacha, *The Sawa Corpus: a parallel corpus English – Kiswahili*

In recent years, research in Machine Translation has greatly benefited from the increasing availability of parallel corpora. Processing the same text in two different languages yields useful information on how words and grammatical constituents, but also pragmatically relevant suprasegmental linguistic units are translated from a source language into a target language. To investigate this, a parallel corpus is typically aligned by linking linguistic tokens in the source language to the corresponding units in the target language. An aligned parallel corpus does not only facilitate machine translation, but also enables corpus-based contrastive linguistic research. The Sawa corpus is designed to serve both the former and the latter purpose. In this presentation we will describe the data collection and processing phase involved in compiling this parallel English-Kiswahili Corpus.

Data Collection & Processing
The first part of the Sawa corpus consists of a subset of the Helsinki Corpus of Swahili (HCS), which can be parallelized with an English counterpart. This includes material from a broad spectrum of language usage, ranging from religious and political texts to literary works and newswire texts. The second part consists of spoken language: subtitles from manually translated TV broadcasts and bilingual sermons.
This data is subsequently processed using automatic techniques: this includes tokenization, part-of-speech tagging (De Pauw et al., 2006) and word alignment (Amsalu & Gibbon, 2006). This alignment is consequently used to *project* annotation from English into Kiswahili. Manual post-processing ensures that mistakes made by the automatic algorithms are corrected as much as possible.

Contrastive linguistic analysis
Computational techniques have already successfully used aligned parallel corpora to tackle the task of *word-sense disambiguation*. These techniques exploit lexical differences between languages to process semantically ambiguous words. E.g. the English word bank can be disambiguated by looking at the French translation equivalent banque (financial institution) or bord (river bank).
The parallel and linguistically annotated Sawa corpus also enables us to investigate contextualization issues in translation. The register of a text is typically a deciding factor in the translation of certain words or phrases (e.g. Swahili -zungumza can be translated into English chat or converse). The aligned data can be used to track language usage across the different types of texts included in the corpus. In this presentation, we will describe some examples of language variation that can be unearthed on the basis of the Sawa corpus.

[Meeuwis Michael]
Gilles-Maurice de Schryver, Mamokgabo Mogodi, Sally Maepa, Thandeka Cebekhulu, Shumani Nevhulaudzi, Shirley Dlamini, Thoko Mabeqa, Loyiso Mletshe, Nosisi Mpolweni-Zantsi, Bertie Neethling, Thenji Ntwana, Nkosinathi Skade & Alet van Huyssteen, *Lexicographic Corpus Building in South Africa: Towards Pragmatics in Dictionaries*

In post-1994 South Africa , a brand-new series of dictionaries is being produced for all official languages Afrikaans, Ndebele, Northern Sotho, South African English, Southern Sotho, Swazi, Tsonga, Tswana , Venda , Xhosa and Zulu. For each of those languages, various corpora have been built, and dictionaries based on the data therein are under compilation. Dictionaries such a cobuild and medal are held up as an example, and the resulting reference works will be the first ones that will reflect real and authentic use of the South African languages. This paper explores the vast pragmatic problems implied in this endeavor.

[Meeuwis Michael]
Sigurd D'hondt, *Data constitution as an interactional process: Evidence from research into face-to-face interaction in Dar es Salaam, Tanzania*

In this paper, I undertake a methodological reflection on earlier research into quarrelling and identity formation among Kiswahili-speaking adolescents that I carried out in the streets of one of the suburbs of Dar es Salaam (Tanzania). In line with the general topic of the panel (the process of processing" ones data or data constitution), the paper documents the stepwise transformation of tape recorded conversations which my informant collected in the field (data collection) into detailed transcriptions suitable for analysis. These detailed transcriptions, which observe the conventions developed by Gail Jefferson and are provided with an interlinear morphematic annotation and an idiomatic translation, eventually furnished the empirical materials that were lavishly quoted in the analytical chapters of my dissertation (Dhondt 2001). The point I wish to bring across is that the boundaries between the different stages of the research undertaking, those between data collection and data constitution on the one hand and data constitution and analysis on the other, are

inevitably fuzzy. This fuzziness is due to the fact that the process of transforming the undifferentiated streams of sounds documenting the nitty-gritty of everyday interaction which my informant captured on the audiocassettes I gave him into neatly distinguishable, two-dimensional linear representations on paper is shot through with different forms of interaction, which fundamentally transform the nature of the data that will eventually be presented as the empirical input for the analysis. Roughly two stages (or sub-processes) can be distinguished in this overall process of data constitution. On the one hand, data constitution involved the production of rough and ready field transcripts, containing (1) all the words, (2) the identification of the speakers, and (3) vague indications of sequentiality (overlapping speech, unmeasured pauses, etc.). These transcripts were produced in close collaboration with the informant who made the recordings, and who is a native speaker of Kiswahili. One the other hand, these rough and ready field transcripts later had to be complemented with interactional detail guaranteeing the analyst maximal access to the how of speaking. This involved, first of all, a selection among competing transcription systems. Furthermore, certain selections had to be made as to which particular parts of the corpus were to be reworked according to this detailed transcription system. This selection was made on the basis of what Harvey Sacks referred to as unmotivated looking. Of course, this practice of unmotivated looking is itself tacitly informed by other, in my case social-theoretical considerations. In this sense, the decision to transcribe certain selections in full conversation-analytical detail reflected the initial surprise which is characteristic of the encounter between data and theory (Willis & Trondman 2000). Finally, translations and interlinear morphematic annotations had to be added to those segments of the detailed transcript that would eventually be published, anticipating unfamiliarity with the Kiswahili language on the part of (part of) my projected readership.

My presentation focuses mainly on the first of the two sub-processes involved in data constitution. Through a detailed analysis of the natural history (Silverstein & Urban 1996) of subsequent versions of what eventually became the rough and ready field transcript (and on the basis of occasional tape recordings of me and an informant working together on such a field transcript), the essentially social and interactional, i.e. pragmatic, nature of the production of such transcripts will be demonstrated. Data constitution, as will be shown, is an integral part of the process of fieldwork (data collection), and a strict boundary between data collection and constitution is therefore artificial and untenable.

[Meeuwis Michael]
Mena Lafkioui, *Data processing and recontextualisation in linguistic geography studies of Berber (North Africa)*

In this paper I examine the relationship between the different phases of data processing for linguistic purposes, i.e. linguistic geography of oral Berber languages (North Africa). The findings I discuss result from the post-doctorate project Atlas linguistique des varits berbres du Rif (Lafkioui, in press) that includes one year of fieldwork in the Rif area (North Morocco) during which I covered a distance of over more than 400 km, visiting 453 villages of 36 tribes. Most of the varieties spoken in this region are unknown or little documented in the Berber studies. In fact, this geographic area, mainly Berber speaking, is the least scientifically studied one of Morocco . Its economic and socio-political marginalisation, until nowadays, is one of the most significant factors of this lack.

My presentation focuses on the way the components of data processing interact. It shows how the original instances of language production are affected by the context in which they are realised and to which they contribute. Here, data processing is a dynamic interacting whole of data collection, transcription, systematisation and analysis. My paper also looks into the means by which this dynamically interacting whole influences the interaction context. For instance, I was forced to use Moroccan Arabic in order to obtain a comparable linguistic feature (a specific word order of non-verbal presentation for example) in Berber that does not exist in French or Spanish . The interaction context changed by using another language. A first general analysis on the topic was made to provide an initial questionnaire. While collecting data, this questionnaire was constantly adapted to the changing linguistic context. Recurring analysis was essential in this process. So, there is no data without context and no context without data. Even a high technical topic like that of mapping linguistic materials on geo-referenced points is contextualised. The concept of decontextualisation (Py and Grossen 1997: 4) is therefore inadequate. In, before, and beyond the act of data processing, data is continually recontextualised and consequently data can become context and vice versa in order to make sense to the analyst.

[Meeuwis Michael]
Chinedu Uchechukwu, *African Language Data Processing: The Example of the Igbo Language*

Although the collection of African language data has been going on for decades now, the difference with the present time is in the significant role of the electronic medium in facilitating the data collection process. But with the growth in the amount of collected data, one is confronted with the problem of how to prepare the data in such a format that it would be useful for future research.

The example of the Igbo language and the new electronic medium raises a number of issues, especially in systematizing the data into electronic corpora, or in the transcription of audio language data. First of all, the Igbo language is a tone language, but its script is Latin based. Three tones are recognized and realized as follows in the language:

HIGH [ ]; LOW [`]; and DOWNSTEP [**?**]. And for the actual indication of the tones these symbols are combined as

follows with the vowels and specific consonants:

The Vowels with and without Tone Marks	e: é è ē	i: í ì ī	o: ó ò ō	u: ú ù ū
	a: á à ā	ị: í ì ī	ọ: ọ́ ọ̀ ọ̄	ụ: ụ́ ụ̀ ụ̄
The Nasal Consonants:	n: ń ǹ n̄		m: ḿ m̀ m̄	

Secondly, the above indicated diacritic combinations are required for explicit tone marking of an Igbo text for linguistic purposes. However, as 99% of the available written Igbo texts from native speakers are usually not tone-marked, their further transformation into other shapes for other purposes is faced with a number of problems.
This paper presents some of the problems confronting any effort to prepare an Igbo language text and also illustrates the significance of the raised issues for such purposes as corpus-based grammatical analysis and lexicography. Some of the problems involved in these preparation efforts are related to the pragmatics of the recontextualization of the original data.

[Meeuwis Michael]
Mark Van de Velde, *Data constitution for the description of Eton (Bantu; Cameroon): a continuous dialogue with native consultants*

1. Introduction
Ideally, data constitution for the study of a previously undescribed language primarily involves transcription of spontaneous speech, with a limited amount of elicitation in order to fill gaps in the knowledge of paradigms. This paper discusses the methodological difficulties that arose in the transcription of spontaneous speech in Eton, a Cameroonian Bantu language. Difficulties typically arise due to the lack of a writing system and a standard language, to working conditions in the field, et cetera. I will concentrate on problems due to the morphonological complexity of Eton, because I found these the most challenging, and because they appear to be the most underestimated among scholars who have never worked on languages without a written tradition. The solution for these problems consists in an active participation of trained language consultants in the process of data constitution.
2. The problem of morphonological complexity
The morphonological complexity of Eton arises from the high inflectional synthesis it inherited from Proto-Bantu combined with maximality constraints on stems. Since Eton is a tone language and tone tends to be the most robust part of the speech signal, the combination of these properties results in a very high amount of floating tones (tonal morphemes). Compare the forms of the verb go in (1-3):
(1)   a. me`k«ßngö` e`e`y µe" 'I was going/used to go with her.' (past imperfective)
         b. me`k«ßngö` 'I was going.' (past imperfective)
(2)   a. me`k«"ngö" e"e`y µe" 'I went with her.' (hesternal past perfective)
         b. me`k«ßngö` 'I went.' (hesternal past perfective)
(3)   c. me`k«`ngö` e`e`y µe" '(me) going with her' (relative imperfective)
The only formal difference between them is tonal. Verbal constructions such as these raise three problems for data constitution. First, small tonal differences are difficult to hear in rapid spontaneous speech. Second, there are many environments in which the tonal differences between verb forms are neutralised (as in 1b and 2b), so that one does not know which verbal construction is selected in a given chunk of discourse. Third, due to the very high number of different verb forms, some remain unnoticed for a long time and for most there is a low number of examples.
As for pragmatics: typical for languages with both lexical and grammatical tone is that prosody is unavailable as the primary means for differentiating the information status of sentence constituents (Bearth, to appear). Instead, these languages have recourse to morpho-syntactic devices, such as verbal morphology. The obvious consequence of this situation is that pragmatic analyses of the language are pointless without a full understanding of the morphophonology (including tonology), which is itself impossible to achieve without a corpus of painstakingly transcribed speech.
3. Methodology for data constitution
The method I adopted to gather both accurate transcriptions of spontaneous speech and a large amount of elicited paradigms was as follows. I first created a practical orthography for the language, and I taught a language consultant to use it. In order to eliminate any interference from my presence, this language consultant recorded spontaneous speech (mostly dialogues). We both made a transcription in the practical orthography, which we then compared, discussing the differences. Examples from the texts thus transcribed formed the basis for systematic elicitation.
Bearth, Thomas (to appear) African tones and strategies of focus marking.

PANEL

Ikuyo Morimoto, *Communication Design in the Internet Age*

As the Internet has widely spread, online communications in the Computer-Mediated Communications Services (CMCS) such as MSN Messenger and Weblog have brought big changes into our communication styles and had a huge impact on our society. These new media have the following features that differ from those that occur in face-to-face conversations: 1) CMCS communications can be conducted in a non-face-to-face environment, 2) they are not always synchronized (asynchronous communication), 3) they are performed in spontaneous written language (text-based communication), and 4) participants can take part in them anonymously. Whereas those features provide many merits by increasing the chances to communicate with unknown others and broadening the world, they sometimes cause unexpected pragmatic problems. For examples, it is widely recognized that participants often face much more trouble in turn-taking during online chat sessions than in face-to-face and telephone conversations. It is also said that CMCS might allow the participants to feel freer to attack other people than face-to-face conversation.Given this background, this panel will address the following two questions. Firstly, how can we grasp and analyze this new trend in communication? To discuss this, we will focus on the methodology that has been used in a variety of fields such as Discourse Analysis, Linguistics, Human-Interface, and Computational Linguistics. We expect that the discussion will lead us to collaborate across the boarders of these fields. Secondly, we will consider how we can construct a new communication environment that both achieves smooth communication and meets social demand. CMCS has been developed based solely on new Internet technologies. In other words, it seems that one reason CMCS causes problems is that it is not based on communication studies such as pragmatics, linguistics, and cognitive science. We anticipate that a detailed investigation of the abovementioned trend of communication will reveal the source of the communication problems and show some solutions to them. To discuss the questions, we are planning to review CMCS based on a comparison with traditional communication, then present some concrete CMCS studies from the following standpoints: a) how to design a CMCS environment to meet social demands, b) what steps we should take to design CMCS, and c) How to analyze CMCS communication.

Contributions

[Morimoto Ikuyo]
Ikuyo Morimoto, *An Exploratory Study to Evaluate and Analyze Interactional Processes in Group Discussion: Toward Developing a Support System*

Recently there have been increasing opportunities for citizens to participate in social decision-making. For example, in 2004, the Japanese government made public its plan to introduce a mixed juror system for criminal trials from 2009. Under this new legal system, three professional judges and six citizen jurors will collaborate in examining evidence, sentencing, and determining an appropriate punishment. Another field where citizens are encouraged to participate in social decision-making is public involvement, especially in the domain of public enterprises. In these cases, public decisions are mainly made through group discussion, which involves participants with different backgrounds. The success of such decision-making depends on how productive the discussion itself is.

However, it can be anticipated that the asymmetrical differences in experiences and expertise among participants (e.g. professional judges and citizens) might cause serious problems during the discussion, such as a bias due to dominance in the process of discussion. One possible solution to these problems is to introduce supportive methods for discussants to achieve decision-making successfully. In the EU and the US, there have been extensive projects to develop support systems that assist group discussion. Their goal has been to develop a system that makes summaries and proceedings of the discussion automatically. Whereas that kind of system is quite useful to save labor after discussion, we also need a system that assists the actual process of the discussion.

To develop that kind of system, we must firstly explain what counts as a successful discussion, i.e., a good group discussion, and how it can be achieved. With this background, the current study has two distinctive, yet interrelated, purposes. The first aim is to establish a measurement for evaluating group discussion, in order to uncover what people consider a good group discussion. The second purpose is to identify some of the interactional features of actual discussion which may contribute to forming the impression or evaluation extracted from the experiments above. Accordingly, we conducted both quantitative and qualitative analyses on the natural Focus Group Interview data we collected. For the first purpose, we carried out impression rating experiments and did a factor analysis on the result of each experiment. Then, for the second purpose of the study, we performed a micro-analysis on the interactional processes of the selected data segments. The experiments and factor analysis gave us four factors: ``conversational activeness, ``conversational sequence, the attitude of participants and ``the relationship between participants. In relation to the factor of ``conversational sequence the analysis showed that the behavior of the interviewer and the interviewees is organized not independently but with reference to each other. In relation to the factor of ``conversational activeness, the analysis shows that overlaps by more than two participants may affect the evaluation. Although the study is still in its preliminary stages toward developing a support system, we believe that detailed analysis of peoples actual behavior will allow us make the system more effective.

[Morimoto Ikuyo]
Manabu Okumura, *Ways to Support Online Communication in New Media on the Internet*

As the Internet has widely spread, online communication in new media, including e-mail, chat, bulletin board system (BBS) and Weblog (blog), has become quite popular and greatly changed our communication styles. Computer-mediated communication (CMC) differs from face-to-face communication in that it usually is conducted in a non-face-to-face environment and uses spontaneously written language (text-based communication).

Although these characteristics provide many merits, they sometimes cause unexpected communication problems. For example, since multiple participants can join non-face-to-face communication, participants often face difficulty in turn-taking during communication, which might cause `tangled communication, where a participants utterance is broken into many fragments, and the relationship between utterances is difficult to follow. Another common problem is that participants in CMC are said to tend to attack others by writing abusive messages (i.e. flaming), thereby causing hostile confrontations.

Systems could partly resolve such problems and support CMC to achieve smoother communication. Tangled communication can be reduced with a system that presents the structure of a conversation. This system should at least provide an overview of a conversation up to a given moment to show where a current utterance fits into an overall conversation. As a first step, we are now constructing a system that extracts participants opinions and the pros and cons in the discussion on the chat, and identifies the relationships between opinions.

Flaming might be partly caused by the difficulty of understanding others emotions in text-based communication. Emoticons are graphic representations of facial expressions that are widely used in CMC to convey emotions. Emoticons substitute for the nonverbal cues that are missing from CMC. Automated recognition and comprehension of emoticons would thus improve affect analysis in human communication. Therefore, we proposed methods for extracting emoticons in text and classifying them into emotional categories [Tanaka, Takamura, Okumura, 2005].

Furthermore, we are now developing a system to collect and monitor Japanese blog collections automatically. Our system also extracts and mines public opinion from the collected blog pages. Subjective (evaluative) expressions in blog entries can be automatically annotated and highlighted [Nanno, Fujiki, Suzuki, Okumura, 2004].

[Morimoto Ikuyo]
Hiroko OTSUKA & Satoko Marumoto, *The extraction of people's actual concerns from written answers to an interactive online questionnaire*

It is a recent trend that Japanese citizens are encouraged to participate in the social decision-making in a wide range of situation. Public Involvement (PI) is one of such attempts in which citizens get involved in the decision-making on public enterprises. More concretely, PI provides citizens with opportunities to get to know about the enterprise and/or to express their opinions about it.It is important for PI to get a variety of opinions from as much number of people as possible. Although face-to-face meetings are said to be ideal for PI, this method also has a disadvantage that only a small number of citizens can actually take part in them. We thus need to develop some other ways that can complement the group meeting method.

One possible way is to put questionnaire on the Internet.This has the following three merits: 1) it will be open to anyone who is interested in the matter, 2) since their opinions are shown in written text, it is much easier to analyze them than spoken ones, 3) we can use language processing technology to analyze them automatically to save time and labor.

Whereas the Internet questionnaire system has those merits, it also has some problems to be solved. Firstly, when someones opinion does not make sense, there is no way to clarify what it actually means. Secondly, it is often difficult for the system to identify the actual concern of the answerer, especially when it is expressed indirectly. Thirdly, people sometimes write their answer not from their personal standpoint but from the general one, which, again, makes it difficult for the system to identify what the actual concern of the answerer is.

Thus, this study aims to collect and analyze written answers to an interactive online questionnaire that is currently under development. The study aims to collect and analyze written answers. The collected answers are grouped into several types according to the answerer"s stance toward a public issue and their concerns behind it. And some linguistic criteria for each group are determined. We will check the validity of the analysis in terms of the experiments either by the computer or human subjects.

To develop a system that can gain peoples ACTUAL concerns from their written opinions, the detailed linguistic analysis like this study will be needed.

[Morimoto Ikuyo]
Kazuhiro Takeuchi, *Designing an appropriate mixture of asynchronous and synchronous features in CMC system*

In the last few years, CMC (Computer-Mediated Communication) system has spread throughout our society and has become one of the important communicative means. The human communications we"ve experienced before CMC

system could be divided into asynchronous communication and synchronous communication. The asynchronous human communications were traditionally performed in the paper mail system. As for the synchronous human communications, a typical example is the face-to-face conversation. The invention and popularization of the telephone system extends the face-to-face environment to the non-face-face environment where people don"t share the same space. Recent CMC systems provide more complex communication environments than that of the telephone system. This complexity makes the understanding of the human-communication environment harder than ever.

Our aim of this presentation is to discuss the possibility of an appropriate mixture of synchronous and asynchronous features in CMS system by analyzing the language used in the system from the point of view of pragmatics. Like a language in telephone conversation is different from either of a written language or a face-to-face langue, a language used in CMC system has most likely several distinctive properties. We think that this aspect must closely relate to asynchronous and synchronous features of CMC system. For the basis of the discussion, we will show empirical data of an experiment using a chat system. In this experiment, the object of each group consisted of 4 or 5 non-native English speakers was to achieve a collaborative task in English text conversation. The PC screen for each participant had two areas: one is individual area and the other is shared area. During the experiment, the participants performed text conversation, sharing the time. But this environment is not as synchronous as the ordinal face-to-face communications. Each participant could use a machine translation system in his or her individual area to input their text utterances, and their translated English utterances were only shown on the shared area to all of the participants. The shard area of our system is a kind of chat-log book that displays text utterances of the latest session. Most of the chat services like the MSN messenger adopts this kind of log systems.In our experiment, we noticed that the chat-log acquitted the participants of their duty to chase the entire flow of their conversation, because they could look back anytime the content of the conversation in the chat-log.

The result shows that participants of CMC system have a possibility to conduct the dual task. To put it more concretely, participants share the time in CMC system, but they can switch their attention freely from individual (to translate individual utterances in our experiment) to shared one (to catch up the progress of the collaborative task in our experiment), in order to make their collaborative work more efficient. What is important is that the participants conduct their flexible change of attentions by using text language on the shard area such as text back-channeling, utterances to draw attention from other participants etc. Furthermore, some participants even made efforts to show non-linguistics clues such as gesture, posture etc. in the form of the text. We believe that pragmatics studies on such text language in the CMC system will be a significant clue for evaluating effects of the CMC design.

PANEL

Lynne Murphy, Steve Jones, Carita Paradis, & Caroline Willners, *Lexical Contrast in Discourse*

Justification Binary contrast plays a fundamental role both in the mental organisation of concepts and vocabulary and in the organisation of discourse. Corpus methodologies have made it possible to more specifically describe and quantify the functions of antonyms in discourse (e.g. Jones 2002). This panel will bring together scholars working on various aspects of lexical contrast and how it is pragmatically achieved.

Contributions

[Murphy Lynne]
Gloria Cappelli, *Antonymy and verbs of cognitive attitude: When know is the opposite of think and believe*

As many studies have underlined (Fellbaum 1995, Jones 2002, Murphy 2003, Paradis and Willners 2006), pragmatic and contextual factors can favour the antonymic construal of two words that would not be recognized as opposites in a neutral context. In this paper, I discuss the possibility for *know* to be opposed to *think* and *believe*.

The judgment of native speakers of English is not unanimous when it comes to providing an antonym for these lexical items out of context. While pairs like *hot* and *cold* or *long* and *short* are immediately recognized as good examples of antonymic pairs, there is no general agreement as to what represents the best opposite for *know* and *think* or *believe*. This also derives from their grammatical status as verbs, which does not make them immediately connected with a quality as adjectives are.

This study shows that *know* is found in opposition to *think* and much more rarely to *believe*, but no occurrences of *know* in opposition to other verbs of cognitive attitude (e.g. *suppose, assume, reckon, presume*, etc.) were found in the data analysed. And yet, in principle, most of these verbs could be found in the same type of contrast.

These considerations bring about several questions for which I attempt to provide an answer. First, why is *know* opposed to *think* and *believe* and not to any other verb belonging to the set of verbs of cognitive attitude? Second, what kind of relation is construed in these cases? Is it antonymy or just some sort of contrast produced by the upper-bound

interpretation of negation? Can we apply the ontology of lexical opposition proposed by the literature to the contrast at issue? Third, what is the relationship between these oppositions and the opposition between the affirmative and the negated forms of these verbs?

I argue that these are questions that can be answered by resorting to semantic and pragmatic considerations. Two main theoretical approaches are applied in order to explain these preferences. Firstly, Bertuccelli Papi and Lencis (*forthcoming*) theory of Lexical Complexity allows a semantic analysis of verbs of cognitive attitude as complex dynamic micro-systems lexicalising the interplay of two fundamental conceptual dimensions, that is, evidentiality and epistemicity. Secondly, Muprhys (2003) principle of Relation by Contrast Lexical Contrast, which claims that a lexical contrast set includes only word-concepts that have all the same contextually relevant properties but one, appears to account for these preferences in a satisfactory way in light of the analysis of the lexicalisation patterns, thus demonstrating its applicability to verbs as well as adjectives.

[Murphy Lynne]
Bregje Holleman & Henk Pander Maat, *Framing as a discourse phenomenon*

The framing effects studied by cognitive psychologists show that peoples preferences depend on how objects or outcomes of actions are described. In goal framing experiments, people are more likely to quit smoking if a text focuses on the chance of smokers to die younger than when a text focuses on the fact that non-smokers live longer. Similarly, in attribute framing research, readers or listeners tend to be more positive about a course that is described in terms of the (large) number of participants that succeed after taking the course than when the course is described in terms of the (small) number of participants that fails.

The general idea in framing research is that logically equivalent frames lead to different choices. The question is, however, whether logical equivalence implies informational (or communicative) equivalence. Sher & McKenzie (2006) show that different frames leak different information to the reader or listener: valenced descriptions leak information to the receiver about perceived valence of the speaker. Their first finding is that speakers tend to choose a frame in which the value is increased compared to a prior state. In their experimental scenario: people describe a glass as half full if it was less full before, but choose half empty when it has been fuller (less empty). Likewise, when asked for a half full glass, they tend to hand over a glass that has been half filled, not a glass that has been half emptied; the reverse pattern was found for subjects that were asked for a half empty glass. Furthermore, people tend to describe things in terms of the largest proportion: they describe the outcomes of a coin flipping task in terms of what happens often compared to the perceived reference point. And last, good things will be described in terms of a positive valence rather than in terms of a negative valence. These speaker preferences are leaked through his or her frame choice, and result in differences in interpretation. Sher & McKenzie test these hypotheses in language production tasks as well as interpretation tasks.

In our own work we replicate and extend the research by Sher & McKenzie. Three experiments were conducted, one experiment with direct replication of Sher & McKenzie in Dutch, a task focusing on handing over half full vs. half empty glasses. This experiment was carried out with 100 students and yielded results comparable to the finding of Sher & McKenzie. Two other paper-and-pencil experiments were done with about 80 university students each and focused on the issues raised above.

[Murphy Lynne]
Anu Koskela, *Running and jogging in shoes, not boots: Contrastive constructions and the narrowing of a superordinate to contrast with its subordinate*

The logic of the relationship of lexical inclusion means that it is normally not possible to contrast a superordinate, or hyperonym, with its subordinate, or hyponym. In some contexts, however, such a contrast is possible. For example, while the verb *run* can be construed as superordinate to *jog* (as in (1)), in example (2) *run* and *jog* are contrasted. Similarly, while *fly* is usually considered a subordinate of *insect* (as in (3)), in(4) the context forces the terms to be interpreted as incompatible.

(1) **Jogging is running** at a slow pace.
(2) Always **jog rather than run** to start with.
(3) One thing about **insects, particularly flies**, theyre very good at finding carcasses.
(4) If youre being plagued by **flies and insects**, then TheGadgetStore.com are here to help.

In cases such as (2) and (4), a term that is usually superordinate to another term occurs in a narrower contextually construed sense that contrasts with the subordinate at the same hierarchical level. Thus the superordinate term effectively becomes its own hyponym, leading to what may be called *autohyponymy* (Horn, 1984) or *vertical polysemy*.

The examples above indicate that the narrowing of a superordinates sense is particularly prompted by the explicit occurrence of the superordinate with the subordinate in a construction that evokes the contrast between the terms. Jones (2002) and Murphy (2003, 2006), among others, have argued that certain constructions are associated with contrastive semantics, which means that they may induce a contrast relation between meanings that are not normally construed as being opposite. These constructions include coordination constructions (e.g. X and Y; X as well as Y) and constructions involving the negation of one of the terms (e.g. X, not Y; X as opposed to Y).

This paper considers how such contrastive constructions relate to the narrowing of a superordinate term to contrast with its subordinate. I consider the types of contrasts that may be effected between meanings that are in a relationship of inclusion and argue, for example, that the constructional semantics of contrastive constructions often prompt for one particular point of contrast between the subordinate term and a narrower construal of the superordinate. Thus contrasting *shoe* with *boot* (e.g. *shoes, not boots* or *shoes and boots*) highlights the fact that shoes in the narrowed sense do not extend above the ankle, while contrasting *shoe* with *trainer* may highlight the appropriateness of the footwear for a formal occasion.

I also consider the factors that may constrain the possibility of the narrowing of a superordinate term to contrast with a particular subordinate. While Kempson (1980) and Becker (2002) maintain that autohyponymy can only occur when the superordinate has a single subordinate, I show that this constraint is too strict and argue instead that the phenomenon is constrained more generally by whether the narrowed sense of the superordinate constitutes a coherent category relative to contextually activated conceptual domains, in the sense of Langacker (1987).

[Murphy Lynne]

Lynne Murphy, Carita Paradis, Caroline Willners & Steven Jones, *Discourse functions of antonymy: a cross-linguistic investigation of Swedish and English*

Jones (2002) found that in written English, the most common discourse functions of antonyms are to signal inclusiveness/exhaustiveness of scale (e.g. **young** and **old** *alike*; called Coordinated Antonymy) and to create or affirm a second, nearby contrast (e.g. <u>Kennedy</u>**dead** *is more interesting than* <u>Clinton</u>**alive**; Ancillary Antonymy). Between them, Coordinated and Ancillary Antonymy account for 77% of antonym co-occurrences in a corpus of broadsheet newspaper English (Jones 2002). Minor functions of antonymy in text include Transitional (*from failure to success*), Comparative (*more optimistic than pessimistic*), Distinguished (*the difference between rich and poor*) and Negated (*not sad but happy*). These functions can often be diagnosed by recurring grammatical constructions, such as *both X and Y* (Coordinated), *turning X into Y* (Transitional) and *X instead of Y* (Negated). Constructions such as these form the basis of on-going research into antonym canonicity (Jones et al. 2005), but we cannot assume that the same antonym functions occur at similar rates in all languages, nor do we know whether other languages have similar antonymic frameworks as English, or whether they are simply English clichs.

As a starting point in the investigation of this problem we replicated Jones methodology in the study of antonyms in Swedish. Translational near-equivalents of pairs used by Jones were searched in the Stockholm-Ume Corpus of Swedish, and 4,500 instances of co-occurring antonyms were found and analysed in their sentential context. Unsurprisingly, for two such similar languages, there were many similarities across the two languages in how they employ antonyms in discourse, but there were also some minor differences in the function of antonym pairs and the constructions in which they co-occur. This paper reflects on the similarities and differences found, as well as the challenges in performing such cross-linguistic researchwith a view to our next project, the comparison of these European languages to Japanese.

[Murphy Lynne]

Michel Paradis, *The associational basis of marked dichotomies*

This paper provides a quantitative analysis of the markedness of antonym pairs. It evaluates their respective behavior in a billion-word corpus by employing a wordspace technique (elsewhere in the literature this is also referred to with the slightly redundant phrase vector-space (Manning & Schtze 1999: 296)). Wordspace models have been shown to robustly reproduce a given words responses in word-association tests, its entries in thesauri and the words contained in its dictionary definitions. This is done by compiling co-occurring words into high-dimensional vectors and comparing the overlap between vectors to measure associational strength.

Since Aristotle, the study of antonyms has revealed that as pairs, duals are not always equal. Often one member of a pair is marked. One way this manifests itself is in the tendency for certain pairs to demonstrate a sequencing preference. In Jones corpus analysis, for example, only fourteen of the fifty-six antonym pairs he analyzed failed to demonstrate a sequencing preference (Jones 2002: 120). Jones attributes this to various factors, not the least of which are connotational preferences, so that positive precedes negative or masculine precedes feminine. Murphy makes a similar observation but notes that this does not actually explain how they achieved this ordering preference in the first place (Murphy 2003: 180). Further, Jones observes that with pairs such as dead or alive and war and peace, the general connotative patterns do not seem to apply.

Elsewhere, Clark argues that marked forms such as negatives, plurals and nominatives will elicit the unmarked form in a word association more often than the reverse (Clark 1970: 277). As with Cruse and Lakoff & Johnson, Clark looks to a hierarchy of constraining characteristics to account for this. In Cruses analysis, the chief factor is perceptual salience. An abundance is obvious, whereas a lacking requires abstracting what is not there but should be (Cruse 1986: 248). Lakoff & Johnsons approach is similar but emphasizes the orientation of the speaker as underlying what will be articulated first in a linear sequence of words, since such a sequencing is simply more coherent with our conceptual system (Lakoff & Johnson 1980: 133).

This study employs a novel asymmetrical wordspace measure to evaluate not only two words relatedness, but the imbalance in their relatedness. This study therefore tests the fifty-six antonym pairs employed in Jones study for asymmetries in associational strength and any correlation that may demonstrate with sequence preferencing. Preliminary results, such as for absent:present, anger:calm, young:old, reveal a consistent pattern of asymmetry that suggest that aspects of antonym sequence preferencing may be accounted for in terms of the associational monotonicity between the words.

[Murphy Lynne]
Anna Vogel, *Dead and alive – the asymmetry within a Swedish complementary pair*

This paper focuses on the semantic relation between two members of a complementary pair (dd dead and levande alive) with respect to domain. According to Cruse (1986), opposites differ along only one dimension of meaning; while in respect of all other features, they are identical. The members of a pair should have almost identical distributions (Cruse 1986:197). Semantically speaking, prevalent theories of cognitive linguistics, particularly that of Langacker (1987) claim that words denote concepts, where a concept has two aspects: a profile and a domain. The semantic value of an expression resides in neither the domain nor the profile alone, but only in their combination: it should be understood as deriving from the designation of a specific entity (the profile) having a position within a larger configuration (the domain) (Langacker 1987:183). Finally, polysemy within cognitive linguistics can be seen as a question of autonomy of various meanings. If two (or more) meanings of a word are autonomous enough, the word is considered to be polysemous (see among others Geeraerts 1993 and Tuggy 1993). The autonomy of the meanings can be revealed by linguistic tests (see for example Cruse 2000). I interpret Cruse (1986) as claiming that opposites exhibit semantic symmetry so that the two members of a pair show similarities in terms of domains (both members contain more or less identical domains). My aim is to investigate if this claim holds. Corpus analysis demonstrates that the Swedish words dd dead and levande alive are asymmetrical in this way. A frequency-based analysis of the corpus data was used to investigate what referent the nouns, modified by the adjectives, refer to. According to the test for polysemy, levande alive has four meanings while dd has three. Here, I will concentrate on levande alive in an extended, non-specific meaning, and dd dead in an extended, non-specific meaning. In these meanings, levande alive and dd dead are opposites. Within the metaphorical uses in the corpus, the domains involved for levande alive differs from those involved for dd dead. The domain of art (levande konst vivid art) and human contact (levande mten lively meetings) are much more present for levande alive than for dd dead. Further, levande alive involves domains that are absent for dd dead, such as culture and tradition (levande traditioner living traditions), and vice versa; the domain of politics is present only for dd dead (blockpolitiken r dd the bloc politics are dead). The asymmetry of levande alive and dd dead consists of the differences of the domains involved. This indicates that two members of an opposite pair may differ more than along only one dimension of meaning, suggesting that Cruses statement should be refined.

PANEL

Neal R. Norrick & Bruce Fraser, *Pragmatic Markers*

This panel brings together an international array of scholars working in various research paradigms and investigating pragmatic markers in a wide range of languages. Pragmatic markers are words or phrases, separate and distinct from the propositional content of the utterance, which signal different types of potential direct messages the utterance may convey. Pragmatic markers have been a staple of pragmatic research over the years, but this research has often limited itself to a fairly narrow range of markers. The general availability of large corpora now makes possible systematic study of the full range of pragmatic markers.

According to Fraser (1996), pragmatic markers fall into four fundamental types: **basic markers** signal the force **of** the basic message; **commentary markers** signal a message which comments **on** the basic message; **parallel markers** signal a message **in addition to** the basic message; and **discourse markers** signal the **relationship** of the basic message to the foregoing discourse. Panelists will interrogate and variously amend or extend this taxonomy.

The focus of the panel will be on pragmatic markers other than discourse markers proper, especially the less studied varieties such as commentary markers and parallel markers. The more frequent pragmatic markers, usually from the sub-class of discourse markers, have now been described fairly well for a number of languages, but the less frequent varieties of pragmatic markers have received little systematic attention. Corpora are now finally large enough to assemble sufficient data on these less frequent pragmatic markers for significant analysis, so that the topic is especially timely and relevant to the conference themes of corpus use and data collection.

The panel will further consider historical pragmatics perspectives: How does a lexical item or phrase become a pragmatic marker? Can we identify regular processes of development for markers from lexical items and phrases via processes of grammaticalization? Can markerhood be viewed as a gradient phenomenon over time? Do multiple usages tend to converge toward a single function or do markers tend to develop multiple functions?

The panelists will also explore the details of individual pragmatic markers and classes of pragmatic markers: Which markers appear only initially, which only finally, and which in various positions (at least when set off by special

intonation)? What is the order of pragmatic markers? Is there an order for the classes or does the sequence depend on the particular markers involved? Further, within a specific class, can more than one marker be present, and, if so, is the order systematic or idiosyncratic? How do the various types of markers relate to the surrounding discourse and to information states and interpersonal relations between interactants?

Contributions

[Norrick Neal R.]
Karin Aijmer, *Disjuncts as pragmatic markers*

My presentation will deal with disjuncts and their function as pragmatic markers. In the framework suggested by Fraser (1996) they would be commentary markers. pragmatic markers providing a comment on the basic message.They have meanings such as manner (*bluntly*), evaluation (*frankly speaking, what is worse, surprisingly enough*), viewpoint (*personally*, *metaphorically speaking*). They are characterised by variation which has not been well described. Instead of *frankly speaking* we find for instance, *frankly, to speak frankly,* but not *speaking frankly.* Thus we need to take into account the collocational framework in which the markers occur (Renouf and Sinclair 1991). The markers will be discussed from the point of view of variation and grammaticalization, diachronic development from longer structures, the relationship position, prosody and function, collocational possibilities and restrictions.
Different corpora will be used to analyze the markers (BNC,. ICE-GB)

[Norrick Neal R.]
Bruce Fraser, *Topic reorientation markers*

In Fraser (1996) I suggested that there was a group of pragmatic markers I have labeled Topic Reorientation Markers, including

anyway, back to my original point, before I forget, but, by the way, incidentally, just to update you, on a different note, parenthetically, put another way, returning to my previous point, speaking of X, that reminds me,...

which can be used to signal a transition to a new topic or to a prior topic, or to emphasize the present topic. For example,
A: I had a nice dinner with Jane last night. B: **But** did you get back the money she owes you?
Youre listening to Morning Pro Musica. **Incidentally**, Ron della Chiesa will be sitting in this morning.
To date, these markers have not been analyzed in detail.
Based on data drawn primarily from the BNC, I present a detailed analysis which distinguishes the subclasses of the class in terms of their function(s), and explores whether these terms should be treated as a type of Discourse Marker or a separate functional category.
Fraser, B. 1996. Pragmatic Markers. Pragmatics 6.1.

[Norrick Neal R.]
Maj-Britt Mosegaard Hansen & Jacqueline Visconti, *On the diachrony of reinforced negation in Italian and French*

This paper discusses the diachrony of reinforced (or emphatic) negation in two Romance languages, focusing on the Italian negative particle *mica* (crumb), the cognate Old French particle *mie*, and Old and Middle French *pas* (step). As is well-known, the reinforced form *nepas* (literally not a step) eventually evolved into the canonical marker of standard negation in French. *(Non)mica*, on the other hand, remains a marked form in contemporary Italian, although it does show signs of being in the process of turning into a standard form.
Based on quantitative and qualitative analysis of data from three large electronic corpora, the *Letteratura Italiana Zanichelli*, the *Tesoro della Lingua Italiana*, and the *Base de Franais Mdival*, and taking its point of departure in Schwenters (fc) analysis of the contemporary use of non-canonical forms of negation, such as Catalan *pas* and Italian *mica*, as involving information-structural constraints, such that reinforced negation is only felicitous if the proposition is discourse-old and salient, our paper looks at the diachronic evolution of the negative markers mentioned above as a key to capturing their synchronic properties. In particular, we will argue that the evolution of reinforced forms from non-canonical to canonical markers of negation is triggered by their occurrence in a specific type of context, in which the negative proposition simultaneously stands in contrast both to a proposition expressed in prior text (and which is therefore given), and to a new proposition expressed in the immediately following text.
Our results bear on four main issues: (i) the synchronic and diachronic properties of negation in a wider context; (ii) concepts such as given, new, inferrable, accessible information and the whole dimension of givenness; (iii) the contribution of the lexicon to the information-structural dimension of texts; and (iv) the pragmatic/textual conditions that allow marked forms of negation to gradually become unmarked and grammaticalized as standard negation, as

happened with French *nepas*.

[Norrick Neal R.]
Neal R. Norrick, *Interjections as pragmatic markers*

In my paper, I investigate interjections functioning as pragmatic markers. First, I review corpus data on the frequency of interjections as pragmatic markers initiating new turns. The interjections in this most frequent group are: *oh*, *uh*, *m. um*, *tsk*. These are primary interjections, deriving from response cries in the sense of Goffman (1981). As a pragmatic marker, *oh* signals a shift in cognitive attention (see Heritage 1984), while the other four (*uh*, *m*, *um*, *tsk*) function mainly within the participation framework of discourse to hold the turn and to fill pauses. I will show that much of the interactional significance of these primary interjections derives from their characteristic position as turn initiators, and that much of their meaning in any particular case depends on their intonation contour.

These primary interjections are distinguished from secondary interjections like *boy* and *shit*, which derive from major parts of speech and signal emotional involvement (see Ameka 1992). Both primary and secondary interjections can stand alone as attention signals or complete utterances, generally meant to index an internal state of the speaker, but they also frequently head turns as parallel pragmatic markers of cognitive states on Fraser's (1996) definition, as in:
Amy: we just saw a police car using a sirene.
Pat: **boy** did we ever.
BH: and I was just going oh wow congratulations and=
AS: =**SHIT** that's great.
Not only do secondary interjections function as parallel pragmatic markers, but also in ways similar to proper discourse markers, signaling contrast, elaboration and transition, for instance in the excerpt below, where *hell* acts as a marker one might paraphrase as 'by contrast' or 'even worse'.
LUCY: you have those helicopters too,
that land on the hospital?
ALLEN: **hell**,
we get the ones that do the traffic on Rutherford Avenue.
Moreover, a few secondary interjections in initial turn position function as intensifiers rather than pragmatic markers, namely when they precede *yeah* and *no* as in *hell yeah* and *shit no*.
I demonstrate the open-ended nature of the class of interjections. Despite their variability, the pragmatic functions of ever new interjections seem always to be clear to listeners in the concrete context of interaction. Interjections thus represent a large, infinitely extendable class of items, unlike the relatively circumscribed, closed classes of other pragmatic markers, and their pragmatic properties follow from their general status as expressions of shifts in cognitive states of various kinds. In conclusion, I advocate: first, treating primary and secondary interjections as *sui generis* classes with recurrent pragmatic functions; second, looking for universal pragmatic properties of interjections across languages, and, third, seeking to explain the pragmatic characteristics of interjections as far as possible in universal terms.

[Norrick Neal R.]
Salvador Pons Borderia & Maria Estelles, *Grammaticalization by discourse traditions: The case of Spanish digressive markers*

It is accepted wisdom in grammaticalization studies that discourse markers arise out of free constructions via generalization / codification of conversational implicatures. Most of the literature on this subject deals with the adequacy/inadequacy of the processes of grammaticalization (unidirectionality, lexicalization vs. grammaticalization, increase of scope, and so on), but less efforts have been devoted to explore alternative ways to achieve the grammaticalization of a free construction. This paper explores the rise of the Spanish digressive marker *por cierto*. Our study will show: that digression cannot be explained as a generalization from an implicature arosen out of the lexical components of the marker. The free construction and the digressive value of *por cierto* are documented at the same time. Therefore, it is not possible to posit an evolution epistemic > digressive marker in this case. These data are coherent with recent results obtained for some reformulative markers (Pons Bordera 2006), and for some constructions (Pons forthcoming) As an alternative, we will explore the role of discourse traditions (Koch 1997; Schlieben-Lange 1983) in the grammaticalization of this discourse marker, how this concept can be merged with the standard explanation of IITSC (Traugott and Dasher 2002), and what its implications may be for the rise of a word class in the history of a language.

[Norrick Neal R.]
Claus D. Pusch, *Propositional pragmatic markers in Romance: do they structure discourse or comment on it?*

Since its very inception, the study of pragmatic markers has identified both discourse-structuring functions and discourse-commentary functions for the heterogeneous class of elements which have received that label. Furthermore, in many instances functional ambiguity or overlap exists, allowing for both analyses of one marker as a discourse-structuring or a modalizing device.

This fact holds also for complex (multi-word) pragmatic markers involving syntactic subordination, which have been referred to as subordination-based (Pusch 2006), phrastic (Schneider in prep.) or propositional discourse markers (Andersen in prep.). Among these markers, for which I will adopt Andersens term, one finds the so-called inferentials of the it is that... type, and several similar constructions. The inferential type of markers is attested in almost all Romance languages, such as Span.: Siempre me quedo durmiendo. Es que me encanta dormir. its that I love sleeping; Fr.: il a eu sa retraite avant soixante ans il est pas vieux [...] mon mari. Cest que moi cest pas pareil, moi je lai eue soixante-cinq ans its that for me its not the same; It.: ...lo so ma che io stavo in laboratorio sono stato tutta la giornata its that I have been in the lab all day.

The it is that inferential is particularly frequent in Iberoromance languages, i.e. Spanish, Catalan, Portuguese and Galician. It is also in these Romance languages that the above-mentioned similar constructions occur particularly often, such as Span. la verdad es que... the truth is that..., Cat. el cas s que... the case is that (also in Fre. le point c"est que... the point is that... but with comparatively low frequency).

These propositional discourse markers have attracted some interest from linguists in recent times, although both their synchronic distribution (and the mere delimitation of the paradigm that they constitute) and their diachronic development have not yet been sufficiently described (but see now work by Dufter, e.g. 2006). Hitherto, these markers have been analyzed in the literature mainly as means of establishing discourse coherence and as carrying procedural meaning. Mostly these markers are interpreted as being in a relation of explanation with the preceding context. However, the analysis of additional and, particularly, more spontaneous forms of discourse has cast doubt on such a straightforward discourse-structuring interpretation of these markers, and alternative views have been expressed. In oral corpus data from several Romance languages that I have analyzed there is a significant number of occurrences where a pre-textual anchoring as explanation fails or does not seem convincing, particularly if a larger context is taken into account. Therefore these occurrences of the inferential and similar propositional pragmatic markers should not be classified as discourse-structuring devices (or discourse markers in Frasers (1996) terminological use) but rather as commentary markers and, more specifically, as mitigation markers used in situations of complex verbal politeness. In my panel contribution, I would like to illustrate and justify this claim and develop further the idea of propositional discourse markers as modalizing elements.

PANEL

Chaim Noy & Brenda Danet, *Ethnographic Perspectives on Writing Practices*

This panel seeks to further our understanding of writing practices and how they influence the ways people produce, consume, and make sense of written expression in different cultural, ideological, historical, institutional, and technological contexts (e.g., Barton and Hall, 2000). The panel wishes to describe in sociocultural terms the media of inscription and the practices by which inscriptions are produced and disseminated. We ask: how is organized social behavior that yields the production of texts related not only to micro aspects of writers immediate social contexts, but also to larger (macro) social and societal changes and epochs? Adhering to an integrative approach, we attend to both material and digital forms of texts, rather than treating computer-mediated communication as a separate field of study, as has often been done.

Presenters bring together approaches and concepts primarily from the fields of pragmatics, ethnographies of communication, and linguistic anthropology. This transdisciplinary approach can fruitfully produce a clearer, richer picture of the heterogeneities of writing systems, and of the transformations such systems undergo in modernized societies. The ethnographic orientation adopted by the panel attends to both methodological and conceptual aspects. Methodologically, the production and communication of texts is illuminated by observing practices of writing and inscribing, as well as through textual analysis that excavates the process of writing. The panel investigates what inscribers do when they are engaged in the process of writing, and how different technologies of writing influence their writing strategies (Danet, 2006).

The panel emphasizes processual approaches. The texts themselves, as well as the media in which they are presented, are not viewed as only objects or products. Rather, texts are viewed dynamically, in a perspective that reconstructs them as being continuously written (the unfinalizability of discourse; see Bakhtin, 1981), having multiple authors, and functioning simultaneously as both means and objects of other communicative practices (Noy, 2007). Speakers will address a variety of issues including, but not restricted to the construction of a sense of community and communal identity through writing practices and shared spaces of discourse; the interaction between different writing ideologies within the same space of inscription and as these inscriptions travel (Blommaert, 2004); multilingualism, code-switching and code-mixing; relations between orality and literacy; and the interaction between communicative medium, textual genres, and ideological discourses in diverse textual corpora.

Presenters address affordances of the technological environments within which writing takes place (Hutchby, 2001). These material considerations, which are often overlooked or analyzed separately, not in conjunction with language issues, carry profound implications for the production of texts and the meaning of written expressions in different communicative media. They encompass restrictions and opportunities, exclusions and accesses, and influence the different possibilities individuals and groupshavae for shaping discourse in general and writing in particular.

Contributions

[Noy Chaim]
Chaim Noy, *Visitors' Books as a socio-discursive site: The materiality and ideology of handwriting in a war commemoration museum*

Visitors books (VBs) are a unique type of written communicative medium, in which writing can sometime assume a semi-ritualistic state. Situated in museums and exhibition halls, galleries, hotels, parks, and the like, and available for public reading and writing, VBs and guest books afford a public space of discursive articulation of expression that lies in-between, enmeshing the individual and the collective, the aesthetic and the ideological, and the spontaneous and the institutional.
This paper focuses on the socio-discursive practices that are performed in relation to writing in (and reading) VBs. The primary corpus on which the paper draws are texts inscribed by visitors in VBs, observations conducted near them, and interviews with visitors who inscribe in (or else read) the pages of these books. The paper conceptualizes VBs as socio-discursive sites, where meanings and identities are fervently expressed, validated or contested, vis--vis acts of inscription. Hence the present focus is less on the content of texts visitors inscribe, and more on the conditions within which inscriptions are generated. Via ethnographic and processual approaches, cultural processes of entextualization (Silverstein & Urban, 1996) in particular, cultural and institutional-ideological contexts are studied. The paper conceptualizes these books as agents or actors that dynamically operate in the spaces of museums, and constitute interactive and ideologically charged exhibits therein. Interestingly, these handwritten actors are only partly under the ideological regulation of the site in which they are presented for visitors, and hence tensions can be observed between the site (context) and the book (text), or between museums physical spaces and the discursive spaces of the VBs.
The corpus under examination includes two volumes of VBs, located in a War Commemoration museum in west Jerusalem, Israel. Each of the volumes covers a time span of approximately a year, and includes an average of 1600 entries. The corpus offers an impressively rich variety of graphic representations and thematic expressions. Both the representations and expressions are studied in relation to the semiotic characteristics of the institutional site in which the books are located. In this regard, physical (material) and semiotic-spatial dimensions and affordances, intertextual and ideological chains, and issues concerning the (romantic) linguistic ideology (Bauman & Briggs, 2003; Silverstein, 1976) of handwriting are discussed. Specifically, the VBs at the War Commemoration museum amount to a site of expression of and participation in ultra-nationalist ideologies via inscriptional acts of commemoration, as well as a space of contest between secular and fundamental, messianic worldviews and graphic symbols.

[Noy Chaim]
Matylda Wlodarczyk, *Adaptive shifts -- identity and genre in the memorials of the 1820 settlers*

The view of genres as the loci of social performativity (Bauman and Briggs 1990: 63) may be applied in order to trace the identity-related processes of entextualisation. Those are particularly complex within newly founded colonial communities, such as that of the early British settlers in South Africa (known as the 1820 Settlers) analysed in this study. The community of the 1820 Settlers may be viewed as a local one with respect to the ways in which its textual practices involve manifestations of its members shifting identities (Silverstein 1998). In the transition to new identities, a simultaneous transition from a *language* community (metropolis) to a local *speech* community (to borrow Silversteins (1998) dichotomy) takes place. Some patterns of the accompanying genre transformation are traced in the 1820 Settler letters (petitions/memorials) addressed to the officials responsible for the colonial plan (1819-1825). Prior to the colonialisation, for instance, this genre was clearly devoid of an affective component (Besnier 1990: 431; cf. also Katriel 2004: 4) which has surfaced in the colonial context. On a micro-level, it is echoed, among others, in the strategies of speech reporting which is understood here as a marker of stance (Wlodarczyk 2007; cf. Biber 2004, Besnier 1993). Viewed in this way, reported speech strategies are constituents of the local grammar of affect (Bednarek forthcoming).
From a more general discourse perspective, the dynamics of an everyday genre maintaining the connection between individuals and the institutional sources of power was most likely determined by the resistance of the former to the disastrous inadequacy of the latter (cf. e.g., Laidlaw 2005). As this study shows, in the case of the 1820 Settlers early writing practices, attempted manipulation of the existing power relations may be found in the patterns of illocutionary force of a transforming genre of petition/memorial.

[Noy Chaim]
Simeon Yates & Simeon Yates & Eleanor Lockley, *Writing in public: An ethnographic evaluation of SMS practices*

SMS or "text" messaging is now an everyday form of "written" communication for many people (Katz and Aakhus, 2002). We describe SMS as a form of writing as it involves the production of "typed" text, and does not involve the use of a spoken voice. Within the UK at present approximately 100 million SMS messages are sent per day. Using our own data on the form of UK English SMS (Yates and Lockely, 2006) this would approximate to the exchange of 1.5 billion written words per day. SMS is also in many cases a form of writing that is done in public (Yates et. al., 2005). Importantly, it is often done in public fora unrelated to standard institutionalised locations in which writing is normally undertaken (e.g., the work place, school etc.).

SMS also represents a relatively novel form of interactive writing which can be undertaken whilst mobile. The mobile phone provides a key set of affordances - mobility, ability to interact synchronously (phone call) and asynchronously (SMS and MMS), and most contemporary mobile phones provide photo and video messaging. Much of the communicative work is conducted through a limited interface of a number pad and a small screen - the design and format of which have become a "type form". A key affordance of SMS in particular is the provision of private interpersonal interaction whilst in public - what you are writing and reading is not public. This contrasts with the phone call which can make the private very public. Though examples exist of writing as a public performance (see Danet, 2005), SMS can therefore be seen as either creating new avenues for interpersonal writing or supporting the move of writing into social contexts from which it was previously absent (Yates and Lockley, in press).

This paper reports on a set of quantitative and qualitative observations of the use of the mobile phone in public. Observational contexts included cafes, bars, public transport and "town centres". The data also includes a set of focus group interviews with users a collection of photographs of users engaged in "texting" in public collected using a camera phone. Taken together these data provide the basis for an ethnography of SMS use. The paper provides a "thick description" of SMS writing practices, their relations to social context and their use in relation to other media and interaction forms (voice calls, face-to-face interaction, CMC etc.). The paper reports on the social management of writing practices in relation to other on-going social interaction. In particular the paper focuses upon the pragmatics of conducting interpersonal writing in public contexts. The paper concludes by discussing the extent to which SMS and similar media are best understood as "writing". The results of the reported studies are used to assess whether media such as SMS undermine the oral/literate dichotomy (Linell, 2005) within many linguistic and pragmatic approaches to communication.

PANEL

Valentina Pagliai, *Language and Racial Formation Processes*

The recent turn taken in Europe by the so-called new racism, which is based not on biological differences but on naturalized cultural differences (Balibar, 1988), demonstrates the complexity of racial formation processes. Connected to this naturalization is a substitution of the term ethnicity to replace the scorned term race, and an understanding of identity as innate, natural and fixed trait of the individual, namely as essential and defining the self permanently. It is a goal of this panel to demonstrate that such complexity cannot be properly understood without an attention to language use and discourse. Racializing discourses constitute peoples social identities and justify their differential treatment. In this sense it is opportune to understand the connections between racial formations and racism. Recent scholarship in the social sciences has showed that racism is not just the aberrant behavior of a few individuals but central to the structure of the nation-state. Similarly, creations of racial distinctions among people are at the base of the maintenance of national state boundaries. This aspect allows us to understand why past multiculturalism approaches to anti-racist action and policy creation have been largely unsuccessful.

In this respect, we want to indicate new means to rethink anti-racist theory and action. The papers will not only present data and/or discuss theoretical issues, but will also discuss how research results can be used to fight racism and discrimination, or influence policy changes, or help organizations and institutions (both governmental or NGOs) working against racism, for social justice and/or immigrant and minority rights. Programs created to diminish racist attitudes among the general population must consider the mechanisms through which racializing discourses are reproduced either at the level of everyday encounters or in institutional settings.

This panel brings together diverse contributions from scholars working on processes of racial formation in discourse, where racial formations are understood, in Omi and Winants definition (1986:55), as the sociohistorical process by which racial categories are created, inhabited, transformed, and destroyed. The panel will comprise varied theoretical approaches and methodologies of analysis centered on language use.

Contributions

[Pagliai Valentina]
Shukti Chaudhuri-Brill, *Race and the concept of color among Czech Roma*

Roma in the Czech Republic have historically experienced systematic racial prejudice and discrimination that has affected their current position in society: high levels of illiteracy; a disproportionately high unemployment rate; poverty; and ghettoization, with the accompanying social ills of drugs, crime and prostitution. Under communist regimes, forced assimilation resulted in loss of language and cultural roots. While the majority white population sees the Roma as a monolithic colored minority, Romany culture is far more complex and variegated, with skin color indexing different social valencies within Romany society itself. Color terms, therefore, have fluid value, since not all Roma have dark skin and whiteness has positive significance as well. This paper examines how color terms are used in everyday discourse to simultaneously establish a sense of shared black Roma identity, as well as to differentiate the speakers from the white majority. At the beginning of conversations or when introductions are made, blackness is frequently referred to, to create a sense of camaraderie and to establish ones credentials as a participant in the group. Through sociolinguistic and semiotic analysis of these conversational contexts, I examine what are the values that are indexed by the term black and how these contrast with what is white. Blackness refers to a way of communicating and interacting, it assumes a shared way of experiencing the world, based on the idea that a black persons world is shaped by how his skin color defines him. Being white, or fair complected, on the other hand, is aesthetically positive, and is valued for the opportunity it might give someone to successfully negotiate the majority society. Whiteness when contrasted to black identity, however, is negatively viewed, even among Roma who were raised in a white family or who have a white parent. The ideologies underlying the relationship of color to race or ethnicity among the Roma themselves are as necessary to be understood as are the racial ideologies of the majority culture. In the process of democratization, a small but growing middle class of Roma is emerging. Often, these people pursue careers as activists or hope to be instruments for social change. They are attempting to create models of integration rather than assimilation, to educate Roma in better understanding and appreciating their own history and culture, while helping them to acquire social capital to improve their lives in the majority society. It is important to work together with these individuals on developing such models and to include their perspectives and experiences on racialization in formulating policies for social change. If integration is to be successful, then both blacks and whites must develop an awareness of each others different modes of being and must learn to seek positive value in each as well. Understanding how color and race are perceived from the perspective of the Roma themselves is a necessary part of the dialogue on integration.

[Pagliai Valentina]
John Clark, *What a cleared throat may mean when a minister is attempting to co-construct mocking outgroup narratives*

In face to face interaction, a need to establish a certain amount of rapport or alignment to facilitate interaction is often achieved by the participants attempting to index mutual social co-membership. This co-membership (regional, ethnic, class etc.) may, in turn, be strengthened by mocking people **outside** of the group to which they have established co-membership.
As social theorists have long and correctly argued, local face to face encounters are not immune from larger and longer scale social processes (state, gender, class formation etc.). What the local actors do is use currently available and mutually understandable resources from the larger social matrix into their brief encounter. Accordingly, the "ritualized Other" used in local encounters depends, to some extent on larger current social, political and cultural tensions.
And so it is with a collection of such local face-to-face encounters that I talk of here: a group of heterosexual, white, Christian men who hold weekly, voluntarily, informal "bible study" meetings led by their religious leader, Father Hackett. Hackett and the church that he and they belong to can be described as a socially conservative church whose beliefs are consonant with that sector of American society commonly referred to as the Religious Right.
This paper looks at instances of what I have provisionally called <ritual mocking of the Other> within the bible study sessions of "The Men of St. Andrew". More specifically, this paper examines instances of how Fr. Hackett uses his institutional power as religious leader to ritually mock Jews, gays and women in this gathering of straight, Christian men. I will show the details of how this happens dialogically in face-to-face interaction. I will also show instances of men dis-aligning with Hackett"s expressions of bigotry, underlining the men"s agency and offering us ways to interdict outgroup mockings. The primary data for this paper consists of fieldnotes and audio-recorded interaction situated in my four year long status as a participant observer at this church.
As far as traditionally received notions of racism is concerned, this study provides one surprising finding: At no time during these meetings (or, indeed, during the four year period of my participant observation at St. Andrew"s) did Father Hackett or any other church member attempt to deploy "traditional" North American racist narratives (i.e., denigration of African Americans). I argue that this finding can be understood as an local instantiation of a recent larger current discursive production among American social conservatives: namely, the concurrent promotion of racial harmony

narratives together with mocking outgroup narratives of gays and

[Pagliai Valentina]
John Flowerdew & Solomon Leong, *Intertextuality and racial formation: The case of constitutional reforms in Hong Kong*

Language has always played an important role in the formation and expression of identity. The expression of racial identity is no exception. In this paper we will look at the racial identity of Hong Kong as expressed through the pragmatic phenomenon of intertextuality.

The case in point surrounds the subject of constitutional reforms in post-colonial Hong Kong, where issues of democracy are closely interconnected not only with politics, but also with socio-cultural and, above all, racial discourses.

Although admittedly now an integral part of China, and in spite of sharing many Chinese traditions and the Chinese language, many Hong Kong people still regard themselves as Hong Kong Chinese people rather than being just Chinese. This appears to be in sharp contrast to the stance of the Beijing government which stresses that the interests and sovereignty of the country and in general the Chinese race should come before any consideration of the individual.

Such fundamentally opposed discrepancies in interpreting the two in one concept have sparked a series of discursive confrontations between the two parties in question, one of the most prominent examples of such confrontation being a debate about patriotism and the relation of that phenomenon to the constitutional reforms and racial identity of Hong Kong.

Given this situation, this paper describes and examines how Hong Kong newspapers have attempted to discursively construct Hong Kongs racial identity, both against Mainland China and the West, through intertextual referencing, and in so doing, to achieve various political goals.

It looks at how these newspapers have made use of various forms of social knowledge to create a racial identity that is specific to the Hong Kong situation.

One example in point relates to a pro-Beijing newspaper when it stated that only patriots can govern Hong Kong. In support of its position, it drew upon diverse sources of social information ranging from Chinese historical backgrounds to George Bushs anti-terrorist rhetoric. As such, the notion of patriotism under such a context becomes an intertext instantaneously, requiring a multi-layered comprehension.

In order to gain insights into this increasingly prominent phenomenon of intertextuality, two corpora of texts were collected from two Hong Kong Chinese language newspapers, one being pro-democracy and one pro-Beijing. We then contrasted their views against each other, so as to explore the level of intertextuality involved in their discursive constructions of a racial identity for Hong Kong and its potential implications.

This paper seeks to present the notions of race and racial identity as dynamic and fluid constructs that signify multiple meanings and perform multiple social functions on one hand, but at the same time show how they are shaped and formed by various socio-political discourses on the other. We argue that racial identities reflect not only the influence of dominant ideologies, but are also wrought by the immediate contexts of communications, where the duality of self and other is constantly in the process of negotiation and re-invention.

[Pagliai Valentina]
Jacqueline Messing, *Language, Racism & "Progress" in Competing Discourses of Identity in Indigenous Mexico*

Around the world racist attitudes towards native peoples within post-colonial nations have been recursively reproduced and internalized by indigenous communities. Indigenous languages in the post-colonial context have often come to be viewed by their speakers as "backward," giving rise to a belief that the next generation will be prevented from advancement if youth are socialized to use the language. Racism as a lived reality has been analyzed as linguistically and semiotically construed, constructed, and contested through discourse. Everyday speech is often organized into particular discourses that are voiced, called upon, contested or silenced; multiple discourses can themselves be interconnected and form part of speakers' meta-discursive practices. Ideologies of language and society surface in this interplay of micro and meta-discourses. Because of the close connection between language and identity, in which language can serve as symbol, icon or index of a social group, a variety used by speakers perceived by "others" as socially stigmatized can itself become stigmatized. How does this stigmatization of particular identities surface linguistically and discursively? How is this discursivity organized? How do power and agency operate through particular uses of language, discourses and meta-discourses? This paper addresses the relationship between language, discourse(s), and racism through the analysis of everyday talk in two indigenous communities of the state of Tlaxcala, Mexico.

I argue for a study of language shift that focuses on ideological conflicts and competing discourses of language, identity and progress in Tlaxcala, Mexico (Messing, In Press). The study on which this paper is based stems from extensive ethnographic research on patterns of language use, linguistic ideology and boundary differentiation in several Mexicano speaking communities in the Malintzi region of Central Mexico (Messing 2003). Metadiscursive practices

are analyzed, consisting of three discourses that have local, regional, and national expressions: the pro-development meta-discourse of *salir adelante*, forging ahead, and improving one's socioeconomic position; *menosprecio*, denigration of indigenous identity; and the *pro-indígena* or pro-indigenous discourse that promotes a positive attitude towards indigenous-ness. Analysis of these discourses offer an understanding of the semiotic resources speakers employ as they orient towards and against particular identities that are both "traditional" and "modern," in which locals respond to changing social and economic circumstances. I conclude that a focus on individuals and communities, through ethnography and discourse analysis, is of critical importance to understand how and why speakers shift their ideologies and their languages.

[Pagliai Valentina]
Valentina Pagliai & Giulia Marchetti, *Conversational Footing and the Creation of Racialized Sameness and Difference in Tuscany*

In this paper, we propose to discuss a series of direction-giving mobile phone conversations and to explore some features of the embodied work through which plans can be given a determinate, locally relevant sense (Suchman, 1987). As pointed out in previous work (Ling & Yttri, 2002; Relieu, 2002), mobile phones are commonly used for various kinds of micro-coordination, in which remote talk partially stands for activities otherwise done through other means. For instance, finding ones way to places can be done through competent readings of maps (Psathas, 1979) or through mobile phone calls. We present some general features of a given, occasioned collection of sequences in which several attempts to solve a directional problem are done through mobile talk:

4. Establishing a basic logistics (giving general directions; doing some preparatory work; and establishing a common availability for the pending journey) in a first call;
5. Checking positions on the route through verification sequences during a second call;
6. Establishing a common final meeting point through a locational work done in a last call.

We focus on the specific recipient design work by which the direction-giver adjusts his description of landmarks or routes to the mobile addressees. Then, we explore how those addressees (the phone owner and his friend who drives the car) display their vocal understandings of these indicators while still on the move.

[Pagliai Valentina]
Ana Maria Relaño Pastor & Hector Grad, *Co-constructing ethnicization in multilingual classrooms in Madrid*

The paper looks at the implications of ethnicization for the educational development of immigrant students in Spain and the extent to which it contributes to processes of exclusion and marginalization at school. Given the increasing flow of children of immigrant backgrounds in the last 15 years in Madrid, constituting now 17% of the student population in Madrid schools (mostly from Morocco, Latin America, China, and Eastern Europe), ethnicization has emerged as a process that categorizes students according to their national and ethnic origin and explains students behavior at school, and their academic results as a consequence of their place of origin. The process of ethnicization or the process of ascribing ethnic identities to different social groups not only separates normal students from the other, (Spanish vs. Latinoamericanos, Moroccans, Eastern Europeans, or Chinese), but also stigmatizes them and perpetuates teachers expectations regarding students academic success. Ethnicization plays a significant role in the construction of identity as immigrant youth sometimes internalize the social identities imposed by the school and reject them as part of processes of social exclusion. The paper addresses the complexity of establishing boundaries between ethnicity and race in Europe , considering some proposed definitions of ethnicity as the intricate territorial relationships that involve the development of nation states or are associated to migrations around the globe (Bradley 1996). The main questions that guide our paper are, first, to what extent the debate over racial and/or ethnic categorization in Europe , particularly in Spain , differs from the United States in the consideration of race as phenotype (main dominant criterion for social categorization in the U.S.)?, and second, how does the ethnicity/race debate get played out in classroom interactions in multilingual schools? Guided by critical sociolinguistic ethnography (Martn Rojo 2006) and ethnographic sociolinguistics (Rampton 2005), this paper analyses the co-construction of local and immigrant identities students display in the classroom. The orientations that teachers and students share/differ from about ethnicity are co-constructed by means of different interactional strategies such as turn-taking completion, alignments and disalignments in question-answers sequences, and polarization strategies (Martn Rojo 2006) that establish inclusive us versus exclusive them by means of ethnic labeling. By analyzing naturally occurring interactions taking place between teacher and students, and among peers, we will show how the categorization of students according to their national and ethnic origin reflects hegemonic social representations of the Spanish nation (Grad 2006), and relates to notions of students behavior at school, academic success, and future social integration as citizens of the Spanish nation-state.

[Pagliai Valentina]
Bonnie Urciuoli, *Deploying discourse of "cultural" markedness in domains of collegiate life*

In this talk, I discuss two aspects of markedness in discourses about diversity generated in institutions of higher education: the ways in which the five primary categories of diversity structure public information about college life, and the ways in which the referents *diversity* and *diverse* are deployed in college discourse. In doing so, I demonstrate some of the ways in which elements of older racial oppositions are reproduced, and in which such reproduction is complicated by the conflation of race and ethnicity as "culture" which becomes an inherent feature of an individual.

Older oppositions are evident in the operations of the offices administering admissions, marketing, development, and student life, all of which presuppose the basic markedness oppositions of older racialized discourses. These oppositions are evident in the categories by which diversity accounting is done. The five U.S. Affirmative Action categories (White/Caucasian, Black/African American, Hispanic/Latino, Asian-American/Pacific Islander, and Native American/Alaskan) are presented as five separate categories. This presentation masks the underlying semiotics of one unmarked and four marked categories, which are themselves formalized residuals of racialized processes of state and economic formation over the past two centuries. Key elements of schools marketing practices depend on the deployment of such markedness, as when elite schools advertise their diversity numbers, or when *U.S. News and World Report* ranks colleges according to a "diversity index" (measuring the proportion of students in each category relative to the whole). The promotion of images associated with student populations represented by such numbers becomes central to the ways in which colleges are marketed, generally according the rationale that such diversity presents an optimal learning climate. Student life is also subdivided along these lines, in the organization of student "multicultural" (or just "cultural") organizations and in the ways in which much of a schools diversity programming is, in effect, outsourced to these organizations. The conflation of race and ethnicity into "culture" is particularly visible in organizational programming, which frequently stresses "educating the public" about or "celebrating" the "culture" of that group (e.g. "Latino culture"). This partial reproduction of older markedness oppositions is complicated by the increasing penetration of a corporate diversity register into college diversity discourses, particularly salient in notions of diversity as the property not of a group but of an individual. Corporate discourses stress diversity as something that the individual contributes to the organization; in the same way, admissions discourses frequently refer to a student "bringing" diversity to the college, and student life discourses refer to diversity as a contribution to community. Similarly, student diversity leaders may find themselves doing the institutional work of demonstrating their groups contribution to the whole.

I approach the operation of these markedness elements through analysis of acts of reference, paying particular attention to the enregisterment of diversity reference with such corporate terminology as *leadership*.I also note how the structure and enactment of such discourses can pragmatically undermine the stated goals of promoting diversity in educational institutions.

PANEL

Isabella Paoletti & Giolo Fele, *Emergency call centres: communication problems and pragmatic aspects in the organization of the work of providing assistence*

Emergency call centres are places saturated with technology, in particular information technology. The very use of the technology has created a new work environment that allows a level of organization and of efficiency in the management of emergencies unthinkable before, but also raises specific problems. This panel focuses on the main communication and organizationalproblems of this specific work environment.

The emergency system in order to function needs the call operator to take instant decisions having in mind a multiplicity of issues to be considered and often on the basis of vague and inconsistent information. Studies are focussed on communication problems in emergency calls (Garcia & Parmer, 1999; Imbens -Bailey & McCabe, 2000; Tracy & Tracy, 1998a; 1998b; Whalen & Zimmerman, 1998; Whalen, Zimmerman & Whalen 1988). These communication problems hinder call operators decision making processes. Operators are often forced to over-estimate the emergency, risking to lack resources for the next emergency. It is not only a matter that means are scarce and have to be wisely administered, but dislocation is here a relevant issue, because there are rigid protocols that indicates the maximum intervention time.

Above all cooperation among the operators is an omnipresent feature of work at the emergency operations centre and among the personnel directly involved in the management of events (Suchman 1993; Suchman 1996; Suchman 1997) . There is a functional division of labour and responsibilities between the two operators working side by side at the computer console. More important cooperation consists of the web of informal and tacit practices that enable joint and flexible management of activities by the operators. It is based on a situated logic and on *ad hoc* decision-making processes which unfold case by case, moment after moment, according to ongoing contingencies. Technological tools keep the external world in contact with the world of the operations centre, but also engender a separation between the two worlds, that is, what happens in the scene is only partially known to the operators in the call centre, with potential serious consequences for the decisions that are taken.

The panel intends to contribute to the understanding of social processes of technology in use in this particular work environment, presenting different methodological perspectives and data from control room in different countries.

Contributions

[Paoletti Isabella]
Jakob Cromdal, Karin Osvaldsson & Daniel-Persson-Thunqvist, *Getting it right in emergency calls with children*

A call to a dispatch centre comprises the first step in an emergency response. A crucial concern for the operator is therefore to efficiently collect relevant and accurate information so that response priority can be set. Yet, callers reporting on emergencies may be facing acute circumstances and are typically unfamiliar with the operators agenda and other organisational features of the interrogation. This presentation focuses on the negotiation of joint understanding taking place between emergency operators and children callers. Considering the potentially devastating consequences of misunderstandings in emergency calls, the interactional work through which the parties manage, that is display and negotiate, understanding of one anothers turns at talk merits some attention.
This study is drawn from an ongoing research project dealing with social interaction on emergency calls with children. Drawing on a corpus of 100 real-life calls to a Swedish 112 SOS-Alarm centre, we focus specifically on some procedures through which participants explicitly make available their own sense of the other partys talk. Through detailed analyses of the sequential organization of turns at (cf. Sacks, 1992) talk we show how participants display their own understanding of the other party by reformulating or paraphrasing (parts of) her or his turn. It is worth noting that these are interactional resources available to, and used by, operators as well as by callers. Furthermore, we focus on a related practice that is chiefly used by operators: namely that of formulating the upshot of the callers talk. Finally, by analysing the membership categories used in the talk, we show how speakers display their understanding of the other partys talk through glossing practices as well as through detailed unpacking of the glosses used.
These procedures for generating institutionally useful information differ significantly from another commonly used practice, that of wh-questioning, in that they involve offering a candidate hearing rather than simply requesting information. In fact, our analyses show that these procedures are typically used to follow up on information previously gathered through wh-formatted questions. In that sense, our analysis highlights some features of an institutional practice that consists of methodic ways of elaborating on partly shared understandings of talk and of elucidating some of its missing yet institutionally relevant detail.
Finally, the question is raised whether these interactional procedures comprise features unique to emergency calls with children and, if so, what can be learned about how emergency calls are informed by more mundane understandings of children, their competence, reliability and accuracy as reporters of observed events.

[Paoletti Isabella]
Giolo Fele, *"Where did it happen?" Deciding where an emergency is located*

A telephone call to an emergency number has been described with a typical structure of five elements [(Zimmerman 1984), (Zimmerman 1992a), (Zimmerman 1992b)]: (1) the opening and the identification, (2) the request of intervention, (3) a series of interrogations from the call taker, with which it is attempted to obtain all the necessary information of the case, (4) the response to the request (granting the intervention), (5) the closing of the call. Many researches in conversation analysis have been devoted to analyze the first phases (in particular 1 and 2) of the emergency telephone call. This paper is aimed to examine more in detail the phase 3 of the telephone call, that is the collection of the information from the call taker. In this phase there are two kinds of basic information that the call taker must collect: first, what has happened, second, where it has happened. The first aspect, in terms of the way in which the problem is formulated in the call, has been extensively examined. Zimmerman (Zimmerman 1992a) identifies four ways in which the reason for the call can be introduced: through requests, report, descriptions, or accounts. The second aspect, which is the ways in which the place of the emergency could be formulated, has not been examined with the same care. The paper aims to analyze in particular the locating work by the parties during an emergency call. Referring to the seminal earlier work done by Emanuel Schegloff (*Notes on to Conversational Practice: Formulating Place*, in David Sudnow [ed.], Studies in Social Interaction, New York: Free Press, 1972, 75-119), and revisiting the CA literature on the social organization of the locating activities and on the sequential organization of direction-giving (as an example: George Psathas and James Henslin, *Dispatched orders and the cab driver: a study of locating activities*. Social Problems . 1967; 14 (4): 424-443; George Psathas, *The organization of directions in interaction*, Word; 1986, 37, 1-2, Apr-Aug, 83-91; George Psathas, *Some sequential structures in direction-giving*, Human Studies; 1986, 9, 2-3, 231-246; George Psathas and Martin Kozloff, *The structure of directions*, Semiotica; 1976, 17, 2, the 111-130) the paper is aimed to offer an analysis of the positioning procedures of people and events and presents a reflection on the common sense knowledge of places and territories. The material on which the paper is based derives from a research conducted on medical emergency call & dispatch centres in Italy.

[Paoletti Isabella]
Tine Larsen, *Notes on the question/answer-series in Danish emergency calls*

Research into emergency calls have shown them to consist of 5 overall call-components (Zimmerman, 1992). They are thus organized around a basic request/response-adjacency pair which is both internally and externally expanded (Bergmann, 1993). The external expansion consists of an opening and a closing sequence, respectively. The internal expansion is made out of a series of question/answer-adjacency pairs by means of which the call-takers can address information mentioned in the request and/or elicit further information, relevant to the assessment of the problem's emergency-relevance and/or necessary for the future potential dispatch of assistance.

Based on a corpus of 1476 telephone calls to and from a Danish emergency center, it is the detailed organization and construction of the questions in this series of question/answer adjacency pairs that I wish to focus on in this presentation. Thus, while there certainly is an orientation towards the 5-component organization described above, in Danish emergency calls, the question/answer-series normally manifests itself in a more complex, yet still systematic way - a difference that seems to be due to the constraints imposed on the calls by the computer system of the Danish emergency center.

Using conversation analysis, this presentation will show that call-takers normally address or elicit information from the callers on a specific and limited number of topics. While some questions are posed prior to the request response, others are typically not asked until after a favorable response, resulting in both a pre- and a post-response series of question/answer-adjacency pairs. The pre-response series is, furthermore, divided into two sub-series; a problem-oriented sub-series and a dispatch-oriented one. While both of these pre-response sub-series normally are present almost to every emergency call, it depends upon the caller's construction of the request, which of them gets positioned first (Larsen, 2006).

The discussion will address how the technology implemented to aid the emergency center, in practice, influences the organization of emergency calls. In particular, it will examine the practical consequences of this influence for the call-taker's treatment of the calls as well as for the actual dispatch of assistance and the emergency center's response-time.

[Paoletti Isabella]
Isabella Paoletti, *Stratigraphy of Practices: Communication problems in control rooms of the medical emergency service*

The paper focuses on communication problems bound to the organizational changes in the emergency service in Italy. Theoretically the paper suggests the introduction of a historical perspective in the analysis of social interaction. Analysing social practices, we can observe sediments of practices, that is practices, belonging to past social and institutional environments, still present in the new environment. In the medical emergency service in Italy, the introduction of the information technology and of control rooms created a new work environment that allows a level of organization and of efficiency unthinkable before, but also raises specific problems. This paper argues that such problems are bound to the structural changes undergone in the emergency service.

The data analyzed in this study are part of a wider corpus collected in a research project on language and technology carried out for the Department of Communication Sciences of the University of Bologna, Italy. The data refer to two pilot projects carried out in the control room of the medical emergency service of the town of Trento in northern Italy and of the town of Foligno in central Italy. The data collected in the two studies comprise field notes, tape recordings of emergency calls, and of interviews with call operators, doctors and other staff in emergency service.

Through a detailed conversational analysis within an ethnomethodological framework of actual emergency calls, the analysis highlights communications problems, such as the unwiliness of caller to cooperate in the questioning procedure, that is a phenomena well documented in the literature, (Imbens-Bailey, & McCabe, 2000; Tracy, &Tracy, 1998a; Whalen, & Zimmerman, 1998; Whalen, Zimmerman, & Whalen, 1988) but also localization problems, due to different frame of reference of caller and operators. The paper argues that the communication problems observable in emergency calls are related to the shift in the organization structure of the emergency service.

After the introduction of control rooms, the management of the medical emergency has radically changed in Italy. Before the people involved in an emergency called the nearest hospital and an ambulance took the patient there. Now the operators are instructed to ask callers a structured series of question and to understand the type of medical problems involved in the emergency. On that base they send the most appropriate means: a medical car, an ambulance, an helicopter. First aid is often provided directly on the scene of the emergency; then the patient is taken to the nearest relevant hospital, in relation to the persons specific medical problem. Call operators in the interviews often complain about localization problems, for example callers are convinced to call nearby, they do not understand that it is a provincial service. Moreover, a recurring problem in emergency calls is caller uncooperativeness during the interrogative series. Call operators complains openly about this issue.

The paper aims to show that specific interactional instances and communication problems in emergency calls can be better understood referring to the overall ethnographic understanding of the emergency service and of its structural development.

[Paoletti Isabella]
Tiia Vaajala & Ilkka Arminen, *The sequential organization of emergency dispatch in Finland*

The new Finnish Emergency Response Centre (ERC) system provides assistance for different kind of emergencies in fifteen centres. These consolidated emergency centres provide assistance for rescue, police, health and social services. ERCs are information-rich, technologically saturated environments and there are a number of potential complications for the timely dispatch of right help. Different types of emergencies include different protocols and differ in terms of their realization. The realization of standard practice requires that the right kind of help is sent to the right place in the right way at the right time. Further, dispatching depends on the co-operation between the caller and the call-taker, and it is vulnerable to problems if the caller is unable to provide sufficient information, for instance, due to hysteria or intoxication. Any of these features may pose complications. For the purpose of benchmarking, the differences in types of emergencies should be laid out and explicated. The explication of the nature and sources of complications is of immediate practical relevance.

In this presentation, we explicate the standard patterns of sequential organization of the dispatching process and discuss the potential tension between the requirement to standardize procedures and the variation of individual cases. Furthermore, we scrutinize the complications of the dispatching process in new ERC system and discuss the challenges of these complications pose to the operators work, for example to the decision-making process.

The analysis is based on audio and videotaped materials from an emergency centre in Finland. The ethnomethodological conversation analysis (CA) and ethnography provide tools to analyse the data and to understand the pragmatic dimension of the emergency dispatch work practices.

With this data, we have access to the new centralized way of handling different kind of emergencies. In the Finnish system the one and same operator receives the incoming calls, evaluates the need for assistance, and dispatch the units needed to the scene, with help of the new CAD system. This procedure poses special challenges to the operators decision-making process, which is dependent not only on CAD system, but also on social dimension of the emergency call. To conclude, although the expert systems have been introduced to help dispatchers to make decisions about for whom, how and where to send help, they do not necessarily support the existing work practices. Consequently, understanding the pragmatic aspect of the operators work practices will support the assessment of requirements for usability for the existing technologies and their development. The detailing of current practices will assist the development of the indicators of quality and serve the information needs for the development of supporting technologies and their usability.

PANEL

Ruth Parry, *Constituting the body and troubles of the body*

Theme
Our broad theme is that of communication practices relating to people and bodies. Inparticular we examine constitution of the body and constitution of troubles of the body, across a variety of settings. We will explore how people constitute bodies as physical and accountable through practices of language and interaction. Relatedly, we will examine how people construct and orient to knowledge, expertise and responsibility about bodies and bodily troubles.

Purpose of panel
To present and discuss work that investigates how people interact with one another about the body and about bodily problems in a variety of settings.

To share and demonstrate the breadth of this growing field, and the understandings emerging therefrom.

To offerconversation analytic,discursive psychology,pragmatics and linguistic perspectives on some matters central to current cultural, media, and sociological debates about the body, about healthcare, and about personal responsibility. Such debates often draw upon abstract and normative materials, concepts and viewpoints. Examining and discussing work that analyses real life interactions in which bodies feature as a central element will provide alternative insights and additional foundations for these debates.

Further description
Panel participants have been brought together because of their interest in communication about bodily matters. They include researchers based in the UK, mainland Europe, Australia, and the US. Works include those by both established and new researchers in the field. The papers all report research findings, ranging from preliminary to near completion and publication.

The panel will examine how people constitute the entity, status, significance and character of the body through their interactional practices. We shall examine these matters by presenting and analysing data from situations where troubles of the body are a feature. These include settings of differing levels of institutional formality and role asymmetries, and also different forms of interaction: face-to-face, phone-in, and online. Most, but not all, of the work presented primarily focuses on talk, rather than body movement, in interaction. In several of the studies, the data derive from situations involving interactions between those whose body is purportedly problematic and others who are treated as having some

form of expertise, role or authority. We will also examine data from settings involving peers who share purported bodily problems. We will present analyses of data from formal physical and psychological healthcare environments, and from interactions in radio-call-ins, on-line support groups, and commercial diet clubs. Putative troubles that feature in these interactions encompass both bodily actions and bodily states. For instance: performance of physical movements and activities, eating and not eating, healthiness, attractiveness, and overweight. Our focus will be upon how people construct, orient to, and negotiate knowledge, expertise and responsibility in these areas.

Two discussants (Dr Ray Wilkinson and Professor Gene Lerner) will assist in relating the topics of the panel to wider themes and other studies. Dr Wilkinson will draw upon considerations from related research on clinical interactions and interactions with people who have disorders. Professor Lerner will discuss a selection of the papers in order to examine interrelations with prior research and findings that have focused primarily upon bodily communication practices.

Contributions

[Parry Ruth]
Samantha Brooks, *Constructing agency in problematic eating behaviours*

This paper focuses on the discursive practices surrounding agency in accounts of problematic eating behaviours within a corpus of broadcast radio phone-ins and discussions.

Recent years have seen an apparentrise in the prevalence of eating disorders, problematic relationships with food and dissatisfaction with body weight, particularly among women. Though there is a substantial amount of existing literature concerning eating practices and body image, much of the psychological research in this area has been carried out ithin the methodological and epistemological framework of experimental psychology. This research aims to fill a gap in existing literature by examining real talk.

A 10-hour corpus of radio interactions recorded between 2004 and 2006 forms the basis of this analysis. All were contained within the UK Radio4 programme Womans Hour, a magazine style show with interviews and debates on various topics aimed at women. Two broad interactional formats are included within the corpus. In phone-ins, members of the public are invited to call in to the station regarding a particular broad agenda, and some are selected to talk with the show host. Callers include individuals struggling with weight issues and professionals involved in related services. In the talk radio format, there is discussion of topical issues, with a regular host who talks to a number of different guests who generally sit in the studio together. In both types of radio talk, stories of personal experience are produced as public discourse through mediated interaction with the shows host. All selected data were taken from broadcasts that included talk about eating, eating disorders, and healthy eating and activity and include broadcasts on eating disorders (including anorexia nervosa, bulimia nervosa and compulsive eating), dieting, nutrition, exercise, and obesity.

Data was transcribed and analysed using a combination of ethnomethodological approaches, particularly drawing on the analytic framework of conversation analysis. Preliminary analyses focused primarily on verbal practices amongst callers and talk-show guests, and upon how these practices functioned to depict active of passive status with respect to their conduct and conditions. This paper will report findings of these preliminary analyses.

Recurrently, individuals who participated in the broadcasts in terms of being sufferers of eating disorders utilised discursive practices that conveyed a position of passivity rather than agency with respect to their problematic eating behaviours.They did so in various different ways which will be demonstrated with detailed case analyses. These include: drawing on medicalised discourses, constructing their behaviour as pathological in contrast to something over which they had personal responsibility and agency depicting food itself as an active agent (for example, constructing food as something capable of being seductive) giving agency to an illness itself such as anorexia nervosa or bulimia nervosa (for example objectifying the illness as capable of controlling ones life) and using various different metaphors for passivity (for example, talking about *spiralling* out of control or *slipping* into bad habits).

Analysis has focused on ways in which individuals who participate in these broadcasts as people who have eating disorders regularly use practices that convey lack of agency and personal responsibility with respect to their conduct. The paper contributes to understandings of how individuals negotiate and manage accountability for eating behaviours and the findings form the foundation for further inquiry into conceptualisation of autonomy and moral responsibility.

[Parry Ruth]
Cathrin Martin, *Embodiment of repair – dealing with troubles of body performance in orthopedic rehabilitation*

This paper aims to describe and discuss how everyday correction practices that people use to manage problems related to body performance form one of the means by which expertise, control and ownership of body troubles are constituted and developed. In order to do so, it examines management of body troubles within the setting of rehabilitation. In the rather extensive literature on repair and correction practices, the organisation of repair has more or less exclusively been dealt with as a linguistic phenomenon. The point of departure for this paper is that repair forms a type of checking

procedure in interaction, which is critical to the establishment of intersubjective understanding between people, and is a public situated practice (cf. Goodwin, 2000). In the paper, repair is demonstrated to be an embodied practice, embedded both within verbal and non-verbal contexts (e.g., body orientation, gaze and gestures).

The data consist of longitudinal video recordings made in naturally occurring physiotherapist-patient interactions in orthopedic rehabilitation. A detailed analysis and description is made possible through the use of perspectives and methods found within conversation analysis. This presentation is derived from data and results of a larger dissertation study on learning and interaction.

The analyses demonstrate how repair practices are prevalent in this particular setting. Participants take each others bodies into account and co-ordinate gaze and gesture as they build relevant sequential actions in managing problems of joint understanding when body troubles surface. Over time, the repairs are accomplished with substantially smaller contributions by the participants. A gradual shift from more *other*-initiated repair to *self*-initiated repair was found. Close examination demonstrated ways by which the physiotherapists attuned their responses and repairs, thereby continuously moving towards allowing and supporting space for the patient to develop expertise, knowledge and understanding of their own body. Repair practices can thus be conceived of as a sort of scaffolding/building structure, facilitating patients to be able to orient to and control the projected completion of the on-going action, and possible and projectable problems in relation to the on-going action.

Analysis points to how, through collaborative actions of participants, body troubles are emergent and constructed, rather than static entities. Findings contrast with some critical perspectives that suggest clinicians employ rather fixed, and unilateral conceptions of the body and its troubles (eg Thornquist 1994). Discussion will aim to consider what the embodied and emergent repair practices observed in these data indicate about orientation to and construction of knowledge, control, expertise and responsibility in relation to body performance and troubles of performance

[Parry Ruth]
Hazel Mycroft, *Talk about bodily troubles: Advice giving in a commercial weight management group*

This paper examines how advice giving and advice reception is constructed, oriented to, and managed during interactions in commercial weight management group meetings. It will draw on prior work on advice giving as a normative activity both within everyday interactions, and institutional environments. How individuals react and respond to such advice has been the focus of much research. However the construction of advice in relation to food and weight management has not yet been explored. The primary aim of group members attending the weight management group meetings is to lose, or maintain their weight. Therefore, advice about how to achieve this aim is an integral part of the talk. The paper will focus in particular on how participants practices during advice giving and reception in this setting work towards establishing knowledge, and indeed epistemic priority with regards to changes in weight and with regards to proposed of strategies for managing weight.

This paper analyses data collected from four different geographically located weekly commercial weight management groups. Fifty hours of naturally occurring interactions were video and audio-recorded, and 150 weigh-ins have been analyzed in detail. The data were transcribed and analysed using a combination of ethnomethodological approaches, drawing particularly on conversation analysis and discursive psychology.

Analysis reveals that group members asserted their epistemic priority though displays of knowledge, to resist any form of advice or suggestion offered. Group members produced assertion responses such as I know, or Ive tried that all ready to circumvent the advice offered by the group leaders as *news*. Even when the group members asked a specific question, they still worked to resist the advice given. Robust patterns were found in the way the group leaders initiated an advice giving sequence, irrespective of whether the group members had gained, lost or maintained weight. Group leaders made implicit references to expectations such that there are seemingly *acceptable* and *unacceptable* weight losses or weight maintenance in this environment.

Conclusion:

Advice giving and advice reception about the body and bodily troubles are constructed within these sessions by both group leaders and group members in ways that clearly orient to establishing and asserting expertise and authority. Implications of the study in relation to weight management practices, and more widely to interactions that involve giving and receiving advice about the body are discussed.

[Parry Ruth]
Ruth Parry, *Referring to body parts, movements and sensations*

This paper presents findings from an ongoing project on doctor-patient interactions during consultations concerning weight loss, focusing on talk about dietary intake.

The phenomenon of excess body weight, medically categorised as overweight and obesity, is a topic of increasing concern amongst governments and health professions. An individual with overweight/obesity is seen to be at increased risk of numerous health problems, including type-2 diabetes, stroke and some cancers. The medical response to the problem is to promote weight loss through a variety of interventions. All interventions are underpinned by the requirement that the patient controls and reduces their dietary intake. During treatment, patients are required to report

this intake for medical evaluation.

The fieldwork setting is two hospital outpatient clinics in England conducted by one consultant physician. The clinics treat adult patients who are overweight/obese, many of whom also have associated co-morbidities. Weight loss promotion is a significant part of treatment and involves various interventions. Discussion of eating and drinking behaviours is a constant feature of the consultations.

Data consists of video/audio recorded consultations at the two clinics, supplemented by prior ethnographic observations made over a period of 18 months. The findings presented relate to preliminary analyses of the first recordings in a longitudinal dataset. This dataset involves recording all clinic attendances made by a sample of eighteen patients over nine months. Most patients will be recorded three times, with each consultation lasting approximately 20 minutes.

The recordings are transcribed and analysed according to the principles of Conversation Analysis. The studys aim is to identify the interactional practices used by practitioners and patients during medical treatments for excess body weight. These include discussions of dietary intake.

Preliminary analyses have identified recurrent features of the way food and drink intake are discussed during consultations. Patients frequently use interactional practices that function to demonstrate, in an implicit or explicit manner, their expertise on dietary intake. These practices entail reporting eating or drinking behaviours in ways that convey the patients knowledge of and assumptions about what is good for them as well as their capacity to actively attend to and evaluate their behaviours. Usually, the consultant follows patients statements and evaluations relating to dietary intake with expressions of acceptance or agreement, and does not respond in ways that would challenge the patients expertise. However on some occasions, the consultant expresses some form of disagreement with the patients implied or explicit assumptions. These occur for instance, when a patient reports only drinking five pints of beer, and when a patient refers to strong cheese as a food to be avoided in order to lose weight. On these occasions, the consultants responses may convey that the patients assumptions and judgements about certain food or drink behaviours are mistaken. Subsequently, patients sometimes straightforwardly accept the consultants response, while on other occasions they challenge it in some manner. Detailed case analyses will be presented to illustrate these patterns.

These preliminary findings contribute to understandings of peoples practices and orientations towards negotiating knowledge and expertise with regard to body troubles.

[Parry Ruth]
Amanda Potton, *"What Bugs You Most?" Constructing the Requirement for Surgery in Elective Cosmetic Surgery Consultations*

In clinical practice, diagnosis is ostensibly a factual matter, wherein the nature of a patients illness or problem becomes apparent to the physician once sufficient information regarding the patients symptoms has been ascertained. Studies suggest however, that rather than being clinician-driven and determined solely according to the fit between symptom and illness, the diagnostic process is in fact oriented to by both patient and practitioner from the outset and is at least in part constructed on the basis of collaborative interactional practices. Furthermore, the process forms a site where certain canonical aspects of medical and therapeutic interactions are especially evident. These being features such as asymmetries in knowledge and practices, the construction of expertise, and the gatekeeping role sometimes enacted by practitioners.

This paper investigates the diagnostic process within initial consultations between cosmetic surgeons and their prospective patients. Notably, individuals wishing to undergo elective cosmetic surgery differ from many others in that the focus of their consultation does not centre around a diagnosis of illness but rather involves an assessment of the attractiveness/unattractiveness of certain bodily features a matter presumably at least in part determined by personal preference and therefore seemingly open to substantial conjecture.

The data is taken from a corpus of audio-recordings of consultations between a cosmetic surgeon working in private practice and prospective patients wishing to undergo elective cosmetic surgery. The consultations took place within the Outpatients Department of a private hospital based in the East Midlands and patients were selected on an opportunity basis, according to the surgeons patient list. Participation was voluntary, with written consent obtained from patients prior to recording. The audio-recordings were analysed according to principles proposed within conversation analysis, discursive psychology and membership categorisation analysis.

The current analysis represents preliminary findings and incorporates extracts from two consultations. It was found that the seemingly subjective process of assessing problematic physical characteristics was managed within the consultations by orientation to twodistinct poles of opinion. The first of thesereflected the surgeon's objective, expert 'diagnosis', this being constructed as factual. Throughout the consultation this was managed alongsidea furthersubjective viewpoint of the patient, this beingmainly couched interminology relating to affective state and how patients appearances caused them to 'feel'.A further notable aspect wasthe construction of surgeon expertise throughout the consultation. The findings are discussed within the context ofBillig et al's (1988) notion of therole played by'ideological dilemmas' in providing social structure and in light of previous work in the area by researchers such as Maynard and Gill.

[Parry Ruth]

Mark Rapley & Rachel Dunn, *"The anorexia keeps getting stronger": The management of accountability in therapeutic talk in an eating disorders clinic*

After asthma and obesity, Anorexia Nervosa (AN) is the third most prevalent chronic illness in adolescent females, with mortality rates of up to twenty percent. The state of the body is central to a diagnosis of AN. In the case of adolescents with AN it is also the state of the body that dictates admission to, and length of stay in, hospital - frequently on an involuntary basis. Therapists in hospital eating disorder programmes employ objective measures of the bodily states of their clients, to establish their clients bodies as 'normal' or 'anorexic' and to monitor treatment compliance.

The current paper examines the interactional strategies used by clients diagnosed with AN to account for their bodily state and associated conduct. Of particular interest are accounts that set up a contrast between the physical and the psychological to contest arguably irrefutable factors in therapy, such as the sheer physicality of their condition.

The setting is in a hospital eating disorders clinic in Perth, Australia. The clinic provides treatment for children and adolescents diagnosed with an eating disorder on both an inpatient and outpatient basis. Participants consisted of 22 adolescent females between the ages of 14 and 18, diagnosed with Anorexia Nervosa, and three team clinicians: two clinical psychologists and a psychiatric nurse. At the time of data collection the participating adolescents were outpatients, but all had prior hospital admissions.

The data consist of 22 individual therapy sessions taped by the participating therapists. Each session was approximately 40 minutes in duration. All were transcribed using Jefferson notation.

The sessions were analysed using methods informed by discursive psychology and applied conversation analysis.

In an interactional context where clients are held to account for their weight as a key index of treatment compliance and therapeutic engagement, the analysis demonstrates some regular ways in which clients manage issues of accountability in therapy. Clients ontologically gerrymander the concept of 'compliance' to produce themselves as 'good' patients. That is, they orient to objective factors to produce themselves as being *psychologically* compliant with recovery goals when demonstrably *physically* non-compliant with treatment. Similarly, flexible and strategic deployment of a situationally agentic "anorexia" manages responsibility for failures to achieve collaborative treatment goals primarily related to weight gain such as reducing exercise and increasing caloric intake.

Clients provide accounts for their bodily states that set up a contrast between the *psychological* and the *physical* in order to manage their accountability. On one hand this is achieved via the client constructing their eating or exercise practices as being psychologically compliant with physically indexed therapeutic goals, and on the other via careful and indexical constructions of the "agency" of their condition itself.

The analysis contributes to an understanding of how clients in a hospital setting, where the physical state of their body dictates their patient status, produce accounts of their body, and themselves, that are rational but at the same time contest aspects of their own physicality.

[Parry Ruth]

Petra Sneijder & Hedwig te Molder, *Weighing blame: managing weight control and responsibility in an online support group*

Issues of responsibility and control are typically important in weight management practices. For participants in slimming programs their identities as responsible human beings are at stake, especially when failing the diet. This paper shows how issues of responsibility and control are managed in an online support group on weight management.

A discursive psychological approach is used to highlight three interrelated practices by which participants handle their dieting lapses such as overeating or bingeing. The analysis focuses on the sequential and rhetorical features of the talk. We particularly examine the ways in which participants reports of lapses discourage mind explanations such as lacking personal control over eating practices. The aim is to show how participants manage their dieting failures as part of activity sequences, thereby providing an innovative look at attribution of blame and responsibility in relation to obesity. We will demonstrate how participants subtly blur the internal / external nature of attributions by constructing lapses as logical events.

The data was taken from the USA website of an international slimming organisation. In total we have collected 50 discussion threads (with more than three postings each) from two message boards. The threads were related to the topic of lapses in weight loss, and more specifically to binges (instances of extreme overeating) or cravings (desire for a particular food).

It is shown how participants work up a disinterested account of their lapse by presenting a detailed factual account of what happened and how they felt, while not spelling out what these facts mean for the speakers accountability (*witness report*). At the same time, the lapse is displayed as a one-off incident or choice in an ongoing process (*contrast structures*). The one-off event itself is scripted up as recognizable and logical in a chain of events (*scripts*). All discursive practices invite the recipient to dismiss a possible explanation in terms of the speakers psychological make-up and instead normalize their lapses by describing them as part of a logical and predictable pattern . It is discussed how these outcomes are embedded in or made possible by the online environment, especially with regard to the nature of the uptake, and speakers sensitivity to the projected and ongoing receipt of failure narratives.

Descriptions of dieting lapses as logical events both resist blame for the negative outcomes and avoid a mere victim

status. Interestingly, through the very action of blurring personal blame and making it a prime concern, participants reflexively mark the issue as delicate and as a potential plausible cause of lapses in weight management.

[Parry Ruth]
Helena Webb, *Patient expertise in talk about dietary intake during medical consultations concerning weight loss*

This paper presents findings from an ongoing project on doctor-patient interactions during consultations concerning weight loss, focusing on talk about dietary intake.

The phenomenon of excess body weight, medically categorised as overweight and obesity, is a topic of increasing concern amongst governments and health professions. An individual with overweight/obesity is seen to be at increased risk of numerous health problems, including type-2 diabetes, stroke and some cancers. The medical response to the problem is to promote weight loss through a variety of interventions. All interventions are underpinned by the requirement that the patient controls and reduces their dietary intake. During treatment, patients are required to report this intake for medical evaluation.

The fieldwork setting is two hospital outpatient clinics in England conducted by one consultant physician. The clinics treat adult patients who are overweight/obese, many of whom also have associated co-morbidities. Weight loss promotion is a significant part of treatment and involves various interventions. Discussion of eating and drinking behaviours is a constant feature of the consultations.

Data consists of video/audio recorded consultations at the two clinics, supplemented by prior ethnographic observations made over a period of 18 months. The findings presented relate to preliminary analyses of the first recordings in a longitudinal dataset. This dataset involves recording all clinic attendances made by a sample of eighteen patients over nine months. Most patients will be recorded three times, with each consultation lasting approximately 20 minutes.

The recordings are transcribed and analysed according to the principles of Conversation Analysis. The studys aim is to identify the interactional practices used by practitioners and patients during medical treatments for excess body weight. These include discussions of dietary intake.

Preliminary analyses have identified recurrent features of the way food and drink intake are discussed during consultations. Patients frequently use interactional practices that function to demonstrate, in an implicit or explicit manner, their expertise on dietary intake. These practices entail reporting eating or drinking behaviours in ways that convey the patients knowledge of and assumptions about what is good for them as well as their capacity to actively attend to and evaluate their behaviours. Usually, the consultant follows patients statements and evaluations relating to dietary intake with expressions of acceptance or agreement, and does not respond in ways that would challenge the patients expertise. However on some occasions, the consultant expresses some form of disagreement with the patients implied or explicit assumptions. These occur for instance, when a patient reports only drinking five pints of beer, and when a patient refers to strong cheese as a food to be avoided in order to lose weight. On these occasions, the consultants responses may convey that the patients assumptions and judgements about certain food or drink behaviours are mistaken. Subsequently, patients sometimes straightforwardly accept the consultants response, while on other occasions they challenge it in some manner. Detailed case analyses will be presented to illustrate these patterns.

These preliminary findings contribute to understandings of peoples practices and orientations towards negotiating knowledge and expertise with regard to body troubles.

[Parry Ruth]
Sally Wiggins, *Credibility and expertise amongst 'obese' patients*

Attending a weight management programme raises a number of issues for individuals, particularly regarding the reasons for joining a programme and those for how excess weight has been gained in the first place. These issues come to the fore when the weight management programme is run by a national health service (NHS), funded by the government, and into which individuals are referred by their general practitioner. In such circumstances, ones weight and body size have already become public entities and are accountable in a wider framework.

This paper uses discursive psychology to examine how such issues are played out in the turn by turn interaction within NHS weight management meetings in the UK. The data comprise of digital audio recordings of the fortnightly meetings of 3 groups of patients and their dieticians (researcher not present). The groups are part of a recently established obesity service within Scotland, and each patient has been allocated into the highest obesity category within the service. The group meetings are a core feature of the obesity service and focus on information provided by the dietician and discussions with the patients on topics such as portion size, physical exercise and eating with others. A noticeable aspect of these discussions is the extent to which patients orient to themselves and other group members as having (or lacking) expert status in weight management. That is, whether one can claim to know the best way to lose weight or to maintain a healthy weight. Given that all the patients are present in the groups for their supposed failure to do so, this is a contentious issue. One way in which this is managed, then, is through constitution of ones own and others bodies as both accountable and visually available as proof of ones status. Embodiment becomes a resource that patients can draw upon to validate or add credibility to their claims of knowledge on food issues. For instance, constructing ones body

size as larger than a previous size can be used to demonstrate that a patient has knowingly gained weight through changes in eating practices; thus claiming a particular understanding of eating/weight effects, despite the implications that this has for ones accountability within the group. Patients also attend to the physical stature of the dietician, orienting to this as evidence of his/her greater expertise within weight management practices.

Data will be presented alongside detailed analyses, focusing on the consequences of negotiating expertise amongst patients for both the weight management programme and understandings of weight/obesity more broadly. Discussion will also be made of the ways in which embodiment issues become individualised and pathologised, attending to concerns specific to this institutional, health care setting. The paper will conclude with recommendations for theory and practice within this area.

PANEL

Gisela Redeker & Markus Egg, *Discourse-structure annotation schemes for text corpora*

The past three decades have seen a vigorous development of research on discourse structure, starting with pioneering work by Jerry Hobbs, Livia Polanyi, Barbara Grosz, Candace Sidner, William Mann, and Sandy Thompson. Much of this research has focused on the nature and number of coherence relations and on the linguistic marking and linguistic correlates of coherence relations (for a recent review see Taboada and Mann 2006). The results of this research have been successfully integrated into systems for the automatic processing of discourse (e.g., Marcu 2000, Reitter and Stede 2004). The experience gained by these integration initiatives has clearly shown that large-coverage computational modelling of discourse structure needs a firm empirical basis in large annotated corpora.

The development of discourse-structure annotation schemes has rekindled the debate on question of discourse segmentation (what are the minimal units in the discourse structure?), definition and identification of relations, and discourse configuration (what kind of structure is built?). These questions are addressed in this panel in five presentations and a general discussion. Session 1 presents corpus studies exploring segmentation and discourse relations in spoken language and question answering. In session 2, we focus on discourse configuration and discuss how the annotation of discourse structure should be defined and organized.

Contributions

[Redeker Gisela]
Liesbeth Degand, Anne Dister & Anne Catherine Simon, *Segmenting spoken discourse: How prosody and syntax work hand in hand when defining minimal discourse units in spoken French*

In spite of its crucial role in discourse segmentation, there is no consensus in the literature on what a minimal discourse unit (MDU) is and how it should be identified. Working with spoken data, we claim that the minimal discourse unit is a multi-dimensional unit that should be defined in terms of two linguistic criteria: prosody and syntax (Degand and Simon, 2005).

The method we use consists in a double segmentation of the data. First, we examine how speakers deliver their speech in major intonation units. A major intonation unit is bound by a rising or falling tone on the last accented syllable of the intonation group, and is followed by a subjective pause (realized by vowel lengthening or a silent pause, and without any "rush through" indicating an integrated increment). The auditory detection of major intonation boundaries is backed by automatic detection (Goldman, Lacheret, Mertens and Simon, 2006). This prosodic annotation will be explained.

Second, we segment the speech in autonomous syntactic dependency units (following Blanche-Benvenistes micro-syntax theory, 1990). Each unit comprises one (verbal, nominal, adverbial) head and its dependents. Adjuncts are associated with the whole dependency unit, but they do not depend on the governing element. This analysis too is semi-automatised (Dister, 2007; Kevers, Gilles and Simon, 2006). Specificities of the grammatical annotation/parsing of the spoken data will be developed briefly.

The confrontation of the resulting segmentations makes it possible to decide which syntax/intonation combinations form marked or unmarked MDUs. Our hypothesis is that unmarked MDUs are realised by a one-to-one combination one syntactic dependency unit corresponding to one major intonation unit, while marked MDUs result from a non-correspondence between prosodic and syntactic units: either one syntactic unit is expanded over several major intonation units, or several syntactic units are condensed within one major intonation unit.

The purpose of our presentation is to uncover the possible combinations between syntactic constituents (nucleus, circumstance, adjunct) and intonation units (continuative, conclusive, disrupted) in order to give an inventory of the possible configurations, their frequency and distribution in spoken French, distinguishing between different registers (informal conversation, semi-prepared speech from interviews, read-aloud speech from radio news programs). We will focus on syntactic configurations that might give rise to marked MDUs (expansion or condensation). We expect that

marked and unmarked MDUs fulfill different functional roles in the construction of the ongoing discourse, especially in terms of information management and activity type.

[Redeker Gisela]
Hanny den Ouden, Henk Pander Maat & Ted Sanders, *Towards a relational annotation strategy for a corpus of Dutch written discourse*

The last decade has witnessedincreasing interest in the role of corpora in discourse analytical research. Several projects have been carried out in which English discourse corpora have been annotated for referential relations (e.g. McEnery et al. (1997); Tetreault et al. (2004)) and rhetorical relations, most often inspired on the RST framework (Carlson & Marcu (2002); Wolf & Gibson (2004)).In this talk we would like to discuss a number of requirementsfortheannotations of rhetorical relations ina new Dutch text corpus. The discourse-annotated corpus could be very helpful for the empirical study of discourse, especially where relations between different levels and aspects of discourse structure are concerned.Ideally, we would like to reach an integrated understanding of how referential and relational structures interact, and how relational structures correlate with (and perhaps can even be recognized from) particular linguistic features of the related segments such as connectives, semantic contrasts and indicators of subjectivity.

- A common assumption in text analysis is that the entire text should receive a single, unified and complex relational structure. This requires the annotator to segment the text in larger chunks and to relate these chunks, often in some kind of hierarchical structure. In contrast, it may be argued that higher levels of structure heavily depend on prior knowledge of readers and analysts, both regarding subject matter and regarding the discourse genre. Therefore, criteria for discourse annotation seem dependent on the goal of the annotion. We wonder whetherthe chunking and ranking operations really correspond to structural entities that need to be postulated in text representations.There could be a case for limiting the relational annotations to local levels of structure, uniting them in a somewhat shallow structure.
- The coding of causal and comparative relations inour corpus discloses a lot of doubtful cases. It is important to distinguish clear cases from unclear ones. Rhetorical relations marked with connectives are the clearest relations. Unmarked relations sometimes are not so clear. In these cases, annotation manuals give the advice to fill in a connective to control for the right interpretation. However, filling in aconnective sometimes leads to a change of interpretation. In our talk we will discuss a few examples. The markability of rhetorical relations with connectives differs for the various relations. Some relations strongly need a connective, for example contrast relations, whereas others relations do not need a connective at all.

These annotation issues shall be discussed with respect to the theoretical aim of the project as a whole: that is, we will annotate discourse relations in a way that maximizes the chance of revealing non-trivial relations between rhetorical structure and referential structure on the one hand and between rhetorical structure and segmental features on the other.

[Redeker Gisela]
Manfred Stede, *Representation involves intepretation: A multi-level approach to discourse structure*

In their exposition of Rhetorical Structure Theory (RST), Mann and Thompson (1988) remark on the topic of "multiple analyses"" that different analysts can very well produce different RST trees for the same text, as the definitions of the theory leave sufficient room for encoding different, subjective readings of a text. While I completely agree with this perspective, experience with building RST annotations for our "Potsdam Commentary Corpus" reveals another issue with multiple analyses: Often, our annotators reported that upon finishing a text tree, they feel that the representation might just as well look somehwat different in various places; there are choice points that cannot be clearly decided when fixing an analysis, and in the end the final tree is partly the result of some arbitrary decisions. This, it seems to me, is a serious problem with RST: The analysts should be given a tool for characterizing their interpretation of the text structure as precisely as possible. As the main sources of ambiguity in RST analysis I propose the well-known dichotomy between analyses on the intentional and on the informational level; the only occasional indirect reference to speech acts (as one-place functions) and epistemic status in relation definitions; the unclear issue of which exact portions of a discourse unit are being related (cf. the "attribution" problem); the need to fix the boundaries of all discourse units; the occasional influence of coreference resolution on relation assignment; the often artificial decisions arising from the need to always assign a nucleus on the basis of either local or text-global motivations; the inherent vagueness in several relation definitions, leading e.g. to "ubiquitous elaborations"". These problems, I argue, are not particularly specific to RST but will haunt any attempt to account for discourse coherence completely on a single level of description. For our corpus, we have thus moved to a multi-level analysis, which is designed to remove the above-mentioned ambiguities by making the individual facets of the text analysis transparent rather than hidden in a final, single rhetorical tree. The levels of annotation we are using are: sentence syntax, following the TIGER scheme (Brants/Plaehn 2000); elementary discourse units (following our own schema) and speech act labels or "illocutions", following (Schmitt 2000); coreference for nominals, following our own scheme, which is inspired by GNOME (Poesio 2004); conjunctive relations, surface-oriented annotation of connectives and their scopes, following (Martin 1992); thematic structure, labelled by topic terms and subtopic relationships, following our own scheme; intentional structure,

covering only a portion of the text, following a subset of the RST relations. The paper then concentrates on two aspects of this framework: on the role of non-completeness of the discourse structure (notice that none of the levels corresponds to a spanning analysis such as in RST), and on the diminished role of "subject-matter"" or "informational"" coherence relations in this framework. I argue that for text analysis, domain knowledge should play a role as marginal as possible, and that the coherence of text portions that in RST requires subject-matter relations can be better accounted for on the levels of thematic structure and the surface-oriented conjunctive relations.

[Redeker Gisela]
Suzan Verberne, Lou Boves, Peter-Arno Coppen & Nelleke Oostdijk, *Exploring Discourse Structure for Why-QA*

In our current research, we aim at developing a system for answering *why*-questions (*why*-QA). More specifically, we focus on the role that linguistic information and analysis can play in the process of *why*-QA.

Recently, we have focused our research on the task of answer extraction for *why*-questions. In approaches to factoid QA, named entity recognition can make a substantial contribution to identifying potential answers. For *why*-QA on the other hand, more sophisticated techniques are needed that make it possible to exploit text structure. Therefore, we decided to approach the answer extraction problem as a discourse analysis task. In order to investigate to what extent discourse structure enables *why*-QA, we created a system that uses discourse structure for answer extraction.

We use Rhetorical Structure Theory (RST), originally developed by Mann and Thompson [1] and adapted by Carlson et al. [2]. The main reason for using RST in the variant of Carlson et al. is that their rules and guidelines for segmenting discourse units and selecting relations are largely syntax-based, which fits the linguistic perspective of the current research. Moreover, Carlson et al. created a treebank of manually annotated Wall Street Journal texts with RST structures (The RST Treebank), which we used for investigating the relevance of RST relations for *why*-QA.

We implemented a system for answer extraction that (1) indexes the nuclei of all potentially relevant relation types from the RST tree of the document, (2) matches the input question to each of the nuclei in the index, and (3) finds the corresponding satellite for each of the nuclei matched. We obtained a recall of 53% with a mean reciprocal rank of 0.662 [3] on a test set of 336 questions that we obtained by elicitation of native speakers.

A potential risk of gathering questions using elicitation, is that the resulting set of questions is not completely representative for a user"s information need. This may explain why our elicitation set contains a large number of questions that refer to the vague relation type *elaboration* and to relation types that one would not expect for *why*-questions such as *means* and *condition*.

In the current paper, we aim to find out (1) whether *why*-questions that originate from real users" information needs refer to a more restricted set of relation types than the questions in our elicitation set and (2) what the performance of our method is on such a set of questions. For this purpose, we use the *why*-questions collected for the Webclopedia project [4]. For implementation and evaluation of our system for a subset of these questions, we manually select and annotate Wikipedia text fragments that contain the answers. We also focus on the relation between syntax and discourse structure by investigating what role an automatic syntactic parser can play in text segmentation.

[Redeker Gisela]
Kirsten Vis & Wilbert Spooren, *Using RST to analyze subjectivity in text and talk*

It has been suggested that public discourse is conversationalizing (Fairclough, 1994), i.e. is adopting characteristics of spoken language. To date, empirical evidence for that claim is scarce. The research presented here is part of a research project testing the conversationalization hypothesis, by looking at subjectivity in discourse. In this phase of the project, we study subjectivity as it is expressed in rhetorical propositions or coherence relations.

In discourse studies, the c oherence of discourse, the idea that the utterances in a text or conversation are connected via meaning relations such as cause-consequence and contrast, is considered a focal research theme. Connectives and the c
In this paper we will study coherence in text versus coherence in talk.

We have operationalized subjectivity as the occurrence of so-called presentational relations (Mann & Thompson, 1988). These are relations that critically involve the speaker/writer or hearer/reader. An example is Evidence, a relation that intends to increase the readers belief in the writers claim. Presentational relations can be opposed to subject-matter relations like Cause, which describes a cause and its consequence.

, not only because the grounding of language in discourse is central to any functional account of language (Langacker, 2001), but also because we have relatively little insight in the linguistic principles underlying discourse structure. First we will give a short overview of the research project. Then we will focus on the use of Rhetorical Structure Theory (RST, Mann & Thompson, 1988) for testing the conversationalization hypothesis.

Three subcorpora have been collected: a subcorpus of Dutch newspaper texts from 1950 (20,000 words), a subcorpus of Dutch newspaper texts from 2000 (50,000 words), and a subcorpus of spontaneous conversations from the Corpus of Spoken Dutch (Oostdijk, 2000) (50,000 words). The corpus has been analyzed for the occurrence of content, epistemic and speech act relations.

The RST-relations have been categorized as either presentational relations (roughly corresponding to Sweetsers (1990)

epistemic and speech act relations) or subject matter relations (corresponding to Sweetsers content relations). We will focus our discussion on the problems for applying RST to spoken language. We will also present a first overview of the results. It will be shown that the use of subjective relations in newspaper articles differs qualitatively and quantitatively from that in conversations.

PANEL

Scott Saft, Sachiko Ide & William Hanks, *Toward an emancipatory pragmatics: Culture, language, and interaction in cross-linguistic perspectives*

Most, if not all, of the influential theoretical perspectives and analytic frameworks falling under the label of pragmatics, including speech act theory, relevance theory, conversational implicature, and discourse and conversation analysis, have developed within western academia and have been predominantly applied to Euro-American languages. Despite occasional concerns about the application of these perspectives to non-western contexts (i.e., Matsumoto 1988, Shi-xu 2005), they nonetheless continue to be dominant in textbooks on pragmatics and language usage. In this panel, we propose to probe and ultimately push the limits of pragmatics through an examination of a variety of lingua-cultural contexts including but not limited to Japan, Korea, China, Thailand, Tibet, Laos, Meso-America and Africa. The intent of the panel is not necessarily to criticize existing theories but instead to work toward developing new frameworks which: 1) can appreciate the diverse ways that language and interaction are organized throughout the world; and 2) provide researchers of lesser-studied languages with a means of freeing themselves from the restrictions of western-based paradigms. The ultimate goal, then, of this emancipatory pragmatics is to discover new perspectives on language usage that will better inform our understanding of the social world. Some emerging research from members of this panel is already providing guidance toward an emancipatory pragmatics. In fieldwork from southern Mexico, for example, Hanks (2005), found that the standard conception of deixis in western scholarship cannot be readily applied to Yucatec interaction. In order to comprehend the idea of space used by speakers of Yucatec, Hanks developed the notion of contextual construal, which can also more generally be applied to other cultural contexts. Similarly, finding the mainstream approaches to politeness deficient in terms of understanding the Japanese language and culture, Ide (1989, 2005) posited the concept of wakimae discernment as a way of comprehending how speakers of not just Japanese but also other languages might make decisions about appropriate language usage. Both contextual construal and wakimae are examples of frameworks that can emancipate researchers from the constraints of western ideas and lead to the discovery within pragmatics of an expanded range of social and cognitive organizations. In order to further advance this idea of emancipatory pragmatics, members of this panel will base their investigations on naturally-occurring language usage. The analyses may focus on the usage of specific linguistic items and/or interactional practices such as reference forms, response tokens, particles, deixis, discourse markers, and gestures, or they may be devoted to particular activities, for example, negotiation of agreement, repair, turn-taking, and arguing. With participants studying a diverse range of linguistic forms and social activities across different languages and cultures, this panel will serve as an important venue for negotiating and ultimately widening the boundaries of pragmatics.

Contributions

[Saft Scott]
Keiko Abe, *Advice-giving Discourse in the U.S. and Japan*

The purpose of this study is to examine the function and the role of language in communication exchanges between an advisor and an advice-seeker through an analysis of advice-giving discourse.
Even though advice-giving discourse has a prototypical organization in which the advice-seeker first presents a problem and the advisor responds and proposes a solution in return, the contents of the problems and the advice may reflect differences in cultural norms and expectations. Moreover, because advice-giving discourse has specific rules of discourse, comparisons across cultures make it possible to probe the universality of theories about the roles and functions of language. Accordingly, given the differences in the language systems of Japanese and English, a comparative study of these two languages should inform our understanding of how language may be used in different parts of the world to give and receive advice.
The data for this study come from radio programs recorded both in the U.S. and in Japan. The programs aired between 2003 and 2005, and all of the recorded programs, totaling 181, have been transcribed.
The results indicate that the relationship between the advisor and advice seeker is the main difference between Japanese and U.S. styles of advice giving. In the Japanese interaction, the role of advisor fluctuates between authority figure and peer to the advice seeker depending on the problem. Advisors play the role of authority figure in the process of trying to discover the causes of problems and deciding what advice to give. On the other hand, advisors who can convincingly

persuade advice seekers to be content with the situation are the most successful in Japan.
This technique succeeds because Japanese people observe others rather than express their own opinions clearly. Sometimes advisors express their emotions such as I understand your feelings or I am so sorry to hear that. Just explaining their problems to advisors without the receipt of any possible solutions sometimes satisfies advice seekers. They may feel comforted just knowing that they are not the only people suffering from a particular problem and that someone understands them.
By contrast, in the U.S. the advisor is the authority figure. Advice seekers expect advisors to give them professional, concrete advice as well as solutions to their problems. The analysis shows that unlike Japan, where advice-giving focuses on the sharing of problems, advice-giving in the U.S. tends to be more practical with a focus on finding solutions. To explain this contrast in patterns of advice-giving and advice-seeking, It is maintained that the notion of cultural emphasis needs to be invoked. The emphasis on the individual in the U.S. prompts advice-seekers to seek solutions that will bring about changes in themselves while in Japan, the focus on the group prompts participants to construct advice-giving as a forum for understanding and problem sharing.

[Saft Scott]
William Beeman, *Emotion and instantaneous choice in interactional linguistic pragmatics: Cross-cultural perspectives*

It is axiomatic in the study of pragmatics that speakers must make choices from a myriad of variants in phonology, morphology and syntax on the fly during the course of interaction. However, the specific mechanisms that both prompt these choices have largely been taken for granted. In this paper I suggest that these instantaneous choices are largely governed by the same cognitive mechanisms that govern emotional response. Drawing on the work of contemporary neurophysiology, pragmatic philosophy and phenomenology, I outline two kinds of emotional pragmatics: reactive, and expressive. In the first, choice is instantaneous as the result of immediate encounters with culturally structured sensory stimuli. In the second, speakers signal that their expressions are emotional in nature by producing purposely unexpected pragmatic responses thus alerting others with whom they interact of the affectivity in their expression. I draw on examples from English, German, Japanese, Persian and Javanese.

[Saft Scott]
Marja Etelämäki, *Interaction in semantics: The Finnish demonstrative system*

The paper describes the use and the meaning of the Finnish demonstrative pronouns in naturally occurring interaction. The data for the study consist of 12 and one-half hours of audio- and video-taped face-to-face and telephone conversations. The method is ethnomethodological conversation analysis (CA); in addition to CA, the theoretical framework consists of functional linguistics and linguistic anthropology. The main idea is that the semantics of the Finnish demonstrative pronouns serves to identify referents in relation to and for the needs of the on-going conversational activities. The Finnish demonstrative system consists of three pronouns: *tämä, tuo* and *se*. They can organize interactional or spatial context. The paper focuses on the interactional use of the pronouns, but gives a brief description of the spatial use, as well. When the Finnish pronouns are in spatial use, they can point at a physical space or at a situation. The pronoun *tämä* implies inclusion: it implies that the speaker is inside the referent. The pronoun *tuo* expresses exclusion: it expresses that the speaker is outside of the referent. The pronoun *se* is not used for expressing or implying inclusion/exclusion. When organizing interactional context, the meaning of the pronouns can be analyzed according to three dimensions of reference (see Hanks 1992): referential, indexical and relational. The Finnish demonstratives express 1) the importance of identifying the referent in relation to the on-going activity. The pronouns *tämä* and *tuo* expresses that the referent is referentially open which means that getting to know the referent is currently on-going. Furthermore, the pronoun *tämä* directs the addressee to pay attention to the on-going turn for the characterization of the referent, whereas the pronoun *tuo* expresses that the addressee has an independent access to the referent. The pronoun *se* implies that the referent is known adequately enough for the purposes at hand; the knownness of the referent is determined in relation to the on-going conversational activity. In addition, the Finnish pronouns 2) organize the indexical ground which is based on the on-going activities. The pronoun *tämä* expresses asymmetry of the ground, which means that at the moment of uttering the pronoun the participants don't share a mutual understanding of the on-going activity: the on-going turn creates the activity that forms the indexical ground for the reference. The pronouns *tuo* and *se* imply symmetry of the ground i.e. they imply that the participants are in a mutual understanding of the activity. The Finnish pronouns form a line according to how much they stress they give for the referent for understanding the activity: the referent of the pronoun *tämä* is central, and the referent of the pronoun *se* is non-central. Centrality could be interpreted as a relational feature – however, it is a consequence of the referential and indexical features of the pronouns.

[Saft Scott]

Yoko Fujii & Myung-Hee Kim, *What causes differences in the processes of negotiation?: A comparison of story co-construction by Japanese, Korean, and American pairs*

This paper demonstrates differences in the establishment of mutual consent in problem-solving tasks engaged in by Japanese, Korean, and American pairs, and proposes that the different processes of negotiating agreement cannot be explained by a western framework of interaction but rather can be accounted for by Asian traditional and cultural theory. In total, this study examines data from 22 pairs each of Japanese, Korean, and American female speakers as they attempt to organize a set of fifteen pictures into a coherent story. The results of a quantitative analysis of the data show that the Japanese participants verbalization during the task is only 62% of that of the American participants. This means that the American participants heavily depend on verbalization whereas the Japanese participants appear to establish their mutual consent not only by verbalization but also by synthesizing other various factors. Furthermore, comparing the characteristics of the verbalization, we find the verbalization of the American pairs to be propositionally-oriented and that of the Japanese and Korean pairs to be interactionally-oriented. It appears that the American method of negotiating agreement is very straightforward while the Japanese and Korean techniques are rather puzzling and mysterious for a third party. Even in their verbalization, the Japanese participants use a variety of interactional linguistic devices such as frequent repetitions or rephrasings, and the frequent use of the final particle ne. Each of these devices constitutes the essence of establishing mutual consent and is used to make agreement explicit at every moment in the process. We present further evidence from Korean in support of the claim that western frameworks of interaction cannot account for the data. Results of the Korean speakers are closer to the results of the Japanese pairs than those of the American pairs. Korean participants are interactionally-oriented such that they establish mutual agreement by (1) repeating or rephrasing the utterances of the other party alternatively or simultaneously, (2) completing or continuing what the other party says, and (3) using different kinds of questions. These results suggest that the common cultural background shared by Korean and Japanese people is an important key to understanding their language use. Thus, this paper proposes that traditional and cultural background must be invoked to understand these Japanese and Korean processes of establishing mutual consent. That is, the traditional way of life based on the rice farming culture and Buddhism/Confucianism in that area of eastern Asia might explain the unique way of communicating with other people.

[Saft Scott]
Krisadawan Hongladarom, *Indexicality in Thai and in Tibetan: Implications for a Buddhism grounded theory*

Indexicality in Thai and in Tibetan: Implications for a Buddhism Grounded Theory? Krisadawan Hongladarom Chulalongkorn University In Thai and Tibetan linguistics, indexicals have been largely studied in the domain of grammar alone, despite the fact that they are closely tied with situations, and native speakers do not usually consider them grammatical forms. Evidentials in Tibetan, for example, have been studied mainly from the functional (if not formal) perspective, without investigating how native speakers really talk about them, what kinds of examples they quote, and whether in native speakers mind evidentiality belongs to the same system as mirativity, modality or others. Besides, the social life of evidentials is not always about marking information source. They can be manipulated to win arguments, or simply to be polite. In a similar manner, Thai referring system exhibits high variability. Pronouns do not correlate with social categories. Speakers choose one form over another according to their interests and needs in situations at hand. The second person pronoun yoom, generally used by monks and nuns to address lay audience, can be manipulated and used by a lay speaker to convey authority and at the same time amusement. Hence, an analysis aimed to reveal the true nature of indexicals needs to reflect native speakers frames of thought and incorporate their metapragmatic judgments. It must take into account the role of traditional knowledge and belief that influences the ways native speakers use, teach, and comment on the forms. And most importantly, it must be grounded in a theory that allows dynamic synchrony and indeterminacy of meaning. This paper contributes to an understanding of these two indexicality systems that constitute the essence of these two Asian languages. It argues that a Buddhist theory of change derived from Nagarjuna (2nd century A.D.) can explain the actual practice of these indexicals better than existing theories based on Aristotelian or Kantian concepts of invariability and fixed and determinate categories. According to this theory, the true condition of things is change, which occurs at every moment in time. This law of nature has been influential in Buddhist societies, Thai and Tibetan included, and shapes the ways people look at the world and organize their thoughts. The theory, emancipatory in its assumption and methodology, thereby paves the way for a better understanding of Thai and Tibetan language, culture and cognition and gives an insight into how linguists should analyze indexicals that are inherently heterogenous and constantly changing. The data on Thai and Tibetan collected by myself are drawn from natural conversations and contemporary written materials.

[Saft Scott]
Kaoru Horie, *Socio-Cultural Cognition, Interaction, and Grammaticalization: The Case of Japanese and Korean Nominal Predicates*

Recent years have witnessed a convergence of interdisciplinary efforts to address and clarify the interrelationship

between socio-cultural cognition, discursive/conversational interaction, and language (e.g. Kataoka and Ide 2002, Enfield 2002, Enfield and Levinson 2006). This research trend is manifested by an emerging research paradigm of Emancipatory Pragmatics (EP), whose cross-linguistic and cross-cultural applications will be presented in this panel.

This study proposes to extend the scope of EP to grammaticalization studies (e.g. Traugott and Hopper 2003) and addresses the issue of how grammaticalization phenomena, whereby a lexical item takes on grammatical meaning and then extends its functional domain, manifest a close interrelationship among culture, interaction, and language, based on conversational and textual data from Japanese and Korean.

Thisstudy focuses on a set of sentence-final nominal predicates expressing a variety of evidential and modal meanings, which have evolved from lexical nouns denoting generic meanings like thing, matter, appearance, and reason combined with forms of the copula, the latter of which can be omitted in colloquial speech. Examples (1) and (2) respectively illustrate the nominal predicate *noda* (or its variant *no*) and its Korean counterpart *kes-ita* (or its shortened form *keya*). Both predicates, consisting of a nominalizer (*no*, *kes*) and the copula (*da*, *ita*), can take on a variety of evidential and modal meanings in actual discursive/textual settings:

(1) J. Watasi-wa-ne, anata-to kekkonsi-yoo-to zutto omot-te ita **no**.
I-TOP-IP you-with marry-will-Q long time think-CONT:PST NODA
You know, I have been dreaming of marrying you for a long time.

(2) K. Ku-ka cengmallo nay ap-ey nathana-n **kes-ita**.
he-NOMreallymy front-at appear-REL:PST KES-ITA
He really presented himself before my very eyes, *as Im reporting in disbelief.*

This study examines the extent to which these sentence-final nominal predicates develop pragmatic meanings in conversation and written text in respective languages.

Based on quantitative and qualitative analyses of the tokens of sentence-final nominal predicates employed in Japanese and Korean discourse/text, this study argues for the following cross-linguistic difference in terms of grammaticalization: Japanese nominal predicates tend to display a more advanced stage of grammaticalization in terms of the conventionalization of Intersubjective meaning than their Korean counterparts. This observation accords with the directionality of semantic- pragmatic change whereby intersubjectivity comes after subjectivity (Traugott 2003). This cross-linguistic contrast in terms of intersubjectification is also corroborated by the development of pragmatic meaning with other grammatical resources like sentence-final particles and aspectual auxiliaries between Japanese and Korean. This study offers cognitive-typological and cultural-anthropological analyses of the cross-linguistic contrast in terms of the development of Intersubjective meaning between Japanese and Korean sentence-final nominal predicates. This study is thus expected to demonstrate the importance of incoporating an Emancipatory Pragmatic analyticalviewpoint into the studies of grammaticalization.

[Saft Scott]
Sachiko Ide, *The language ideology of Japanese pragmatics and Mahayana Buddhism*

This paper points to a new horizon in pragmatic analysis by discussing how pragmatic phenomena prevalent in Japanese can be explained in terms of the language ideology of Buddhism. This ideology constitutes the common sense ideas of the people who have cultivated the language in the course of its history. Ide (2005) postulated the difference between what it means to speak in the West and the East. While in the West, the speakers have an objective perspective, in the East, the speakers tend to have a perspective internal to the context of speaking. What accounts for this difference? The following presents a discussion of why forms of Japanese talk tend to be realized, mediated by the language ideology of Mahayana Buddhism. In contrast to English, Japanese pragmatic features include, to mention a few, non occurrence of subject, abundant modal expressions including evidential, rich formula bound to context, and conversational patterns that may be characterized as altruistic or considerate. Some illustrations should clarify these points. The Japanese utterance for the simple proposition He is a high school student is Koutougakkou (High school) no (GEN) gakusei (student) san (HON title) yo (FP assuring the speakers information). Here there is no occurrence of a subject (he) or a copula (is) in the Japanese utterance. Instead, Japanese has two kinds of modal expressions to index the contextual construal of the deictic field called ba. One is the honorific title indexing the referent, a high school student, and the other is a sentence final particle indexing the speakers assurance of the information toward the hearer. The Japanese form of talk requires that speakers express their attitude toward the referent by using an honorific title and toward the hearer by using a final particle. Indexing the contextual construal, i.e. the sense of place in context, by modal expressions is pragmatically obligatory. What the speakers are doing by omitting the subject and even the copula, and by the obligatory use of modal expressions indexing the context, is embedding themselves in the context of speaking, making them take the internal perspective. Second, Japanese is known to be rich in speech formula such as sumimasen and okagesamade. The former means literally I am sorry and the latter thanks to you. They are frequently used even when they are not relevant as viewed from a logical perspective. For example, sumimasen is often used in acknowledging interaction when there is nothing to feel sorry about, and okagesamade is sometimes observed even when the addressee did nothing to be thanked for. These formulas presuppose the contingent interactional and contextual construal. Third, analysis of Japanese conversation reveals a feature that might be called considerate turn taking or harmonious repetition. What is involved is the creation of a congenial atmosphere rather than an exchange of information. These features indicate that the virtues in speaking Japanese flow from the underlying philosophy of

Mahayana Buddhism, the teaching of which places priority of ba (or context) over the speaker as an individual.

[Saft Scott]
Yasuhiro Katagiri, *Social commitment and content commitment in consensus building*

Seeking an agreement among participants is one of the main purposes of engaging in conversation. It is fairly commonplace in our everyday life in making joint action plans, e.g., when a group of people decide what to do together. We focus in this paper on the strategies people employ in the process of negotiation between interlocutors in seeking agreement in collaborative problem solving situations.
Based on a comparative examination of the dialogue data systematically collected of Japanese and American speakers engaging in a collaborative problem solving task, we propose to identify two types of attitudes, social commitment and content commitment, that are constitutive in people"s determination of behaviors in consensus building. People, when engaging in consensus building activities, have to be committed both to form and maintain an agreement between participants and to construct and express informational content which they are to agree on. Different patterns of emphasis on these two commitments could lead to different strategies employed in consensus building.
We collected a set of collaborative problem solving dialogues over a type of story construction task, in which a pair of participants were provided with a randomly ordered set of pictures and asked to collaboratively construct a coherent story by rearranging them. We then examined the type of behaviors employed by participants in negotiating and controlling the process of collaboratively finding solutions for the problems imposed by the task.
The consensus building behaviors were examined from the point of view of (1) how proposals are handled, (2) how initiatives are controlled, and (3) how topic transitions are managed. Characteristic behaviors oriented to social commitment and content commitment were identified. The former include collaborative construction of proposals, separation of initiative for dialogue progression from initiative for problem solving, and stability of topics. The latter include explicit delivery of individual proposals and explicit response to them, unity of initiative for both problem solving and dialogue progression, and frequent change of topics. We observed more behaviors oriented toward social commitment in Japanese dialogues, and more behaviors oriented toward content commitment in American dialogues.
These findings indicate clear societal variance in people"s consensus building behaviors, and suggest the necessity for a broader framework in characterizing human interactional behaviors across wide cultural backgrounds.

[Saft Scott]
Kuniyoshi Kataoka, *A multimodal poetic analysis of direction-giving narrative in Japanese*

In this paper, I examine the interplay of socio-cognitive factorsand language-specific motivations for direction-giving by analyzingtext and fleeting embodiments of gesture in Japanese discourse. Specifically, I argue that, by focusing on the poeticconstruction of narrative components (e.g. Labov 1972; Furuyama 2000; Silverstein 2004; McNeill 1992, 2004), speakers coordinately cue subtle shifts of the narrative phases interms of shape, location, and change of gesture and posture despitethe fact that they achieved such effects with different layers ofsemiotic resources.
In previous analyses of poeticity in discourse (e.g. Jakobson 1960;Hymes 1981; Tannen 1989), most attention has been given to thepoetic realization and arrangement of textual construction. In thisanalysis, however, I incorporate other bodily and environmentalresources such as gesture, posture, and position of what I callparticipating referents, and evaluate them in a broader framework of poetic representations made available in the immediate context.In so doing, I claim that the relationship between particulargestural features and narrative components may not be sostraightforward as has been assumed in McNeill (1992, 2004), but can be conveniently constructed depending on the bodily and environmental resources at hand.
For example, a particular type of perspective-taking in gesturea participants viewpoint (McNeill 1992)was used only sparingly in a way that foreshadows the heightened catharsis at the climax despite the climax-indexing nature (through involvement) of sucha perspective. In another case, doubly repeated rolling beats especially for their systematic embedding at particular points inthe narrative structureseem to promptly attain an evaluatedfunction of indexing earlier phases of narrative, corroborating the overarching narrative coherence as a catchment (McNeill 2004).In yet another case, participants unconsciously relied upon avoluntary absolute pointing, which was found to serve, after goingthrough a temporal decay of reference, as an interactive device for marking negation and subsequent understanding. Moreover, environmental conditions can facilitate the demarcation of topic shifts through gradual shifts of gesture spacessuch as onto the table top, which affords a shared vista for a bird"s-eye scrutiny of the narrated world.
These instances were observed in the current Japanese direction-giving discourse, and indicate that poetic realization isnot simply about the textual representation but also about theintricate coordination of immediate semiotic resources, including text, gesture, posture, and surrounding artifacts/environments.

[Saft Scott]
Wei Li & Zhu Hua, *When is a pejorative not a pejorative? Linguistic practices and the concept of self in China*

Pejorative references, as epitomised in the phrase my stupid wife and ugly daughter is commonplace in East Asian (and possibly all Asian and beyond) language cultures. They are used by the speaker to refer to themselves, their family and close friends in specific contexts, and are usually used as a sign of solidarity, intimacy and trust. Such references, particularly references to persons other than the speaker, are often seen by those unfamiliar with the East Asian language cultures as insulting or at least negative in intent. In fact, it is hard to imagine such references could be acceptable at all in post-modern feminist societies. However, we wish to argue in this paper that pejorative references to family and friends are expressions of positive politeness. We will examine in detail the specific contexts in which Chinese speakers use pejorative references, as well as the contexts in which such references are not acceptable. The data on which the study is based comes from ethnographic observation and interviews. The investigation will help us to understand the concept of self in the Chinese culture, which in our view differs in several important dimensions from that in other cultures. Nevertheless, dichotomies such as individualism and collectivism cannot fully account for the differences. We place our analysis and interpretation in a historical context, with references to the core Chinese cultural values. We will also argue, from a methodological perspective, that linguistic practices play an essential role in the construction of culture and cultural values. Studies of linguistic pragmatics therefore are fundamental in the studies of culture and cultures.

[Saft Scott]
Mayouf Ali Mayouf, *How may elderly fathers and their younger sons in Libya interact And communicate in accordance to their social construction*

This paper reports findings from a study whose aim is to investigate the effects of the social construction of the elderly in Libyan society on the way elderly people interact and communicate with their younger sons. In societies such as that in Sebha, Libya (Bedouin, Arab and Muslim) elderly people have important social status and power. They have a significant leading role in their families and tribes ratified by religious and traditional conventions. A recording of conversational interactions between an elderly father (67) and his 28 year old son, and a questionnaire for each of them, provided the data for this study. Analyses show that the discourse they (the elderly father and his younger son) have has a number of interesting interactional features: (a) the elderly father (subject) speaks much more (time-span of speech) than his younger son, (b) the younger son very rarely overlaps or interrupt his elderly father, and (c) a verbal rejection by the younger son to what his elderly father has suggested, offered, or ordered during the interaction was hardly ever identified. In addition, the elderly father produces his rejection to what his son says or suggests in an unmitigated way. Both interactants express their comfort and satisfaction to the way they interact and communicate. They suggest that such a way of communication is an important tool to exhibit each one"s social position. This study suggests that the organisation and analysis of naturally-occurring conversations cannot be constrained by universal methods of analysis such as those in the Western literature (e.g. Discourse Analysis and Conversation Analysis). Rather, analysis and interpretation of natural interactions can be oriented and constrained by the social and cultural status and customs of the interactants. The findings were discussed with reference to the Libyan society and culture and in comparison with findings from other societies and cultures.

[Saft Scott]
Scott Saft, *Rethinking selves and others in interaction: The case of repair*

Within western social science, considerable thought has been given to the notion of the self (Geertz 1974; Markus and Kitayama 1991; Mead 1934). Central to such an endeavor has been the assumption that an autonomous self does indeed exist and that it can be naturally differentiated from others (non-selves). This assumption is also apparent in recent research on spoken discourse and social interaction. For example, the notion of repair in conversation analysis (CA) centers on a distinction between self and other. As Schegloff (1987: 210) has written, the social organization of repair casts the parties to the conversation into one of two categories with respect to the possibility of repair: the speaker of the trouble-source (or self, as we refer to him or her) and all others (other). Opportunities to repair, and activations of them, are distributed differentially between self and other. Thus even though CA is known for avoiding theory-laden categories (in favor of a focus on the orientations actually displayed by the participants), it would seem that, at least in the case of repair, analyses rely on the assumption that participants in interaction can and should automatically be treated as individuals who can be categorized as selves and others. In this presentation, I use interactional data from English and Japanese to challenge our natural acceptance of the self-other distinction. Focusing on repair sequences, I show that it is not always the case that a trouble source and subsequent repair can be attributed to a single individual (a self or other) in the interaction. Instead, I argue that there is a need to consider repair in terms of a social arrangement in which there is no clear initiator of the trouble source or the repair (no self or other). In other words, rather than begin an analysis with the assumption that language and interaction arise from individual interactants who are divisible into separate selves and others, I suggest that it might be more appropriate to start with a structural arrangement in which interaction emerges based on the integrated co-participation of all participants. Such a rethinking is, I maintain, consistent not only with prior studies of Japanese discourse but also with research on English which describes interaction as it is accomplished through the integrated alignment of multiple participants.

[Saft Scott]
Kazuyoshi Sugawara, *Embodied Talk: Some Findings from the Analysis of Everyday Conversations among the |Gui Bushmen*

In anthropology and some areas of linguistics, researchers have traditionally endeavored to gather and compare data from a diverse range of cultures and languages. By comparison, research focusing on the organization of everyday conversation has only recently started to expand its scope from English to a variety of languages, including many from non-European societies. This emergent work has already shown great potential to expand our knowledge of the means through which humans organize their social interactions. This study hopes to contribute insights into the way conversation is structured by illuminating essential characteristics of conversations among a group of people whose language usage has not been a topic of prior empirical research, the |Gui hunter-gatherers in Southern Africa. In particular, the analysis focuses on the occurrence of overlap in |Gui discourse. The findings reveal that in some contexts |Gui conversation switches into a specific interactive mode, in which simultaneous discourse or overlaps are quite frequent and prolonged. The fundamental motivation of cooperative overlaps is to entrain into the other"s activity. Moreover, it is also found that when the participants pursue their own ego-centric relevance, prolonged parallel overlaps arise. To understand the |Gui hunter-gatherers? conversation as embodied experience, an analogy between verbal and physical play-fight is invoked. Such a physical play-fight continues through the interchange of blow and counterblow. Similarly, unless the participants consistently converge their attention on the shared logical frame, they cannot interchange relevant illocutionary acts. The disposition to respond immediately to the other?s action (immediate-reflexive responsibility: IRR) is assumed to be omnipresent in human face-to-face interactions. Although the theory of ?turn-taking system?, which has been at the center of Western conversation analysis, has given a privileged status to smooth speaker-TRANSITION, this study suggests that it is merely one of the possible forms of IRR, while simultaneous discourse reveals another possibility that is quite sensitive to the participatory framework of conversation. Moreover, inhibition of IRR by participants leads to an ordered pattern of turn-taking designated as ?formalization?, where the roles of speaker and hearer are distinctly differentiated and alternated in a long cycle. It may thus be said that interaction with frequent overlaps represents the ?unmarked? basis of conversation and that a continuum exists extending from casual forms such as joking or frank argument to more ?serious? conversational activities such as negotiation, with formalization embodying the ?marked? form of interaction that is proper for some particular interpersonal relationships between ?marked? social categories such as in-laws.

PANEL

Akira Satoh, *Construction of interpersonal relationships in CMC - in the case of Japan*

This panel explores ways in which individuals relate to each other in Japanese computer-mediated communication (CMC). The discussion hopes to bring fresh insights to CMC by examining data that reflects the three-way interplay of technology, the cultural values of a non-Western society and the possibilities for creativity afforded by a particularly complex writing system. The participants will approach the discussion from their respective research backgrounds in pragmatics: interactional sociolinguistics, multimodal analysis, narrative studies, and speech act theory. Our examination of the role of language use in the construction of interpersonal relationships in a language other than English, especially at a micro level, represents rather uncharted territory (Georgakopoulou 2004) and helps us to understand how different contextual parameters shape and are evoked in the discourse of various types of CMC (Georgakopoulou 2003). Miyake studies mobile phone messages (MPMs), a type of CMC which have become an indispensable part of young peoples lives in Japan. She analyzes quantitative questionnaire data by young people giving their impressions of MPMs in which a young person apologizes to a friend for being late for a meeting. Using variables such as closeness of relationship and formality of messages, she demonstrates ways in which young Japanese make MPMs not only to strengthen friendships but also to save face in awkward situations. She maintains that creative exploitation of the uniquely complex Japanese writing system plays a big role in this kind of personal management. Okamoto surveys e-mail messages contributed to a mailing list on a 10-month business project. She examines the visual grammar (Kress and Van Leeuwen 1996, 1998) found in the use of the increasing number of visual elements that appear over the period of the study. She discusses multiple modes of meaning, especially in relation to their visual presentation. Her research results also reflect similar findings to those of Miyake, but in the business world rather than among students. Satoh deals with narratives posted on a BBS for fans of a particular music group. Following recent functional studies on narrative (Marra and Holmes 2004; Georgakopoulou 2004, 2005, 2006), he shows that what are called "live reports" are actually narratives. Applying the concept of constructed dialogue (Tannen 1989), he investigates why the contributors recount stories and how they compose their narratives. He concludes that the sharing narratives based on common experience contributes to the formation and maintenance of a community across space, one in which new on-line friendships can also lead to off-line relationships. Takenoya is concerned with postings on a BBS for the buyers of

real estate. Prospective buyers of a condominium are encouraged to exchange information on the properties they are interested in. Employing the framework of speech act theory (Austin 1962; Searle 1969), she explores how contributors to this BBS establish and then modify their relationships with their anonymous peer contributors, until the point where they finally decide to purchase. She also examines how the anonymity of the contributors both helps and impedes the construction of interpersonal relationships.

Contributions

[Satoh Akira]
Kazuko Miyake, *Relationship Management in the Use of Mobile Phone Messages by Young Japanese*

The use of mobile phone technology in Japan over the past 10 years has resulted in nearly 100% of the young population having their own mobile phone. The mobile phone, particularly the mail functions, have become such an integral part of the lives of young people that they feel lost without their phone. Indeed, written mobile phone messages (MPM"s) are so ubiquitous and such a prominent feature in the lives of Japanese young people that the study of these messages can be said to be an aspect of CMC in Japan.

This study investigates, based on a questionnaire survey on apology-acceptance situations, how young people rely on MPMs in their peer relationships. It focuses in particular on what these messages reveal of the strategies they make use of for managing these relationships within face threatening acts or FTAs (Brown and Levinson 1978).

The present study is a development from earlier studies by the author and other researchers.Miyake (2004) draws attention to the uniquely creative manipulation of the complex and diverse Japanese writing system dominates Japanese MPMs, as well as on the use of emoticons, pictorial signs, and unconventional spellings that have been discussed in previous CMC studies in languages with alphabets (Herring 2003, Witmer and Katzman 1997). Some of the linguistic devices are similar to those found in *manga* (Japanese comics), young womens private letters (Kataoka 2003) and diaries (Yamane 1986).

There is a shortcoming in the naturally-occurring data on which all the above studies are based, in that it is hard to pinpoint any key factors determining the writer"s choice of a given linguistic device in achieving a goal. The questionnaire survey used in the present survey allows the variables to be controlled, and the use of apology-acceptance sequences permits an exploration of the interactional features of MPMs. 200 participants were asked to write responses to messages apologising for being 30 minutes late for a meeting. 4 different situations were given, with differing levels of intimacy and formality in the messages. The participants were also asked to evaluate these situations in terms of how offended the recipient of the apology feels and the sincerity of the apology.

The results reveals that intimacy of the friendship and the formality of the apology influence the participants" evaluation of the offender as well as their written acceptance of the apology. Non-intimate friends receive a poor evaluation if the apology is casual. Non-standard linguistic features are used to adapt to the respondents formal and informal word choices. When responding to an apology from a non-intimate friend an impression of low evaluation is avoided by the use of pictorial signs attached to formal words. This echoes the findings in Miyake (2005) and demonstrates the care taken by young people to avoid hurting or offending their interactants, even when they feel upset.

[Satoh Akira]
Noriko Okamoto, Akira Sato, Kazuko Miyake & Miyuki Takenoya, *Multimodal modes of meaning by Japanese visual design-Analysis of constructing relations through ML messages of the internal corporation*

E-mail has become an essential communication medium in corporate and institutional environments, yet there has been little research because researchers have difficulty obtaining data that may include a firm"s confidential information. We are not aware of any research that has collected and analyzed a single company"s internal e-mails over time. In this study we used data consisting of 1141 e-mail messages exchanged during a10 month period within a certain company. The New London Group (2000) maintained that modern-day society must be informed by a new notion of literacy called Multi-literacies with increasing complexity and interrelationship of modes of meaning. They analyzed multi-modal meaning in terms of the following five elements: linguistic design, special design, gestural design, visual design and audio design. This research seeks to analyze the e-mail text data based on multi-literacies,, multimodality and visual design (Kress and Van Leewen 1996, 2001, Kress 2003). The purpose of this research is to clarify the features of business communication in Japanese and how the text design of e-mail creates multi-modal meaning. In terms of linguistic design, the messages featured both character and vocabulary shifts. Japanese can be written in four types of characters: hiragana, katakana and kanji and Roman letters. Japanese also has four types of vocabulary including the words of Chinese origin and Japanese origin. Shifting character type and vocabulary can communicate intimacy with a receiver, mitigation of the tone of voice, saving time or social relationship. These shifts can also communicate an effect similar to tone of voice in spoken language as an instance of audio design. As for spatial design, an important characteristic is the ability for e-mail users to quote from their partners" messages, leaving a space between the quote

and the answer with conversational indicators or discourse markers before and after the quote. This allows users to simulate a conversational situation or synchronous dialogue style The gestural design applies to Japanese emoticons. They represent gestural actions in Japanese, like bowing and prostrating oneself to apologize. Especially, emoticons of apology vary in action style according to the degree of apology. Also emoticons play the role of visually replacing the non-verbal cues that e-mail communication does not have. In the data, the number of emoticon as a visual element increased in the latter part of the data, while those emoticons were not found in the first part. E-mail users effectively transmit information, shifting character and word types, visually creating a layout of the dialogue and using emoticons, while maintaining good business relationships. To achieve both transmission of correct information and maintaining a good relationship is essential in Japanese communication. Features of e-mail communication and characteristics of Japanese are influencing each other and creating multi-modal meaning by Japanese visual design.

[Satoh Akira]
Akira Satoh, *Constructing an On-line Community through Narratives*

Since Labov and Waletzky (1967) and Labov (1972), much attention has been paid to the forms of narratives, but relatively little to the functions of narratives (Lakoff 2003; Marra and Holmes 2004). On the other hand, as Georgakopoulou (2004) points out, recent interest in computer-mediated communication (CMC) has developed more in the sequential and performance-related aspects, rather than in the interactional aspects of narratives. In this paper I investigate a function of narratives in CMC: the construction of community across space. I look into live reports posted on a bulletin board system (BBS) of a website for fans of a particular music group, focusing on the relationships built among the contributors. By learning how individuals weave a web on-line with others, we can perhaps better understand the way new media such as the Internet influence the construction of community, or more broadly, interpersonal relationships in our time. I find that what are called live reports are actually narratives relating their common experiences (live performances of the rock group), and through the narratives the fans communicate. They not only write their own narratives but also read and comment on each others narratives on the BBS. I argue that recounting their own narratives prepares the foundations for involving others, and appreciating others narratives and giving their own versions of the common experiences contribute to the re/production of rapport, diminishing the distance between them. Then these activities, i.e., sharing narratives with each other, create a sense of community among the contributors. Since a community of speakers is a group of people who share previous stories (Johnstone 1990), it is possible to say that those who share narratives on the BBS construct an on-line community through narratives. Once it is formed, the community may be maintained and even solidified through the constant interactions among its members. New on-line friendships can lead to off-line relationships, an example of which can be seen in the contributors (from teenagers to those in their early thirties) convening in person to hold parties just before/after the concerts. It should be noted that even after they become friends and begin to meet regularly, they often neither know nor care about each others real names, jobs (or schools) and other personal details: in this community only the fact that they are fans of the music group counts. Considering that they are communicating at the point of one of their multiple and fragmented selves, the identities and relationships observed here are fairly postmodern (in the sense that there is no one and only source for communication). It is relevant that this community is not based on traditional relationships such as neighborhood and kinship but originated by the new networks such as the Internet. While bonds of the former are hard to cut, it is rather easy to untie the latter. In this sense, this community represents the loose network often referred to as specific to contemporary society.

[Satoh Akira]
Miyuki Takenoya, *Interpretation of Speech Acts in the Process of Relationship Building Through Computer Mediated Communication: In the Case of BBS for the Real Estate Buyers*

The purpose of the present study was to investigate how contributors related to each other at a BBS for the buyers of real estate. At this site, prospective buyers of a condominium were encouraged to exchange information and to express their opinions on the properties they were interested in. Employing the framework of speech act theory (Austin 1962, Searle 1969), this study explored how contributors to this BBS established and then modified their relationships with their anonymous peer contributors, until the point where they finally decided to purchase.
The research questions which guided the present study were: (1) how the roles of each contributors were assigned, and (2) how the speech acts were performed and how they were received by their peer contributors. In analyzing the data, the exchanges in which contributors assigned roles to each other were focused and examined. Then, the postings by these contributors were evaluated in terms of illocutionary force (Austin 1962, Searle 1969).
Preliminary analysis revealed that the interpretation of the speech acts was greatly influenced by the roles assigned for the contributors of the posting. One of such cases could been seen in the following:
001 No.01 -----*AAA PH Sapporo Toriimae tte kagutsuki no moderu hausu ga*
002 *mada sukoshi nokotteiru mitai desuga doo nandeshoo?*
003 *Ano ricchi de ano kakaku wa yasui to omoun desuga?*
(It seems that AAA PH Sapporo Toriimae still has a few furnished model rooms available.

How do you like them? I think they are good prices if we think of the location.)
004 No.02----- *pett yasukattara tokkuni ureteruyone.*
005 *debe doyoobi mo oshigoto otsukaresan*
(No way. If they are good prices, then they must be sold out by now.
You are working hard on Saturdays, Developer.)
006 No.03-----*AAA-san kakakuno warini shiyoo ga waruin ja nai?*
(Mr. AAA, isnt the grade too low for the price?)
007 No.04-----*naruhodo, kooiu tsukaikata o surunone debe-san.*
(I see. You use this site this way, Mr. Developer.)
Contributor No. 01 first opened up a discussion by posing a question. No. 2 treated No.1 as a developer of the condominium instead of a prospective buyer, and consequently the original question was interpreted as a sales talk to recommend the condominium. Following the comment by No.02, No.03 also treated No.01 as a developer by addressing him or her *AAA-san* (Mr. *AAA*). Here, *AAA* is a name of the company which developed the condominium. No.04 treated No.01 as a developer as well by using *debe-san* (Mr. Developer). This showed how the role was assigned for the first contributor and how this process influenced the interpretation of the illocutionary force by the peer members. Here, the utterance of a question was interpreted as a sales talk to recommend the particular model rooms. The anonymity seemed to encourage the contributors to go through these steps to assign their roles which can be expected for the situation, that is, sales-side vs. buyer-side in this case. The study further examined how the anonymity of the contributors both helped and impeded the construction of interpersonal relationships through computer mediated communication.

PANEL

Klaus P. Schneider & Anne Barron, *Variational pragmatics: a focus on region, age and gender*

Over the past few years, variational pragmatics (VP) has emerged as a new field of linguistic inquiry at the interface of pragmatics and dialectology (cf., e.g., Barron 2005, 2006; Schneider 2005; Schneider and Barron, forthcoming). Conceived as the study of intra-lingual variation on the pragmatic level of language, VP addresses a research gap previously identified, but not filled systematically (cf., e.g., Schlieben-Lange and Weydt 1978). While micro-social, i.e. situational, variation has been examined extensively (e.g., in the CCSARP, cf. Blum-Kulka et al. 1989), macro-social variation depending on such factors as region, ethnicity, or age, has been largely ignored in pragmatics (cf. Kasper 1995). On the other hand, dialectologists and sociolinguists, concentrating on phonological, morphosyntactic and lexical features of language varieties, have neglected the pragmatic level of language almost completely (Wolfram and Schilling-Estes 2006: 100-101).

 VP considers five major macro-social factors and their systematic impact on language use. These five factors are region, socioeconomic class, ethnicity, gender, and age. The resulting varieties (regiolects, sociolects, ethnolects, etc.) can be examined on different levels of pragmatic analysis. Currently, VP distinguishes between the formal, actional, interactional, topic, and organisational levels (cf., e.g., Barron and Schneider 2005).

 Aiming at establishing the nature of pragmatic variation, VP addresses two key questions:
1.   What is the contribution of each macro-social factor to pragmatic variation and how do these factors interact?
2.   Which variables and variants can be identified on each level of pragmatic analysis?
Further questions concern the status of the variables, i.e. to what extent pragmatic variables are language-independent, or even universal, and the status of the variants, i.e. whether variants are variety-preferential or variety-exclusive.

 Answers to these and related questions can only be found by working empirically and contrastively. Therefore, VP analysis is always based on corpora of naturally occurring or on experimentally elicited language data.

 So far, studies in VP have overwhelmingly concentrated on differences between national varieties of pluricentric languages such as English, Spanish, French, German, and Dutch (cf. Schneider and Barron, forthcoming). By contrast, the present panel focuses on variation by region, gender and age and the interplay of these factors

Contributions

[Schneider Klaus P.]
Carolina Amador-Moreno & Anne O'Keeffe, *The pragmatics of the be + after + V-ing construction in Irish English: age and gender?*

The *be + after + V-ing*construction, one of the signature constructions of Irish English, has been analysed from many different perspectives including historical (Filppula 1999), literary (McCafferty 2004) and sociolinguistic (Milroy 1981) approaches. It has often been used to portray Irish characters in drama, novels and cinema since the sixteenth century,

and has often been dismissed as stage Irish, although as our paper will show, it is still widely-used feature in contemporary spoken interactions. Its main function has been described as indicating immediate outcome or recency. However, a closer study of this structure across the written and spoken mode shows that it is currently used as a narrative device as well as a mitigator, for example lessening imposition (e.g. as a face-saving act where immediacy, informality and surprise may be implied).

Our paper will look at the use of this structure in a small corpus of written Irish English (which includes prose fiction with speech representation, e-mails and adverts), transcriptions of political debates and over one hundred hours of naturally-occurring casual conversations from around Ireland from the Limerick Corpus of Irish English (LCIE). Because LCIE is designed according to speaker relationships and context of use, it allows for a pragmatic analysis to explore the significance of pronominal forms and intensifiers such as *just* and *only*. In the written data, its functions will be looked at in the context of representations of spoken discourse. When dealing with the spoken data, its distribution will be examined according to age and gender.

[Schneider Klaus P.]

Carmen Garcia, *Intralingual pragmatic variation: How Peruvians, Venezuelans and Argentineans Reprimand*

This paper builds on previous studies on the stylistic strategies used by Peruvians, Venezuelans and Argentineans (Garca 1996, 2004a, 2004b) when reprimanding by contrasting their participation in an asymmetrical situation boss-employee- where there is not only a power differential (+P) but where a conflict is presented and dealt with. In this sense this study allows us to expand our understanding of the different/similar attitudes, beliefs and values of these cultural groups.

Previous studies have studied arguments in symmetrical relationships among Spaniards (Briz 1998, 2002) or have contrasted two completely different cultural-linguistic groups Swedish and Spaniards - (Gille 2001). Hence the importance of this study comparing and contrasting three different Spanish-speaking cultural groups in Latin America.

To compare and contrast their participation, Brown and Levinsons (1987) politeness model and Blum-Kulka et al.s classification of head acts and supportive moves are used.

Findings show that Peruvians, Venezuelans and Argentineans exhibited a marked preference to emphasize the power difference between them and the employee, using solidarity politeness strategies in their head acts. Despite the fact that there were no statistically significant differences between these three groups, Venezuelans and Argentineans were more verbose and versatile opening the door to negotiation and fraternalization with the interlocutor. Peruvians, on the other hand, made their reprimands shorter and more compact. As far as supportive moves are concerned, mitigators were more widely used by Venezuelans and Argentineans than by Peruvians. Thus, Venezuelans and Argentineans ratified their desire to mitigate their exercise of power, but Peruvians did not.

The three cultural groups preferred to threaten the interlocutors negative face rather than their own. When threatening their own face, Peruvians and Venezuelans preferred to threaten their freedom of action rather than their desire to be agreeable to the interlocutor. Argentineans, on the other hand, preferred the opposite.

Results from this study lead to infer that the Venezuelan boss exercises power and authority looking for cooperation with the interlocutor establishing a horizontal relationship. The Peruvian boss, on the other hand, establishes a vertical relationship where he/she does not request, but rather demand, cooperation from the employee. Finally, the Argentinean boss prefers to secure his/her authority at the expense of his/her interlocutors face needs. In addition, he/she might present him/herself as unpleasant only to emphasize his/her authority and inaccessibility. However, he/she will not threaten, or allow anybody to threaten, his/her own freedom of action.

[Schneider Klaus P.]

Brona Murphy, *'Oh he's very chatty, very you know friendly': Age and Gender-related examination of amplifiers and boosters in an Irish-English context.*

Variational Pragmatics is concerned with the investigation of possible correlations between macro-social factors such as region, ethnic background, age, social status and gender, and the use of language in action. Two such features of language in action which demonstrate much variation at the level of lexis through to discourse are amplifiers and boosters. This seems to be due to the speakers desire to be original as well as their need to demonstrate their verbal skills and to capture the attention of their audience (Peters, 1994: 269). Amplifiers are defined as adverbs that scale a quality up such as *really*, *very*, *extremely* (Carter and McCarthy, 2006), for example, Hes *very* nervous. Boosters, on the other hand, do not scale up a quality but instead express a claim or viewpoint more assertively, for example, In the early nineteenth century this was *without doubt* true of much of the Nord region and the Normandy textile area (Carter and McCarthy, 2006: 893).

This paper is based on an examination of a 90,000 word (approx) spoken corpus of Irish English comprising two 45, 000 word (approx) male and female age-differentiated sub-corpora spanning the following age groups: 20s, 40s, and 70s/80s. The study examines gender and age-related variation in the use of amplifiers and boosters and concludes that there are shifting norms and practices in the particular speech community where these forms are concerned. In order to

illustrate this, it highlights, for example, the apparent transition from *very* to *really,* which is present in the 20s female data but which is absent in the 20s male data. It also focuses on the use of boosters (concentrating on single forms through to chunks functioning at the level of discourse), which seem to be largely a phenomenon of the older females and not, it would seem, the older male speakers. The examination is carried out by using quantitative and qualitative corpus-based tools and methodologies such as relative frequency lists, keyword comparisons as well as details of formulaic strings including significant clusters.

[Schneider Klaus P.]
Maria E. Placencia, *Insistence as a marker of affiliation among family and friends*

This paper examines insistence in relation to invitations, suggestions and offers as a marker of affiliation among family and friends in middle-class Quiteño society. It looks at the use of insistence by Quiteños between the ages of 26 and 80; that is, corresponding to three generational groups.
Insistence is related here to an interpersonal ideology of connectedness (cf. Fitch, 1998) that still appears to operate in Quiteño society. Nevertheless, the study suggests that more freedom of action seems to be granted to the individual by members of the younger generations compared to those of the old generation in our study. Also the nature of what is insisted upon seems to vary across generations. In general, members of the younger generations in our study appear to value autonomy in relation to the speech activities considered and are less tolerant of impositions even if these are well intended. The study thus suggests a possible shift in interpersonal ideology that is gradually taking place in middle-class Quiteño society.
The study is based on notes from participant observation, recordings of naturally occurring interactions and in-depth interviews.

[Schneider Klaus P.]
Koen Plevoets, Dirk Speelman & Dirk Geeraerts, *In-between spoken and standard language: Colloquial Belgian Dutch*

Perhaps one of the most striking features of contemporary Belgian Dutch is the so-called *tussentaal*. While it nowadays constitutes a standard for colloquial speech in Flanders, *tussentaal* originally emerged as an interlanguage in the Brabantic area during the 1980""'s. Consequently, *tussentaal* consists of a wide range of dialectal elements, the best-known of which are probably the pronouns of address (for a study, see: Plevoets *et al.* in press).
Given its origin and status, *tussentaal* can be expected to exhibit a plethora of pragmatic intricacies, not in the least along the dimensions of power and solidarity (Brown & Gilman 1960).Our inquiry (continuing this line of variational research that started in Geeraerts *et al.* 1999) focusses on several extralinguistic factors such as register, region, gender, age, and educational/occupational level, in order to find out how these factors determine the use of the various *tussentaal* characteristics. Querying the Spoken Dutch Corpus, our results indicate *tussentaal* to be a complex linguistic phenomenon: there is a large amount of variation for register, region and age, for instance, but almost none for gender.
For the analysis of our corpus frequencies, there are a number of statistical techniques available. Descriptive statistics can be dealt with by means of Correspondence Analysis; inferential statistics using Loglinear Analysis. Our methodological aim, then, is to integrate these classical techniques for handling frequency data with our own profile-based approach (see: Speelman *et al.* 2003).

[Schneider Klaus P.]
Klaus P. Schneider & Anne Barron, *Developing Variational Pragmatics*

Over the past few years, variational pragmatics (VP) has emerged as a new field of linguistic inquiry at the interface of pragmatics and dialectology (cf., e.g., Barron 2005, 2006; Schneider 2005; Schneider and Barron, forthcoming). Conceived as the study of intra-lingual variation on the pragmatic level of language, VP addresses a research gap previously identified, but not filled systematically (cf., e.g., Schlieben-Lange and Weydt 1978). While micro-social, i.e. situational, variation has been examined extensively (e.g., in the CCSARP, cf. Blum-Kulka et al. 1989), macro-social variation depending on such factors as region, ethnicity, or age, has been largely ignored in pragmatics (cf. Kasper 1995). On the other hand, dialectologists and sociolinguists, concentrating on phonological, morphosyntactic and lexical features of language varieties, have neglected the pragmatic level of language almost completely (Wolfram and Schilling-Estes 2006: 100-101).
Variational Pragmatics (VP) considers five major macro-social factors and their systematic impact on language use. These five factors are region, socioeconomic class, ethnicity, gender, and age. The resulting varieties (regiolects, sociolects, ethnolects, etc.) can be examined on different levels of pragmatic analysis. Currently, VP distinguishes between the formal, actional, interactional, topic, and organisational levels (cf., e.g., Barron and Schneider 2005).
Aiming at establishing the nature of pragmatic variation, VP addresses two key questions:
1. What is the contribution of each macro-social factor to pragmatic variation and how do these factors interact?

2. Which variables and variants can be identified on each level of pragmatic analysis?

Further questions concern the status of the variables, i.e. to what extent pragmatic variables are language-independent, or even universal, and the status of the variants, i.e. whether variants are variety-preferential or variety-exclusive.

The purpose of this paper is to further establish the field of variational pragmatics and to develop the concepts presented in Barron (2005, 2006), Schneider (2005) and Schneider and Barron (forthcoming). The paper serves to launch the panel " Variational pragmatics: a focus on region, age and gender" .

PANEL

Stefan Schneider, Gunther Kaltenböck & Wiltrud Mihatsch, *Vague language: the use of approximators and hedges in spoken and written corpora*

This panel focuses on the use of linguistic devices that help speakers make things fuzzy. Although language itself can only rarely be described as precise, speakers often make use of linguistic expressions that explicitly express vagueness. This is by no means a deficiency but seems to be done purposely to achieve a certain communicative goal,such as mitigation (e.g. Caffi 1999).These linguistic means can roughly be divided into two types: *approximators,* whichoperate within the propositional content of utterances by affecting the appropriateness or precision of the referring terms or the predicates in their scope, and *hedges*, which concern the relationship between the proposition and the speaker with the effect of reducing speaker commitment to the truth of the proposition. By making the propositional content fuzzy and less precise, approximators (originally discussed by Lakoff 1972 under *hedges*) indirectly also reduce the speaker"s commitment.

Speakers have a variety of linguistic means at their disposal to express approximation and hedging. They range from disjunctive list completers such as Engl. *or something like that*, the ubiquitous Engl. *like* and similar pragmatic markers, vague nouns such as *thing/stuff* (as discussed by Andersen), N1 of N2-constructions such as Engl. *sort of* (as in Fetzers contribution), approximative numerals (cf. Lavric, Ran), prepositions such as Engl. *about* (as discussed by Vaguer) , the diminutive suffixes in the Romance languages to parentheticals like Engl. *I think, I guess* (as in Krkkinens paper)and sentence adverbs like Engl. *probably*. Apart from a comprehensive monograph by Channell (1994) on vague language in English, no study has so far undertaken a general analysis of the diverse means of approximation and hedging and there is a need for studies about languages other than English.

The aim of the panel is to bring together researchers from different backgrounds interested in approximation and hedging at the interfaces between pragmatics, semantics and syntax.

Contributions

[Schneider Stefan]
Gisle Andersen, *Thing/stuff vs. ting/greie – a contrastive approach to vague nouns*

A very general way of denoting vagueness in language is by means of nouns with a maximally unspecific meaning, such as *thing*. In modern Norwegian, there is a range of nouns that can fill this function, notably *ting*, *sak* and *greie*, all of which may to some degree correspond to English *thing*. This paper investigates recent trends in the use of such unspecific nouns, showing how they contribute to overall vagueness and non-commitment in language.

The most important focus of the paper is on the Norwegian noun *greie* (sg.) / *greier* (pl.), as illustrated by [1].

[1]   Jeg er så møkklei denne **greia**. ('I'm so sick and tired of this thing.')

Although informal, this type of use is abundant in newspaper language, as evidenced in the Norwegian Newspaper Corpus (avis.uib.no), which forms the empirical basis of the investigation. It will be argued that *greie* has a general use as a vague term, as shown in the example, but that this is only one of a range of functions. It can appear as part of the set-marking tag *og greier*, on a par with English *and stuff like that*, in presentative constructions like *greien er at* ('the thing is that') and interestingly, in what appears to be more specialised formulaic uses. The pattern of a possessive determiner followed by the singular form *greie* forms a common use in which the noun may take on more specific meanings, often with habitual connotations, in the direction of 'interest', as in [2] or 'manner', 'way of doing things', as in [3].

[2]   Telemarkski er nok mer **min greie**. ('Telemark skies are MOD_PRT more my thing.')

[3]   Vi vil finne **vår greie**, vår sound, uten å bry oss om hva folk sier. (We want to find our thing, our sound, without paying attention to what other people say.)

This type of use seems to be a relatively recent development, possibly also a loan, assumptions that will be explored in the paper. The noun *greie* will also be contrasted with other Norwegian alternatives (*ting, sak*) and recent loan words (*clue*), and with corresponding English items like *thing* and *stuff*.

[Schneider Stefan]
Anita Fetzer & Annette Becker, *More-fuzzy hedges in context:: form, function and scope of 'sort of' and 'kind of'*

In Lakoffs original definition, hedges are referred to as words whose meaning implicitly involves fuzziness - words whose job is to make things fuzzier or less fuzzy (Lakoff 1975:234). This definition is based on a relational conception of hedges: on the one hand, their meaning is polyfunctional, and on the other hand, the fuzziness surfaces if the hedge is connected with the thing which it is intended to make more fuzzy or less fuzzy. In a discursive framework, the thing can be a constitutive part of a constituent, it can be the constituent of a clause, and it can even be the clause, if not the contribution as a whole. Because of their relational conception anchored to (1) their meaning(s) and (2) the constituent(s) over which they have scope and which they modify, hedges need to be examined in context thus accounting for their distribution, scope and function in linguistic context, as well as for their appropriateness conditions in social and sociocultural contexts.

This contribution investigates the distribution of the more-fuzzy hedges kind of and sort of in spoken political discourse, comparing and contrasting their distribution, scope and functions the dialogic genre of a political interview with their distribution, scope and function in the monologic genre of a political speech. This is examined in a corpus of 22 political interviews from the UK and 10 political speeches from the UK. Particular attention is given to the more-fuzzy hedges position in linguistic context and to their co-occurrence with other pragmatic devices, such as *I believe, almost* or *erm*.

In the data investigated, more-fuzzy hedges tend to co-occur with pragmatic markers (e.g., *if you like*) which attenuate the pragmatic force of the contribution, as is the case with for example youve got a *if you **sort of** like* a de facto cartel of employers. Here, the more-fuzzy hedge collocates with the verb like which is a constitutive part of the syntagmatic structure if you like. Sort of has scope over like and functions as a contextualization cue (Gumperz 1996) referring to the appropriateness conditions of the NP a de facto cartel of employers. Or, more-fuzzy hedges may intensify an already indeterminate quantifier (*some*), as is the case with that you will get ***some** sort of* story, where sort of collocates some. Here, it has scope over the noun story and again functions as a contextualization cue referring to the appropriateness conditions of the expression.

Thus, more-fuzzy hedges are contextualization cues par excellence. They express relational meaning relating speakers, hearers and possible audiences, relating interlocutors with their contributions, and relating interlocutors, contributions and context.

[Schneider Stefan]
Gunther Kaltenboeck, Wiltrud Mihatsch & Stefan Schneider, *The pragmatics of approximation: an introduction*

In our contribution we will provide a general introduction to the field by focusing on two types of vagueness markers and their occurrence in corpora: these are, on the one hand, devices that operate on the propositional content of utterances by affecting the appropriateness or precision of the referring terms or the predicates in their scope and, on the other hand, devices that reduce the speakers commitment to the truth of the proposition. The former have been referred to as *hedges* (Lakoff 1972) or *approximators* (Caffi 1999), the latter as *shields* (Prince et al. 1982) and also *hedges*. Most of these devices are the outcome of strategic uses of lexical elements or constructions and the fossilization of conversational implicatures transported by them. As in other domains, such as that of discourse markers, todays pragmatics becomes tomorrows semantics, by passing through a series of intermediate stages of reinterpretation and conventionalization.

Based on evidence from English and Romance corpus data we will discuss the link between these two linguistic categories, especially how commitment devices can emerge from proposition devices (as is the case of Engl. *sort of,* It. *un attimino*) and vice versa (as can be observed with parentheticals such as Engl. (*lets*) *say, I dont know,* Fr. *disons*, It. *diciamo*, *non so*, Sp. *yo dira*). In doing so we will address the following questions:
- What kind of co- and contextual information can help us to distinguish occurrences of approximators and hedges from their lexical sources?
- How can we tell apart implicatures and conventional meaning in this domain?
- How can we distinguish different types of vagueness markers in corpus data?
- What are the communicative functions these vagueness markers fulfill in different text types?
- What are the limitations of corpus data for this kind of pragmatic research?

[Schneider Stefan]
Elise Kärkkäinen, *A sequential interactional approach to I guess*

I guess has been treated as a hedge that softens assertions and attends to the interlocutors face, but also on occasion acts as a marker of approximation or imprecision (van Bogaert forthcoming). Adopting a relevance theoretical approach,

Jucker et al. (2003) observe that hedges like *I guess* and *I think* give processing instructions to the hearer and help guide her/him towards the intended interpretation. Taking up Jucker et al.s notion but drawing upon conversation analysis as my methodology, I examine *I guess* in conversational interaction and establish its role as an organizer of the stance taking activity between co-participants.The data come primarily from Parts I and II of the *Santa Barbara Corpus of Spoken American English* (Du Bois 2000, 2003).

From a single-speaker vantage point, *I guess* projects a certain type of stance to be expressed in the utterance to follow. From an intersubjective perspective, however, the stance projected is not carried around ready-made but surfaces in the sequentially constructed intersubjective weave of dialogue. It arises from, or is based on, evidence or some stimulus gleaned by the speaker from the ongoing or just prior turn(s), the actual physical environment, or the wider social context. Depending on the sequential position, *I guess*-framed turns and actions may function to invite others to take a stance, to display that the current speaker gives up or modifies his or her stance, and to draw the recipients attention to the current speakers inserted stance.

Within these actions and turns-at-talk, *I guess* can be viewed as an organizer of the stance-taking activity between co-participants. It is used to signal that by making public a just discovered subjective stance, the speaker invites others to also take a stance, gives up on or adopts a new stance, or alerts recipients to an inserted stance at crucial points in a telling. The relatively high frequency of *I guess* in conversational data serves as further proof for this organizing function: this evidential fragment can be regarded as a discourse marker that signals an upcoming stanced action to follow.

[Schneider Stefan]
Eva Lavric, *Approximative Numerals Cross-Culturally*

Examples like Sp. *dos pasos* (two steps), *cuatro gotas* (four drops), *mil veces* (a thousand times) etc. show that there are some applications of numerals in which exact numbers are used systematically to denote indefinite numbers. This phenomenon has hardly been studied so far. However, there are the studies of Sigurd 1988 and Lujn Martnez 1994, who are both interested in big round numbers only.

Having studied the phenomenon in German, French and Spanish, I can say that:
- Such uses are always linked to certain very specific numerals, either rather low ones (2, 3, 4, 5), or highbut round ones (100, 1000).
- The idiomatic expressions differ from one language to another: Sp. *dos pasos* (two steps) corresponds to Ger. *drei Schritte* (three steps), Sp. *cuatro gotas* (four drops) to Ger. *drei Tropfen* (three drops).
- However, they seem to be linked to at least partly similar substantive nuclei.
- There might be two types: the low numbers, which combine with very specific nouns, and the high ones like a hundred or a thousand which can indicate a large quantity in a great variety of different contexts.
- There are, however, examples like Fr. *trente-six* (*il ny a pas trente-six faons de*) (there are not thirty-six ways of) which seem to belong to neither of the two groups.

I have already analyzed these expressions in more detail for the French language (see Lavric in press; as a corpus, I used Rzeau 1993). For the present paper I am comparing these data with more (mostly Romance) languages, in order to find out whether there is a general pattern behind this phenomenon, which at first sight seems rather idiosyncratic, and where the specificities of each language and culture can be found.

Furthermore, I shall try to analyse the ways in which such approximative expressions are used in written texts as well as in conversations and the functions they perform there, which often has to do with pragmatic maximizing and minimizing strategies, ranging from euphemistic to hyperbolic uses.

As a database for written texts I am using the web, whereas for the oral part I am working with the Blanche-Benveniste corpus for French and comparable corpora for German and Spanish.

[Schneider Stefan]
Bernd Meyer, *Vague language in interpreter-mediated discourse*

Vagueness is usually a cover term for linguistic devices signalling (un-)certainty regarding the status of verbalized knowledge (cf. e.g. Fraser 1980, Lee 2001, Jucker et al 2003). In this paper, I will argue that vagueness may also concern coherence, i. e. the establishment of meaningful relations between utterances or propositional elements in text or discourse. Such relations between utterances are more or less explicitly spelled out by linguistic means (i.e. connectives, demonstratives, anaphors). Often, their interpretation depends on what the addressee already knows, and what he/she can infer from context. Thus, vagueness may not only affect how referential elements are introduced into discourse, and what is said about them, but also how a joint orientation of speaker and hearer towards a certain topic is maintained during a stretch of talk. The achievement of such a joint orientation will be demonstrated here via the use of proper names/ acronyms and demonstratives by speakers and interpreters in consecutive and simultaneous interpreting (Brazilian Portuguese-German) and the role they play in the introduction of topics into discourse and the way they are linked to each other in source and target language discourse. Moreover, I will compare the two different modes of interpreting with regard to these phenomena. It is a widely accepted view that knowledge differences between speaker,

interpreter and addressee impinge on the interpreting process (Bhrig & Meyer 2004). Such differences may result in interpreters adapting the target language discourse to the knowledge of the audience (recipient design), or they may lead to an increased use of vague language if the interpreter herself/himself is uncertain about the content of talk. The corpus of this study consists of three talks on the socio-political consequences of genetically modified crops given by a Brazilian speaker to a German audience. Two of these talks were interpreted consecutively, the third one involved two teams of simultaneous interpreters working in parallel. In addition, I will draw on the analysis of two political talks mediated by non-professional interpreters (Brazilian Portuguese German). In total, the investigated talks are about seven hours long. Preliminary results show systematic differences between the different modes of interpreting. In the case of proper names and acronyms, there seems to be a general tendency among consecutive interpreters to replace such forms by more generic terms such as class names. An expression such as the evangelic church of Edir Macedo (Brazilian Portuguese) then turns into a huge pentecostal church (German) in consecutive interpreting. Simultaneous interpreters, on the other hand, tend to combine proper names with additional speech actions, such as explanations instead of replacing the original forms. In the case of demonstratives, the picture is more varied. Neuter forms like German das (that) are a potential source of vagueness, and they tend to damage the coherence established in the original stretch of talk. Interestingly, in the case of das, interpreters with European Portuguese as their working language seem to have more difficulties with reference to complex discourse topics than those working with Brazilian Portuguese.

[Schneider Stefan]
Yongping Ran, *Approximative numerals in Chinese*

Lakoff (1972), Wachtel (1980), Franken (1997), Nerlich & Clarke (2001) have provided us with some insights into vagueness and approximations from the perspectives of semantics and pragmatics. Just as in English, expressions which are indeterminate or unspecified in semantic meaning but vague or flexible in context can also be found in Mandarin Chinese. More specifically, there are structures containing a numeral which are specific in semantic meaning but function pragmatically as approximators because of the addition of the final discourse marker or discourse particle BA (?), whose semantic meaning is empty . Moreover, there are numerals which function as approximators because of their conventionalized meaning or contextual constraints in Chinese culture. T he present study will provide a classification of two different types of approximative numerical expressions in Chinese and discuss how they achieve this pragmatic effect.
The first category are Chinese approximators with the discourse marker BA , they have pragmatic functions in context .
For instance:
Case 1: a number + BA, which contains a precise number and BA at the end, e.g.:
(1) *Si ge xiaoshi ba*   , na ge shihou yijing hunmi le, shenme dou mei shuo,
four CL hour BA that CL when already coma LE what DOU not say
About four hours, I was in coma during that period, so said nothing
Case 2: an approximator + a number + BA, which consists of an approximator, such as *cha bu duo*(almost), *da gai*(about), then a number followed by BA, e.g.:
(2) *Cha bu duo si qian wan gangbi ba*   .
almost forty million Hongkong dollar BA
Its almost forty million Hongkong dollars.
Case 3: a number + an approximator +BA, which consists of a number and an approximator followed by BA, e.g.:
(3) *San dian zuoyou ba*.
three CL or so BA
It will start at about three.
Secondly, the paper will investigate idiomatic expressions or set phrases within which the numbers or numerals are considered cases of approximations . I will study how those conventionalized expressions of approximation are used pragmatically in contexts. There are many such expressions in Mandarin Chinese, many of which have much to do with old sayings and are thus culture-loaded. For example:
(4) Ta changchang shi *qi shi er bian*.
she often often BE seventy-two change
She is easy to change her mind.
B ased on these categories of numerical approximators, the paper will also discuss their functions and the process of pragmatic enrichment, viz. how their interpretation is enriched by the context, especially cultural information. Finally, I will also draw attention to some cases whose interpretation and translation is particularly problematic.

[Schneider Stefan]
Céline Vaguer, *Prépositions et évaluation approximative : une étude comparée*

    Traditionnellement les prépositions sont définies comme indiquant principalement le lieu et le temps. Or, leur mise en discours fournit le moyen de les appréhender autrement et de leur attribuer d'autres interprétations notamment celle d'« approximation » : *Emma a dans les vingt ans, David a dans la cinquantaine, Il viendra vers onze heures, Ça coûte*

quelque chose comme deux cents euros… Si la quantification et ses différents modes d'expression ont déjà fait l'objet d'une très abondante littérature, rares sont les études qui s'intéressent d'une part à la quantification en elle-même et pour elle-même, d'autre part à l'approximation. C'est pourquoi, nous proposerons dans un premier temps, une caractérisation linguistique de l'approximation. En effet, si l'on peut dire intuitivement que l'approximation consiste en une variation du degré de quantité, il faut également prendre en compte le contexte et la situation de discours (*i.e.* les normes sociales qui déterminent le degré moyen à partir duquel doit être jugé l'importance de la quantité) car *trois* indique un degré faible dans *J'ai mangé trois cacahuètes* mais un degré fort dans *J'ai acheté trois appartements sur Paris*. Après avoir caractérisé l'approximation, nous regarderons comment elle s'illustre sur un corpus d'énoncés attestés (issus principalement de la presse écrite et de la littérature, et rassemblés à l'aide d'outils tels que GlossaNet ou Frantext). Pour ce faire, nous nous focaliserons sur l'approximation dénotée par des prépositions (*dans, vers, sur, près, comme, jusque, de…à, entre…*). Si la préposition *dans* a déjà fait l'objet d'observations (M. Gross, L. Melis, P. Cadiot) ou d'études approfondies (C. Vaguer) mettant ainsi au jour l'existence d'un nouveau déterminant *dans les numéral (Paul mesure dans les un mètre vingt)* dont les propriétés formelles amènent à l'identifier comme un « déterminant complexe » qui relève de la classe des indéfinis au sens large (*dans lesnuméral* est alors à rapprocher de *presque* et *quelques*), mais plus encore de celle des cardinaux à ranger sous les indéfinis au sens étroit (TQG) et de celle des quantificateurs cardinaux (TRD), les autres prépositions citées *supra* n'ont guère fait l'objet d'études approfondies. Or les avancées obtenues dans l'identification de la structure *dans les numéral* amènent à se demander ce qu'il en est pour les autres constructions approximatives introduites par des prépositions : quelle analyse peut-on / doit-on proposer de ces constructions ? Cette communication vise d'une part à dresser un état des lieux des études portant sur les prépositions comme marqueurs d'approximation ; d'autre part à se focaliser sur une structure approximative (par exemple *préposition + numéral*) et procéder à sa caractérisation syntaxique, lexical et sémantique (*i.e.* relever les contraintes qui pèsent sur la distribution, caractériser l'approximation…) et transposer cette structure à d'autres langues : comment traduire cette approximation en *préposition + numéral* en anglais, en espagnol…

[Schneider Stefan]
Irena Vassileva, *Presentation of Quantative Data in English and German Research Articles*

Harwood (1995:48)describes the clash of academic cultures when German scientists refugees from the Nazi regime immigrated to the USA - as follows: The migrs were struck by their American hosts preoccupation with method and measurement while the Americans were amazed by their guests predilection for theorizing on a grand scale. The Americans were an academic community that was predominantly experimental. The same observation is also made by Galtung (1985) in his seminal paper on intellectual styles of scientific communication.
In order to test the above hypotheses in view of present-time scientific argumentationpractices the study aims to look at the ways and means of quantitative data presentation in English and German with special attention to the correlation between occurrences of exact quantities versus approximated quantities. The functional (or communicative) values of the elicited vague expressions are discussed in terms of Channells (1994) and Dnninghaus (2005) classifications. Further on, the investigation focuses on the linguistic means of realisation of approximations such as *about/around + numeral, approximately, three or four, round numbers,* respectively *ungefhr, einige, fast* and the like.
The investigation is based on research articles in applied linguistics written by native speakers of the two languages and published in leading international peer-reviewed journals, as well as in collections of articles (20 per language). The presentation of statistical data is evaluated in terms of layout, quantity and relevance, with particular emphasis on data treatment and discussion (upgrading / downgrading the importance of data, ignoring, approximating, covering for lack of specific information, etc.)
The results point to both cross-cultural and interpersonal variations in the employment of the above strategies, as well as to differences in the linguistic realisation of approximating. At the same time, however, the outcomes of the study reveal a definite shift among German linguists towards more empirical, statistically supported research. This fact demonstrates once again the far-reaching consequences of the process of globalisation the Anglo-American rhetorical patterns of academic discourse presentation have irrevocably permeated even those fields of the humanities which are most dependent on a particular language and culture, in this case a language of science with a long-standing and powerful tradition.

PANEL

Anna-Brita Stenström & Annette Myre Jorgensen, *A Corpus-based multilingual approach to youngspeak*

Adolescents are the leaders of linguistic change. They aim to be different from the 'ex-teenage twenty-year-olds' as well as from the 'ex-ex-teenage fifty-year-olds' (cf Hudson 1980:15). And one cannot but notice that many innovationsin the language of the youngsooner or laterfind their way into the adult language.Consequently, it is of vital impotance to

study recent changes and innovations inadolescent talk, and how they emerge, which is what this panel is all about.

Surprisingly enough, the study of adolescent language has long been a relatively underdeveloped area compared to the study of adult and child language. Notable exceptions are, for instance, Cheshire's (1982) study of dialectal features among Reading teengers, Eckert's (1989) study of the language of 'jocks' and 'burnouts' in a Michigan high school, Kotsinas' (1994) study of Stockholm teenagers' talk, Rampton's (1995) study of language and ethnicity among London adolescent, and more recently Androutsopoulos' (2001) study of German youth language, Stenstrm et al's (2002) study of London teenage talk and the studies of youth language in the five Nordic countries within the UNO-project (*Sprkkontakt och Ungdomssprk i Norden*). The most recent example is COLA (*Corpus de Languaje Adolescente*), which includes recordings from Spain as well as Latin-America.

The awareness of this important field is now steadily growing, which is not least reflected in the fact that more and more corpora of adolescent language are being compiled and studied. The papers in this panel, most of which have been influenced by the above-mentioned studies, cover a number of linguistic aspects, from formal features on the morphological, prosodic and stylistc levels to the pragmatic use of discourse markers. Moreover, due attention is paid to theoretical aspects and research methods in connection with the study of youth language corpora. The papers will be dealt with inthreerelated sessions:

- **Languages in contact:** The first paper argues that styles are dynamic prouducts involving outgroup as well as ingroup styles, which problematizes the question of authenticity. In the second paper it is argued that teenage slang is a typical pshcho-social phenomenon, which has an effect on gender-based differences. The next paper shows how the language of underprivileged suburb groups can spread to the rest of the younger generation and further to the media, and is followed by a paper discussing the spread of Anglicisms to the informal speech of other nationalities.
- **Varieties of Spanish:**This session isintroduced by a paperdevoted to theory and method, more specifically to do with problemsrelated to the influence of socio-economic conditons and situatonal factors on the development of speech varieties. Thesecond paper, which deals with the most fundamental roles of discourse markers in the interacton between adolescents from Guatemala, is followed by a paper on the structure and role of fixed expressions, which indicates that the communicative role of such expressions has to be concidered not only from a lexical but also pragmatic point of view.
- **Identity construction:** Identity construction is said to be a universal phenomenon, which consequently invites a comparison across different languages and peer groups.The first paper discusses data representing German high-school girls' interactions, where identities are seen as consructed when talkling.The following paper discussesprocesses of language choice and identity construction within a multiligual peer group and isfollowed by a paper investigating the role of prosodic means in the construction of social identity.

The fact that the contributions to the panel do not only represent studies of a number of different linguistic aspects, but also represent the language of adolescents from a range of different countries, opens up for interesting multilingual comparisons, which is the main purpose of the panel. What is of particular interest is to find out to what extent certain usages demonstrated by the panellists in one country correspond to those in other countries and also to what extent words and expressions in one languageare reflected in the langue of adolescents in other countries, such as slang words and various types of discourse markers.

Contributions

[Stenström Anna-Brita]
Ana Acevedo-Halvick, *La marcación del discurso en el habla de los adolescentes guatemaltecos*

En este trabajo explicaré algunos aspectos fundamentales en la marcación del discurso a través de algunos marcadores discursivos para poder definir algunos de los papeles que estos elementos desempeñan en la interacción lingüística de los adolescentes guatemaltecos. En esta investigación pretendo llamar la atención sobre ciertos fenómenos lingüísticos propios del uso real por lo que el acercamiento al análisis será de tipo pragmático.

Este trabajo se enmarca dentro de la línea de investigación que realizan actualmente los proyectos COLA (Corpus de Lenguaje Adolescente) y COLT (The Bergen Corpus of London Teenage Language) de la Universidad de Bergen.

Los marcadores del discurso, por sus características multifuncionales, son determinantes para el desarrollo y procesamiento de la conversación; pues éstos van a cumplir distintas funciones a lo largo de toda interacción.

(1) a. hay tareas muchá?
  b. El profesor de mate nos dejo un trabajo para mañana y hay que hacerlo
  c. /**sho**/ **puta** yo no lo hago
 (2) a. voy a dejarla hasta su casa
  b. /sho/ decile
     hay premio?
  a. **a huevos**

Parto pues, de la idea de que el estudio de los marcadores discursivos debe darse tanto desde una perspectiva textual como desde una perspectiva interactiva y pragmática para poder observar y explicar las distintas funciones que cumplen estas unidades lingüísticas en la marcación del discurso. En este trabajo pretendo corroborar la perspectiva interactiva puesto que el estudio supone explorar cómo determinadas unidades discursivas de uso frecuente en el habla adolescente se van, por un lado, delimitando por el significado de sus componentes que van funcionando como marcadores discursivos, ya que desde la perspectiva interactiva los marcadores discursivos en el habla coloquial son relevantes tanto en lo que dicen como en lo que no dicen, viniendo así a ser guías para el proceso inferencial del oyente. Por otro lado, voy a distinguir entre las tareas de los marcadores las funciones de control de la actividad interactiva y otros tipos de valores modales dentro de los rasgos juveniles.

[Stenström Anna-Brita]
Farid Aitsiselmi, *The multilingual lexicon in French teenagers"" talk*

Youth talk is well-known for drawing on the transformations that standard words undergo in the production of new lexical items but also on loan words from various languages with which the speakers of this variety may have been in contact. French teenagers and young adults of migrant origin living in banlieue housing estates with basic education and little hope for employment have created their own means of communication known as Langue des cits, Langue des banlieues or la Tchatche. But this language of underprivileged suburb protest has quickly spread to the rest of the younger generation and it now appears regularly in the media such as films and television.
On the basis of a corpus constituted from recent French dictionaries, this paper analyses the various processes of lexical creation in French youth talk. The first part deals with the various morphological processes inherent to the French linguistic system and the second with be devoted to the multilingual origin of the words in the lexicon. The origins of the lexical items of a language provide us with interesting insights into the creativity of its speakers but also into the various linguistic groups who have contributed to its lexicon. It is hoped that this paper will initiate a discussion on the similarities or differences in the processes of lexical creation in youth speak across various languages.

[Stenström Anna-Brita]
Argiris Archakis & Dimitris Papazachariou, *Prosodic patterns in identity construction: evidence from Greek female adolescent conversational narratives*

In this paper we investigate the role of prosodic means in the construction of social identity. For this purpose, we examine the prosodic devices with which female adolescents in Greece construct their identities in the course of their conversations. Drawing on the broader framework of Discourse Analysis and Sociolinguistics as well as on recent developments on the theory of prosody and on the social constructionist paradigm, our paper follows the line of research that focuses on situated analysis of identities (Androutsopoulos & Georgakopoulou, 2003; Cheshire, 2000; Couper-Kuhlen, 2001; Couper-Kuhlen & Selting, 1996; Stenstrm et al., 2002 ; among others). We illustrate our points using data from a corpus based on a large-scale research project on everyday interactions among youth groups in Patras , Greece . Our data consist of five conversations of about one hour each. We have extracted about 80 narratives recounted by9 middle-class female adolescents, members of 5 different groups of friends, to 5 researchers.
Analysing these conversational narratives, we concentrate on about 250 instances of *direct speech* mainly found at climax points. Using the *praat software* we measure prosodic features like speed and intensity. We argue that these prosodic features differentiate direct speech instances representing the voice of various figures (e.g. teachers, parents, close friends, classmates). Using statistic tests we find out those direct speech cases that exhibit salient prosodic differentiation. We then analyze qualitatively those cases taking into account the way narrators manipulate their footing (Goffman 1981) in relation to identity characteristics (e.g. +/- authority) of the represented figures in the story, thus projecting aspects of their own identity (Johnstone 1987). By analysing both quantitatively and qualitatively the discourse functions of these prosodic features, which act as contextualization cues (Gumperz, 1982), we aim to stress the dynamic nature of identity construction in the narrative context.

[Stenström Anna-Brita]
Elaine Chun, *Style and Negation among Korean American Female Youths in Texas*

This paper describes how four Korean American female high school students in Texas used marked English negation features as part of a local youth style. These features, used primarily in acts of critique or emphasis, included (1) present tense copula *aint*, (2) third-person *dont* (e.g., *He **dont** look that good there*), (3) multiple negation (e.g., *I did**nt** say **nothing** about it*), and (4) uncontracted auxiliaries (e.g., *am not, cannot, do not*). In many mainstream American settings, the first three features are commonly and stereotypically associated with African American English or Southern American English (AAE/SAE), while the fourth is sometimes ideologically linked with Hyper-Standard English (HSE). This paper thus addresses the stylistic bricolage (Hebdige 1979) these girls engaged in as they drew on features potentially viewed as belonging to social out-groups (Rampton 1995).

My analysis is based on 4.7 hours of transcribed recordings collected during 15 months of ethnographic fieldwork. I focus primarily on two group dinner conversations and interviews, during which participants used 11 instances of *aint* (9% of 121 possible uses), 15 instances of third-person *dont* (31% of 49), 14 instances of multiple negation (13% of 111), and 27 instances of uncontracted negative forms (7% of 397). By comparing sentences that have these features with those that do not, I suggest that the first two features often conveyed negative affect as typically present in critique (e.g., *But her face **aint** pretty; She **dont** know what shes doing*), while the latter two often provided emphasis (e.g., *Theres Buddhists around and they do**nt** do **nothing** about them; But you **cannot** tell anyone, I swear*). I demonstrate how these girls local style drew on features that were motivated by their immediate pragmatic goals and mediated by circulating ideologies that stereotypically link certain kinds of AAE/SAE speakers with affectively negative or emphatic pragmatic acts. In addition, the marked status of AAE/SAE and HSE in this local community may have allowed features from these varieties to be used for marked affect and emphasis. The paper also uses discourse analysis to illustrate how the social and pragmatic meanings of stylistic features emerged in interactional moments.

This paper addresses several complex dimensions of style. First, it suggests that styles are dynamic products that often incorporate out-group language features as part of an in-group, local style, often making ambiguous whether particular features can be regarded as authentic or inauthentic to a speaker. In this particular setting, notions of authenticity were further complicated by these girls identities as Southerners, but non-SAE speakers, and as members of ethnically diverse social networks that included AAE-speaking African Americans. Second, I illustrate how a pragmatic level of stances, acts, and activities (Ochs 1992) mediates circulating stereotypical images of out-groups in the constitution of speakers habituses (Bourdieu 1977) and in-group identities. Third, I suggest that an examination of broad patterns of style features can benefit from analyzing moments of discourse, given that it is at this level that speakers negotiate the social meanings of features, for example, as authentically styled or inauthentically stylized.

[Stenström Anna-Brita]
Eli-Marie Drange, *Anglicisms in the informal speech of Norwegian and Chilean adolescents*

In my Ph.D. project I am working with two corpora of adolescent language, one from Oslo, Norway, called the UNO-corpus (www.uib.no/uno), and one from Santiago, Chile, which is part of a corpus called the COLA-corpus (www.colam.tk). Both corpora consist of informal language taped by the adolescents themselves without the presence of the researcher. In this paper, I will compare the use of Anglicisms in the informal speech of Norwegian and Chilean adolescents. The concept of Anglicisms in this context refers to words or expressions of English origin, or which seem to be of English origin, used in Norwegian or Spanish informal language. The use of these English loanwords is often criticized by scholars and the media alike, who fear a massive negative influence from English on both Norwegian and Spanish. Since adolescents often are criticized for using many English words unnecessarily, it is interesting to study how English is used in informal adolescent speech.

Even though the influence from English is a common topic, there are few studies of the influence from English in informal speech. In Spain, Gmez Capuz has studied Anglicisms in adult informal language (Gmez Capuz 2000), but, as Gmez Capuz also says, little is known about the state of Anglicisms in Chile and in the rest of Latin-America (Gmez Capuz 2000). In Norway, most of the studies of Anglicisms have been done on written language, as the study of Graedler (Graedler 1998).

I will also discuss the functions of the Anglicisms in the receiving language by applying the functional theory of Halliday (1978). Halliday mentions three main functions of language: the ideational, the interpersonal and the textual. The ideational function is the most common and accepted function and refers to words used to designate new objects or phenomena. The third function, the textual function, creates variation in the text and, as mentioned by Rodrguez (1996), an Anglicism can be used to simplify a word, to be more precise or to clarify the message.

[Stenström Anna-Brita]
Jolanta Legaudaite, *Similarities and Differences between Slang in the Kaunas and the London Teenagers' Speech*

The purpose of the current paper is to describe similarities and differences with regard to the use of slang by the Kaunas and London teenagers as represented in *The Corpus of Kaunas Teenage Language* (COKT) and *The Bergen Corpus of London Teenage Langue* (COLT). The study shows that both the Kaunas and the London teenagers identify themselves and their groups by using slang. Thus, when they adopt or reject certain actions and choices, they do so by using slang, exhibiting subjective or collective feelings of identity.

The similarities of the teenage slang in COKT and COLT give rise to the following conclusions: (a) teenage slang is a psycho-social phenomenon, which can be analysed as linguistic and psycho-social marker of adolescence; (b) it represents three major categories: pure, dirty and name-calling; (c) slang in the teenage subculture exhibits gender based differences influenced by psychological, social and cultural factors; (d) psycho-social factors, such as gender and age, influence the creation and function of gender-specific (boys and girls) slang and age-specific (early adolescence, middle adolescence and late adolescence) slang; (e) the prevalence of boys slang contributes to the masculine characteristics of slang, while the dominance of middle adolescence slang leads to the belief that teenagers aged 14 to 16 are most

creative; (f) the psychosocial factors that stimulate teenagers emotions of love, hate and humour affect the use of slang, which results in its psycho-social categories: sexual, offensive and humorous slang.

The differences of the Kaunas and London teenage slang focus on the following assumptions: high-density networks and cultural difference in the sense of collectivism mark the dominance of slang in the Kaunas teenage subculture. The cultural difference also results in a socialisation process through which the teenage vernacular in Kaunas is influenced by the Russian and the American English cultures, which greatly affect the formation of slang. The study shows that in Kaunas the early adolescents (aged 10-13) are the most active users of slang totally speaking

[Stenström Anna-Brita]
Vally Lytra, *Processes of language choice and identity construction: The case of a multilingual peer group in a Greek primary school*

Sociolinguistic studies of language choice in multilingual/multiethnic sites have moved away from investigating the one-to-one correspondence between the use of a particular language and an ethnic or cultural identity towards a more dynamic conceptualisation of the role of language(s) in processes of identity construction. In this context, identities are not seen as static category-bound descriptions of who participants *are* but as constructed in talk where they can be negotiated, contested or redefined to suit the participants local interactional projects (Androutsopoulos & Georgakoulou 2003; Antaki & Widdicombe 1998).

In this paper, I will explore processes of language choice and identity construction among a multilingual peer group consisting of majority Greek and minority Turkish speaking children of Roma heritage in an Athens primary school. In particular, I will examine fleeting instance of crossings to and stylisations of Turkish by majority Greek children, a language that does not demonstrably belong to them, in peer talk (Rampton 1995). I will show that majority Greek children make more or less strategic uses of Turkish to (re-)create existing social identities but also experiment with novel ones. I will discuss these processes of language choice and identity construction by drawing on discourses on national identity, linguistic minorities and immigration in wide circulation in contemporary Greece . I will attempt to link these broader discourses to the ways they are played out in the local contexts of the neighbourhood, the school and more importantly in the peer group.

[Stenström Anna-Brita]
Juan Antonio Martinez-Lopez, *Análisis pragmático de algunas expresiones fijas del lenguaje juvenil*

Uno de los rasgos más característicos del denominado lenguaje juvenil es el léxico. Como ocurre en todo argot, el lenguaje es concebido como una herramienta que unifica el grupo, a la vez que excluye a todos los que no reúnen los requisitos para pertenecer a dicho grupo.

Ya situándonos en el lenguaje juvenil, se observa cómo en el ámbito del léxico aparecen continuamente expresiones fijas de diferente estructura y función. Dichos neologismos hay que verlos no solo en el campo de la lexicología, sino que es necesario adentrarse en el ámbito de la pragmática a fin de ver lo que se viene denominando la función comunicativa de las unidades fraseológicas.

Para adentrarnos en el estudio de estos aspectos, tomaremos como corpus de trabajo algunas de las expresiones fijas utilizadas por los jóvenes de Madrid y recogidas en el corpus COLA. Para el desarrollo de este análisis pragmático se tendrán en cuenta, lógicamente, los contextos en que dichas expresiones se circunscriben, que serán en muchos casos fundamentales para aclarar tanto el significado como su función (intensificadora, saber compartido, etc.).

[Stenström Anna-Brita]
Janet Spreckels, *Gender identity construction among German teenage girls*

Research on youth language is very often also research on youth identity. Recent research literature in the field across different countries has shown that the question of identity negotiation is *the* crucial question of adolescence (cp. Androutsopoulos & Georgakopoulou 2003). In postmodern society, the individual has the choice between a large number of very different identities. Giddens (1991: 81) sums up this situation, which can be seen as an opportunity and a burden at the same time, with the catchy phrase: [W]e have no choice but to choose. Even a rather stable concept such as gender identity has lately become a field of negotiation and, thus, of insecurity for the individual.

Drawing on a group of German high-school girls, I want to show how the negotiation of their female gender identity is omnipresent in their everyday interactions and highly problematic. The paper addresses a number of linguistic resources (lexical, prosodic, phonological aspects) these girls make use of in order to express and construct their gender identity. Since the question of the self is always intertwined with the question of the other, the paper focuses on the disaffiliation of various social out-groups the girls deal with in their interactions. I intentionally chose a group of girls because in German youth research for many years the focus has been on male adolescents. Since identity construction is a universal phenomenon, it will be interesting to compare the respective characteristics of this task across different languages, countries and peer groups. The data I will discuss in this paper is derived from a larger ethnographic

discourse analytic study of a group of German high-school girls interactions outside the school framework. Via the participant observation I conducted for more than two years, I was able to collect a large corpus of the girls everyday communication.

[Stenström Anna-Brita]
Klaus Zimmerman, *An outline for a comparative study of adolescent speech varieties in the Spanish speaking world*

Special varieties of the speech of adolescents and young people seem not to be an universal phenomena but arose in special socio- economic conditions in the second half of the 20th century. But since they have been generated in nearly every speech community of modern societies. Very little studies exist of comparing the linguistic mechanisms of variety constitution in each speech community. Pilot studies reveal some common features but differences too. Another dimension of comparing features is that of the same language but in different regions, especially in pluricentric languages. Here we have basically the same linguistic material at disposition, but different sociological contexts which influence the concrete shape of the varieties and supposedly different functions according to the situation of young people. In my paper I will give an outline of the dimensions and research methods of those diatopic-comparative studies in the Spanish- Speaking countries. To do this, I will treat theoretical aspects of genesis and status of these types of varieties, too.

PANEL

Hao Sun & Daniel Z.Kadar, *Chinese institutional discourse(s)*

The aim of this panel is to fill a long-felt gap in communication, discourse and culture studies by providing descriptive account s of Chinese institutional interactions in different contexts. In spite of growing interest in institutional talk in recent years, researchers have primarily focused on languages and cultures in so-called Western societies. As interactions and cultural exchanges between Western countries and China increase in an expanding global economy, Chinese institutional discourse has gained new significance.Whether institutional discourse is perceived as organizational talk or interpreted as a variety of speech events defined by collectively determined cultural norms, successful cross-cultural communication in institutional discourse requires understanding of key issues such as institutional roles, sociocultural norms and discourse conventions. Specifically, this panel has a twofold aim. On the one hand, the panel contributes to the latest developments in discourse analysis, c onversation analysis, critical discourse analysis, pragmatics, and cross-cultural communication studies, offering insights based on Chinese discourse data. On the other hand, the panellists present applications of different analytic tools, addressing methodological issues that are of central concern and relevance to the theme of the forthcoming conference.
Examining Chinese discourse in both contemporary contexts (including intercultural settings such as Hong Kong) and old China , the panellists apply different theoretical perspectives including c onversation analysis, critical discourse analysis, cross-cultural pragmatics, the ethnography of communication, historical pragmatics, politeness theories and interdisciplinary approaches. All the studies, nevertheless, share a common interest in the exploration of manifestation of cultural features of Chinese discourse andthe intersection between institutional discourse and particular features of Chinese interactions. The presentation of the unique data collected in various settings and the adopted analytic methodologies will interest specialists inChinese linguistics as well asscholars conducting research in institutional discourse or sociocultural aspects of communication.

Contributions

[Sun Hao]
Daniel Zoltan Kadar, *Power and (Im)Politeness in Traditional Chinese Criminal Investigations*

Due to recent developments in critical discourse analysis (CDA) and forensic linguistics (FL), the theories regarding utilisation of language in police interviews and courtroom interactions have been refined, cf. Cotterill (2003), Gibbons (2003), and Thornborrow (2002). Researchers argue that even in the considerably authoritative police questioning process and courtroom settings, language is a means that not only serves the maintenance but also the redistribution (Bourdieu 1991) of power, i.e., possible resistance against authority. It is a generally accepted view that (im)politeness is one of the most important tools in struggles for power in courtroom trials, cf. Lakoff (1989), or Kurzon (2001).
The aim of this study is to apply CDA and FL theories to the linguistics examination of traditional Chinese criminal investigation(s) (TCCI), i.e., the process of interrogating suspects in imperial China in the period spanning the period

from the Ming dynasty (13681644) through the Qing dynasty (16441911).[1] In the course of analysing TCCI, particular attention is devoted to the study of traditional Chinese (im)polite formulae and their role in criminal investigations. TCCI and its institutional (im)politeness are of relevance to both CDA and FL, since their examination can show how language and (im)politeness are utilized in attaining discourse goals in historical Chinese legal settings, which differ enormously from the well-studied modern Western ones. Besides, TCCI is a hitherto regrettably understudied topic. Notwithstanding the pivotal place occupied by traditional Chinese law amongst the legal traditions of the world (Katz ed. 1986), traditional Chinese courtroom language has not been studied in any detail by historical pragmaticians or forensic linguists. Furthermore, while traditional Chinese law has an extensive sinological literature, such works only touch upon, if discuss at all, its language.

In the first part of this study I aim to reconstruct the general institutional characteristics of TCCI. As discourse extracts demonstrate, in TCCI language resources, in particular the application of (im)polite formulae, were unequally distributed between the magistrates (i.e. judges) and the suspects/witnesses, even though traditional Chinese penal law laid emphasis on the fairness of investigations, cf. MacCormack (1996). In other words, while in TCCI the magistrates had to maintain the official tone of the interrogation by applying judicial formulae, they could utilize impoliteness whenever it was necessary to put pressure on the suspects to detect the truth; the suspects, on the other hand, were institutionally, and if needed physically, forced to respond to the judges politely by applying honorific formulae. This unequal situation was rooted in the fact that officials represented imperial power and majesty in the strongly hierarchical traditional Chinese society.

In the second part of this study I aim to show that the real work of language in TCCI was more complex than shown in the first part. I analyse the so-called *ne* Zhou trial as a case study, a notorious court case where the skilful rhetoric of an eloquent woman could all but break down the entire process of imperial jurisdiction. The discourse extracts of this trial not only prove the claim that in TCCI interactions power could fluctuate, but they also demonstrate that (im)politeness as a discourse resource (Kadar 2007) plays a fundamental role in the struggle to gain power in the course of criminal investigations. As the analysis shows, even in TCCI, which was a very autocratic institution compared to modern Western police investigations, the suspects could apply practically every (im)politeness formula/strategy which was available for the magistrates. This fact also queries the applicability of Heydons (2005) recent theory of the language of police investigations to TCCI discourses, according to which many discourse resources are inherently pre-allocated to the interviewing officers.

In this study, I apply CDA and conversation analysis as basic methodologies, and also use historical pragmatic analysis (Culpeper and Kyt 2000, or Jucker 2000) to reconstruct the characteristics of TCCI discourse(s) from literary texts. The corpus of research is the so-called traditional Chinese vernacular or *baihua* (lit. clear-speech) literature.

[Sun Hao]

Kang Kwong Luke, *Electronic Medical Record Keeping and Doctor-Patient Interaction: An Analysis of Medical Consultations in Hong Kong*

The introduction of electronic medical record keeping (EMR) in health care systems in recent years has meant that computer use has become a regular feature of medical consultations in many parts of the world. One important question that has been raised in this context is: what are the effects of the use of computers on the quality of doctor-patient interaction? Many studies have been carried out on this issue, but the answer is far from clear. Investigations of doctors and patients perception of computer use and self-rated levels of patient satisfaction have yielded either positive results that underlined the benefits of EMR-keeping or neutral results that showed no effect (Ridsdale and Hudd 1994, Solomon and Dechter 1995). However, researchers in other studies have found possibly negative effects, particularly in terms of the promotion of patient-centred practices, i.e. strengthening patients active participation during consultations (Greatbatch et al 1995, Margalit et al 2006).

In the present research, 30 medical consultations conducted in Cantonese were videotaped at a family clinic in Hong Kong. The recordings were put through a series of quantitative and qualitative analyses. In the quantitative analysis, doctors and patients verbal as well as non-verbal behaviours were coded using the Roter Interaction Analysis System (RIAS), a coding scheme developed by Debra Roter of the JohnsHopkinsUniversity for the identification of patterns in verbal and non-verbal behaviour during doctor-patient interaction. While a positive correlation was found between degree of computer use and the giving of medical information and information about therapeutic regimen by the doctors, there was a negative correlation between computer use and the amount of social talk with patients. Transcripts of the medical consultations were then examined using Conversation Analytic techniques, with special attention being paid to the ways in which patients concerns were voiced in the course of the medical consultations. A close analysis of the data revealed that apart from opportunities opened up through doctors use of invitation formats (e.g. Alright, anything else?), patients had at their disposal ways of initiating concerns. One interesting way in which this is done is to have as-yet unvoiced concerns verbalized in the course of doctors extended periods of silence when keyboarding or gazing at the computer screen.

It is proposed that further research be carried out on different communicative styles adopted by doctors during medical consultations. Computer use may be more properly seen as a component part of doctors communicative style within the wider context of patient care and patient education.

[Sun Hao]
Yuling Pan, *Cross-cultural Communication Norms and Survey Interviews*

Survey interviewing has long traditions in Western cultures. In the United States, social surveys have become a prevalent part of American life since the 1930s (Fowler, 2002). Survey research rests on the age-old practice of finding things out by asking people questions (Tourangeau et al., 2000:1). At the heart of a survey interview is one person (interviewer) asks another person (respondent) questions following a standardized procedure for the purpose of obtaining information. Survey interviewing as a type of institutional discourse is developed based on the communicative norms of the English language and Western cultures. That is, the preferred communication style of directness, openness, and honesty in expressing one"s opinions and in reporting facts. Survey interview questions and protocols are crafted based on this communication style.

With the growth of globalization and migration, there is increasing need for conducting interviews in languages other than English in survey research. Previous studies demonstrate that formal Chinese communication is geared towards human relations and power hierarchy, and that the preferred communication style is indirectness and face-saving strategies appropriate to the power relation in a specific domain (e.g., Young, 1994; Pan, 2000). When conducting survey interviews with Chinese speakers, there will be this inherent conflict between the constraint of survey interviews and Chinese communication norms. However, there is hardly any empirical study examining the linguistic behaviour of Chinese speakers in survey interview interaction.

This paper aims to study how Chinese speakers, as compared with English speakers, behave linguistically in an interview setting. Data for this study comes from 16 English survey interviews with native speakers of English and 24 Chinese survey interviews with Chinese-speaking immigrants in the United States . With the English data serving as a baseline for comparison, the analyses will focus on the Chinese data and on linguistic strategies central to interview discourse, including question-answer patterns, topic introduction, agreement and disagreement, and presentation of ones opinions. This study, thus, investigates how Chinese speakers use these linguistic strategies to answer interview questions, to express their opinions, and to defend their positions. It also looks into Chinese interaction patterns in interview discourse and the interaction between Chinese communication norms and the basic assumption of survey interviews. Findings from this study will shed light on cross-cultural communication in the interview setting, Chinese interaction patterns in institutional discourse, as well as on challenges and issues for conducting survey interviews in a multilingual environment.

[Sun Hao]
Hao Sun, *Institutional Roles and Discursive Actdions in Transactional Telephone Calls*

As institutional talk is characteristically asymmetrical (Drew & Heritage 1992), research in institutional discourse has led to many studies on interactions involving participants of asymmetrical relationship, for example, discourse of medical encounters, discourse in the legal context or discourse in educational settings. Service encounters, however, present a different type of relation since power may lie with both parties (Cheepen 2000). In addition, although studies of telephone interactions in non-Western societies have increased (e.g. Luke & Pavilidou 2002), institutional discourse has not been a major focus for such studies.

This study examines Chinese telephone calls between customers and business or service representatives. The term transactional calls is used to refer to telephone calls made by individuals for transactional purpose (Brown & Yule 1983). Focusing on customers requests and representatives responses, this study intends to examine, on the one hand, how customers employed various linguistic and discursive strategies in presenting their requests and, on the other hand, how business or service representatives responded to customers requests (both compliance and non-compliance cases). The data of this study, which consists of sixteen naturally occurring calls in Chinese, is part of a larger set of telephone calls recorded by female native speakers of Chinese in China . For comparison purpose, fifty-two comparable American English service calls are drawn upon for brief discussion, as comparison of similar activity type (Levinson 1983) and institution roles provides solid ground for studies of discursive actions.

This study draws on several theoretical perspectives since analytic lens from one single paradigm is often inadequate to capture the issues involved or account for the patterns observed, as pointed out by Stubbe et al. (2003) and Lakoff (2001), for example. The examination of both request and compliance in action provides a contextualized, interactive analysis of sociopragmatic patterns of requests in Chinese, which has hitherto been largely based on survey studies or Discourse Completion Test (e.g. Hong 1998; Zhang 1995), with the exception of Pan (2000).

The findings of this study indicate that participants perceived power status vis--vis each other played a pivotal role in the shaping of the discursive actions and the interactional features manifested in the data although both callers and callees discursive actions were determined to a large extent by their institutional roles. While Vinkhuyzen & Szymanski (2005) found in their study of service encounter in English that customers interrogative requests made it harder for service agents to present a non-granting response compared with self-oriented declarative requests, such a distinction did not seem to constitute a major factor in the Chinese cases examined. Instead, the data demonstrated that service staff presumed to hold certain superiority over customers, as was reflected in both their linguistic choices and

interactional features. Such a pattern lends support to Thornborrows (2002) observation that power relations emerge in the interplay between participants locally constructed discursive actions and their institutional status.

PANEL

Polly Szatrowski, *Japanese storytelling in casual conversation, animation narratives, and university lectures*

This panel analyzes Japanese storytelling in 3 genres: casual conversation, narratives of an animation, and university lectures. The papers focus on the connection between the storytelling and the preceding and subsequent discourse, the interaction between story teller and story recipients, verbal devices, and nonverbal movements and gestures. This panelsheds light on how stories are created by comparing across genres andcontributes to the growing body of research on Japanese storytelling in interaction.

Contributions

[Szatrowski Polly]
Chisato Koike, *Who is the storyteller now?: An analysis of story recipients' participation in joint storytelling*

Storytelling in talk-in-interaction is ordinarily conducted in such a way that one teller relates a story to unknowing story recipients. In multi-party talk-in-interaction, there are cases where two or more participants who have shared knowledge about a story source tell a story together. This study investigates the way in which two or more storytellers and their story recipients achieve concerted participation during emerging storytelling, focusing on the story recipients activities. More specifically, it examines how story recipients organize their participation moment-by-moment in terms of talk, gaze, and body movements when two or more storytellers alternate tellership. Previous studies on storytelling by co-tellers in conversations have discussed how stories were collaboratively produced by more than one storyteller in terms of the storytellers (Eder 1988, Mandelbaum 1987, Lerner 1992, Sacks 1992). However, until now, few studies have examined what unknowing story recipients are doing while two or more storytellers relate their shared experiences (C. Goodwin 1981, Karatsu 2004). Building on these previous studies, I define joint storytelling as storytelling where two or more storytellers who have shared experiences collaboratively tell a coherent story alternating tellership. This study clarifies how story recipients ratify two or more cooperating or competing storytellers, align themselves with the storytellers, and participate in storytelling, focusing on story recipients activities during joint storytelling. Using storytelling data from videotaped natural and spontaneous face-to-face conversations between native speakers of Japanese, I show how story recipients closely monitor the cooperation or competition between two or more storytellers, and how story recipients dynamically modify their alignment with the storytellers moment-by-moment. Story recipients carefully monitor who will become co-tellers at the onset of storytelling and who is telling a story at the current moment during storytelling, and shift their gaze and/or provide responses that influence the current storyteller. I also demonstrate how story recipients can actively cause a shift in tellership by redirecting their talk and gaze from one storyteller to another. Story recipients activities during storytelling sequences are not limited to merely providing minimal responses such as un yeah. Story recipients can also influence which storyteller will speak next by asking a question to a storyteller who is not currently speaking. Moreover, I argue that participation between storytellers and story recipients in joint storytelling must be examined in terms of not only talk but also gaze and body movements. Because there are two or more potential and competing storytellers throughout joint storytelling sequences in multi-party interactions, it is crucial to examine to whom participants talk is addressed by analyzing their gaze and body movements in order to describe the whole picture of joint storytelling participation. My research on joint storytelling sheds light on the interaction between two or more potential storytellers and their story recipients by elucidating how story recipients participation brings about different interactional consequences within extended sequences in multi-party talk-in-interaction. It also addresses the issue of how knowing participants and unknowing participants share and re-share experiences within the social practice of storytelling in order to develop their interpersonal relationships.

[Szatrowski Polly]
Polly Szatrowski, *Gestures used in Japanese storytelling in a casual conversation, animation narrative, and university lecture*

In this paper, I compare the use of gestures in Japanese stories told in a casual conversation, animation narrative, and university lecture, and address the following questions: 1) how does the use of gestures differ in storytelling in the three genres, and 2) what may account for these differences. The data for this study come from an animation narrative and

casual conversation between 2 women each in their twenties and a university lecture given by a female professor in her thirties to approximately 100 undergraduates.

In my analysis I apply research on the use of 1) *iconics*, gestures that represent a concrete event, object or action which is referred to in the accompanying speech, 2) *deictics* which are pointing gestures made with the index finger, hand, head, etc., and 3) *beats*, that is, small low-energy quick biphasic movements of the finger, hand, etc. which lack concrete meaning, in narratives of a cartoon (McNeill 1992), and differences in the form and functions of deictic and beat gestures in Italian and Japanese conversations (Kendon & Versante 2003; Szatrowski 2002, 2006, in press) .

Results of my analysis show that storytellers used iconic gestures in all three genres, but the use of deictics, beats and emotional facial gestures varied. The storytellers and recipients used deictics to indicate shared knowledge and point to participants in the speech situation in casual conversation, deictics to point to characters in the gesture space in animation narratives, and deictics to point to objects in the speech situation, such as the board, in lecture stories. While the storytellers in the casual conversation and lecture used beat gestures for emphasis, and the professor used beat gestures to emphasize points in her story that related to the lecture, the animation narrator used abstract deictics/beat gestures to indicate the time sequence (coinciding with connectives such as *de* and, and *sore de* next, and final verb suffixes such as the gerund *-te* and conditional *-tara* forms). Finally, although storytellers in casual conversation used emotional facial gestures with assessments and quoted speech, and the animation narrator used emotional facial gestures when she quoted speech of characters in the animation, I observed few emotional facial gestures in the story in the lecture.

Differences in the use of gestures contributed to the realization of speaker and interactional goals specific to the genre. The animation narrator seemed to focus on relating information unknown to the recipient as fact, and was concerned more with the event sequence than evaluation of the events. In contrast, in the casual conversation the storytellers negotiated the tellability (Sacks 1992, C. Goodwin 1984, 1986) of their stories with their recipients, often using implicit evaluative devices (Labov 1972, Tannen 1989, Norrick 2000, Goodwin & Goodwin 1987, 1992, 2000). Finally, in the storytelling in the lecture, evaluation was more explicit and there was less interpersonal involvement probably due to the importance placed on information transfer, physical distance between the professor and students, and the large number of story recipients present in the lecture.

[Szatrowski Polly]
Yoshio Takahashi, *Relation of narratives to the lecture in Japanese university lectures*

Although there have been many analyses of narrative and storytelling in casual conversation (Labov 1972; Tannen 1984; Polanyi 1989; Maynard 1989, 1993; Norrick 2000; Lee 2000; Karatsu 2004), there have been few studies on the use of narratives in monologues such as lectures, talks and oral presentations (Takahashi 2002). In the present paper I analyze the kinds of narratives that are used and how the content of the narratives relates to the lecture in four audio recorded university lectures. Following Maynard (1989), I define "narrative" broadly as a series of expressions that indicate a story that is not in the "here-and-now world."

It is essential to analyze narratives in context because, as Maynard (1989) and Lee (2000) have demonstrated, narratives are embedded in discourse and their characters and functions are highly context-sensitive. Building on this previous research and Naganos (1983) analysis of the macrostructure of Japanese spoken texts, I demonstrate how narratives are connected with the preceding/subsequent discourse in Japanese university lectures. I classified the narratives in my data into the following three types based on the position of the narrative in the discourse: Topic/problem Introducing Narratives, Supporting Narratives and Standalone Narratives.

In Topic/problem Introducing Narratives, the professor introduced a subsequent topic for or provided a problem to be interpreted in the subsequent lecture. For example, in an education lecture, the professor first told a narrative about a private argument that he had had with his wife, and then demonstrated the relevance of this narrative to education by interpreting and discussing the problems in the argument. The narrative here introduced a topic/problem to be discussed or interpreted in the lecture.

Supporting Narratives were preceded by an assessment in the lecture and provided an explanation for or gave an example related to that assessment. For example, in the education lecture, the professor gave his opinion that bullying should be prevented from getting more serious, and then gave two examples of how bullying had become more serious, in the form of a narrative. The narrative here was used as an explanation or an example to support the professors assessment.

Standalone Narratives were linked neither to the prior nor subsequent parts of the lecture, but provided explanatory content and important details for the lecture. For example, in an Eastern European History lecture, the professor described the details of how the State of the Order of German Knights was realized in chronological order, that is, as a narrative. This narrative neither introduced a topic or problem to be interpreted or discussed afterward nor an example to support a preceding assessment, but formed the very content of the lecture itself.

I conclude that narratives are more than mere digressions, and play an important role in unifying the structure of university lectures.

[Szatrowski Polly]

Fumio Watanabe, *Syntactic and semantic relations created by clausal self-repetition in Japanese animation narratives*

In this paper I analyze the syntactic and semantic relations between the preceding and repeating clauses in clausal self-repetition and suggest what motivates their use in 15 oral Japanese animation narratives. The data for this study come from narratives elicited using a 5-minute animated film . I define clausal self-repetition as repetition of the immediately preceding clause by the same speaker, with the same predicate and argument structure as the preceding clause (Tannen 1989, Watanabe 1999). There were 29 cases of clausal self-repetition in my data. (1) a. Tako ni atatta n da kedo, "It?s that (the snowball) hit the kite, but" b. atatte, "(it) hit (the kite), and" c. kowareta. "(it) broke." In (1)b, the narrator repeats the verb ataru "hit" that he used in (1)a, and both clauses share the same argument structure, that is, the snowball is the subject and the kite the object, although these arguments are not expressed explicitly in (1)b. Building on Minami"s (1974, 1993) hierarchical model of Japanese sentence structure, I demonstrate that 1) there is a greater syntactic separation between the preceding clause and the repeating clause in clausal self-repetition pairs than between the repeating clause and the subsequent clause (e.g., (1) c), and 2) the propositional content of the repeating clause belongs to a different information cluster. Applying previous analyses of event chaining (Warren, Nicholas and Trabasso 1979; Watanabe 2005), I also show that when the repeating clause is an objective or an involuntary event, it connects with the subsequent clause in a causal relation, and when it is a voluntary action it has a relation of temporal succession or coexistence. Thus, the objective event "the snowball hit the kite" in (1)b causes the event of breaking the kite in (1)c, the voluntary action of the children making a new kite in (2)b is in temporal sequence with their subsequent action of playing with it in (2)c, and the voluntary action of going home in (3)b is followed by a coexistent elaboration of the situation in (3)c. (2) a. atarasii tako o tukutta n desu ne, "it"s that (the children) made a new kite." b. Sorede karera wa atarasii tako o tukutte, "then they made a new kite, and" c. mata asonde ta n desu kedo, "it?s that (they) were playing again, but" (3) a. ano kaeru no. "well, it"s that (the family) went home." b. De kaeru toki, "and, when (they) went home," c. otoosan ga kuruma o unten-site, "the father drove the car, and" I conclude that clausal self-repetition has the effect of making the propositional content of the original clause more marked in the discourse because the original clause is a sentence-final clause or a more independent subordinate clause than the repeating clause. I also suggest that narrators use clausal self-repetition in spontaneous oral narratives for semantic relations that tend to be expressed with conjunctions in the written language, in order to lessen their cognitive processing load.

PANEL

Irma Taavitsainen & Andreas Jucker, *Historical corpus pragmatics: Methodology and case studies*

In recent years the empirical branch of corpus studies with corpus linguistic tools has become more prominent in pragmatic research. Some research questions lend themselves readily to such methods of investigation. For instance, research on discourse markers and address terms is based on lexical items easily retrievable by corpus tools, and electronic corpora are routinely used for such research questions. In contrast, some other areas pose serious methodological problems. If there is no one-to-one fit of form and function, the task of corpus-based study becomes more complicated and methodological solutions must necessarily be more innovative. For example, speech acts have turned out to be resistant to large corpus-based searches. They can only be traced if they are sufficiently routinized or co-occur regularly with a specific illocutionary indicating devices (IFID) like performative speech act verbs. A recent study on apologies in current British English, in the 100-million-word British National Corpus, proved the possibility of large scale corpus assessments with highly routinized speech acts (Deutschman 2003). Other speech acts, or even apologies of past periods, may be very different, and the question of hidden indirect realizations of apologies in unconventional forms remains unsolved. Historical pragmatics occupies a place at the crossroads between pragmatics and historical linguistics. A large range of electronic corpora are available for historical pragmatic studies in English; both general-purpose corpora and task- or genre-specific corpora, and even corpora compiled for pragmatic research tasks. Pragmatic annotation is already under development. In the future, pragmatically annotated corpora will open up new avenues, but the work has only just started, is labor-intensive and can cover fairly small samples of text only. Large literary corpora are now available by Chadwyck-Healey and provide potentially interesting material, but problems of methodology for pragmatic research tasks are more pronounced when using these corpora. Empirical studies on computerized corpora form the main trend in English historical linguistics to the extent that studies on diachronic form-to-function mappings always rely on electronic corpora. Diachronic studies of function-to-form developments often adopt a top-down approach as their point of departure and rely on lists of lexical items to be studied in their historical context. These lists are compiled on the basis of earlier research. Other pragmatic research tasks have started to attract more attention and proved more demanding. For example, diachronic corpus-based speech act studies have recently been conducted by several researchers, joint projects are being developed, and methodological solutions are being investigated. In this seminar we want to present research that suggests ways of exploiting corpora for historical

pragmatic research tasks and illuminate them with case studies relying on various corpus-methodological solutions. Possible topics might include speech acts, implicatures, address terms, discourse markers, and historical discourse analysis.

Contributions

[Taavitsainen Irma]
Dawn Archer, *'Key' socio-pragmatic forms in plays and trial proceedings (1640-1760): An empirical approach via corpus annotation*

According to Jacobs and Jucker (1995), there are two basic approaches to studying change in pragmatic phenomena over time (i.e. diachronic pragmatics):
1. pragmalinguistics (=form to function); that is, tracing how a particular form (such as a pragmatic marker) has undergone functional change. As such, pragmatic theory is often blended with semantic theory and cognitive theory within this approach.
2. sociopragmatics (=function to form); that is, tracing how a particular function has changed the form(s) it employs. Function to form studies have considered speech act functions, politeness, swearing, arguing and genres. Not surprisingly, pragmatic theory tends to be influenced by social theory within this approach.

Of course, the differences between these two approaches are not clear cut: many papers, whilst they might emphasise one approach, also do something in relation to the other.

In this paper, we introduce a third approach to sociopragmatics, and one which is made possible by the *Sociopragmatic Corpus* (henceforth SPC). The SPC is an annotated sub-section of the 1.3 million-word *Corpus of English Dialogues 1560-1760*, and consists of two text types - plays and trial proceedings - which offer interactive, face-to-face, speech-related data, with only a minimum of narratorial intervention. The SPC covers three of the five sub-periods of the CED (1640-1760) and totals 245,091 words. As this corpus has been heavily tagged (i.e every part of the dialogue has been supplied with annotations that indicate various characteristics of the speaker and the addressee with whom they are interacting (e.g. gender, status, age, role), we can easily retrieve the speech of particular social dyads (for example, all the speech addressed by male low status servants to female high status mistresses) (see Archer and Culpeper 2003, for more detail).

The first step of our investigation will be to identify linguistic material that is statistically characteristic of particular constellations of social categories relative to other constellations of categories; in other words, we identify the keywords and expressions or those constellations. The term keyword is not to be confused with lexical items that are key because they are of particular social, cultural or political significance. Rather, it refers to statistically-based style markers. In the context of corpus linguistics, the notion of the keyword and the practice of keyword analysis has been developed and popularised by Mike Scott, through the *KeyWords* facility of his program *WordSmith Tools* (1999. Culpeper (2002) has already applied this methodology to characters in Romeo and Juliet, and Archer (2006) to nineteenth century trial texts. Based on analyses of other material, we can expect to see differential distributions of personal pronouns, interjections, imperatives verbs, politeness formulae, and so on. Our final step will be to undertake a qualitative analysis of our quantitative results, scrutinising that material for pragmatic import. Time permitting, we will also briefly explore how pragmatic material can be revealed through key parts of speech and key semantic fields.

[Taavitsainen Irma]
Helen Bromhead, *"Yes, verily, and in truth, you shall take it" -- Truth-focused expressions in 16th &17th century English*

The discourse of 16th and 17th century English is filled with adverbial and exclamatory expressions which vouch for the truth of the speakers words for example, *forsooth, verily, surely, by my troth* and *in faith*. This group of confident- and certain-sounding expressions can be contrasted with the large group of epistemic adverbs in modern English (e.g. *probably, conceivably* etc.) which express lack of confidence on the part of the speaker (cf. Wierzbicka 2006).

This study is based around the hypothesis that a change in the ways of thinking in the English speaking world took place through the influence of the British Enlightenment and its attendant empiricism (cf., e.g. Fernandez-Armesto 1998; Porter 2000). That is, that there was an epistemic shift from, roughly speaking, certainty to doubt in the social and intellectual climate in Anglo culture. I argue that we can see evidence for this change in Anglo ways of thinking in English ways of speaking by comparing the semantics and pragmatics of 16th and 17th century English adverbial and exclamatory expressions with meaning and use in modern English.

This group of confident- and certain-sounding expressions from 16th and 17th century English has been little explored previously, and the expressions have tended to be classed together under technical rubrics, e.g. asseverations. Thus, this project has been to find out about what 16th and 17th century English speakers meant by these expressions and in what

circumstance they used them to tease of how the semantics and pragmatics of one expression, like *by my faith,* differs from another, such as *in truth* .

To do this I use the Natural Semantic Metalanguage (NSM) semantic analysis in which meanings are expressed via reductive paraphrases (referred to as explications) using this metalanguage. NSM is a mini-language of semantic explanation, based upon natural languages. It consists of an inventory of 65 or so semantic primes, elementary units of meaning, which are expressible in all languages, and also it has its own inherent grammar. NSM has been developed over around 30 years by Anna Wierzbicka, Cliff Goddard and other researchers through cross-linguistic empirical research (cf. e.g. Goddard and Wierzbicka eds. 2002, Goddard 1998).

The analysis is supported by examples of use taken from the electronic database Literature Online, the works of Shakespeare and Thomas More, the Helsinki corpus, and the Cobuild Bank of contemporary English.

[Taavitsainen Irma]
Susan Fitzmaurice, *Developing a pragmatics for identifying implicature in the letters corpus of the Network of early Eighteenth-century English Texts*

The purpose of this contribution is to describe a pragmatics for coding implicature and inference in the letters subcorpus of the Network of early Eighteenth century English Texts (NEET). The correspondences collected within the letters subcorpus provide an extraordinarily rich body of epistolary prose as a database for pragmatic analysis. Extensive qualitative pragmatic study from relevance theoretic and Gricean perspectives have been conducted using the corpus (for example,Fitzmaurice, 2002, 2000). The corpus has thus been demonstrated to facilitate investigation of the ways in which readers conceive or apprehend a writersself-expression in a text. Examining the letters within entire exchanges or correspondences consists of connstructing a larger textual setting in which to judge the extent to which addressees were able to calculate their correspondents intentions and how they responded.

In order to expand the uses of the corpus as a research tool, specifically for quantitative historical pragmatics, it is highly desirable to develop a procedure for coding pragmatic features other than those that are routinized by virtue of their regular association with lexical expressions. The challenge therefore is to develop a coding procedure for marking implicature (utterer meaning) on the one hand and inference (interpreter meaning) on the other.

As the first step in meeting this challenge, I will present the results of a pilot project. This project involves developing a set of analytical procedures to formalize the pragmatic analysis of a specific correspondence. The courtship correspondence of Lady Mary Pierrepont and Edward Wortley has been subjected to intensive qualitative analysis. It exemplifies the ways in which cognitive and affective relevance generate meanings both intended and unintended. The resulting reading is a complex chain of implicatures and inferences. The aim of the presentation is to formalize this chain of implicated and inferred meanings for further development as a set of coding procedures. Further research will involve the tasks of testing the reliability and usability of the resulting coding procedures, and exploring the applicability ofthese proceduresin other correspondences.

[Taavitsainen Irma]
Andreas H. Jucker & Irma Taavitsainen, *Expressive Speech Acts and Corpus Methodology*

Expressive speech acts include a vast range of different linguistic realizations, from formulaic realizations on the one hand to creative and unpredictable ones on the other. Apologies and thanks, for instance, can be performed with a limited number of routine utterances: I apologize, sorry, I am sorry, thank you, thanks, I am obliged, I am grateful, and so on (see Deutschmann 2003; Jucker and Taavistainen forthc.; Taavitsainen and Jucker forthc.). Such speech acts are relatively easy to detect with current corpus methodologies. In contrast, insults and compliments, for instance, are less formulaic and more creative (Jucker and Taavitsainen 2000; Mulo Farenkia 2005). Insults depend at least to some extent on the perlocutionary effect of the utterance and compliments are often difficult to distinguish from ironical remarks. It is therefore much more difficult to detect such speech acts. Some advances have recently been made with compliment formulae that have been extracted from modern material, but it is not likely that the patterns work in historical texts. In this paper we discuss corpus-methodology and the ways of detecting expressive speech acts in computerized data on the basis of our earlier studies. We test the compliment formula in historical tagged corpora and compare the results with other types of searches and with qualitative readings. Thus we set the fairly narrow modern speech act value of a compliment (a polite expression of admiration or praise) in relation to the much wider notion of compliments (Komplimentierkunst) in seventeenth- and eighteenth-century Europe (Beetz 1990; Linke 1996). In the process we develop a corpus methodology for historical pragmatic purposes in studying various types of speech acts, and we contribute to our understanding of politeness culture in the premodern world.

[Taavitsainen Irma]
Thomas Kohnen, *Tracing directives through text and time. Towards a methodology of a corpus-based diachronic speech-act analysis*

Among the major problems of a corpus-based diachronic speech-act analysis are the retrievability of speech acts and the assessment of their development in time. We do not know (and thus cannot access in a corpus) all the manifestations of a particular speech act in a past period (for example, the different ways of making a request in Old English) and, if we trace the development of one particular manifestation (for example, imperatives), we cannot tell whether a decrease or increase in that manifestation applies to all the other manifestations as well. Thus a comprehensive quantitative and qualitative diachronic analysis of speech acts seems extremely difficult.

In my presentation I will give an outline of a methodology of a corpus-based diachronic speech-act analysis which aims to cope with these problems. The analysis starts with a particular text type (for example, sermons or letters), its functional profile and a particular class of speech acts (for example, commissives or directives; see Searle 1976). An empirical analysis ("by hand") of a limited diachronic corpus containing samples of the text type reveals a preliminary inventory of different manifestations of the speech acts and their development. These manifestations and their distribution are then tested in larger corpora. In a second step, several text types and their typical manifestations are compared and tested in larger corpora. The outcome will comprise a fairly detailed inventory of different manifestations, their distribution across text types and their diachronic developments. It is hoped that the final list of manifestations, which may always be "updated", will allow an analysis approaching a reasonable level of completeness and representativeness.

In this paper I will present a study of directives and their distribution in a number of text types (e.g. sermons, prayers and private letters). The data I use are taken from the Helsinki Corpus, the Dictionary of Old English Corpus, the Middle English Dictionary and the Corpus of English Religious Prose (which is presently compiled at the University of Cologne).

[Taavitsainen Irma]
Minna Nevala, *In search of my particular friends: Referential terms and expressions in Late Modern English correspondence*

Socially shared knowledge is important not only when speaking to someone directly, but also when referring to other people. Third-person reference is related to social deixis, which means shifts in the form and function of linguistic items as governed by social and interpersonal restraints (Levinson 1992). The use of reference terms involves several participant roles and usually extends the focus of interest from binary, i.e. speaker addressee, to tripartite or multiple relationships. Referential expressions may also reflect the speakers attitude towards the referent and often contain shared information on the relationship between the speaker, the addressee and the referent (see e.g. Nevala 2004).

When using annotated historical corpora, the writer-centered approach applied to the material may cause serious difficulties in the pragmatic analysis. Since corpora such as the *Corpus of Early English Correspondence* (CEEC) have been primarily designed for studies which concentrate on the writers and their linguistic ability, the background information on the informants is gathered accordingly. In my previous research on address forms, however, it became clear that any information on the recipient, apart from the writers relationship to the recipient already coded in the parameter level of the corpus, would have been extremely useful as would also be information on the social role and status of the writer/speaker and addressee. The current analysis of referential terms would require pragmatic annotation and easily searchable background information on referents as well.

The material for the current study comes from two different sources dating from the latter half of the 18th century. Firstly, I will introduce the private letters and journals of Agnes Porter (c. 17501814) who for twenty years was governess to the children and grandchildren of the second Earl of Ilchester. Her writings give a unique insight into the life and thoughts of an unmarried but employed gentlewoman in the late Georgian period. Porters letters and journals also tell us about her insecurity and her ambiguous status in the society in which she lived (Nurmi & Nevala Forthc.). Secondly, I will show examples from the correspondences of the Lunar Society of Birmingham (17651813), whose members included some of the greatest innovators of the age: Erasmus Darwin, William Small, Matthew Boulton and James Watt, to mention a few. The Lunar Society was a discussion club who met at regular intervals, and the members letters of more public nature are taken as a point of comparison for Porters private writings (Nevala Forthc.).

[Taavitsainen Irma]
Urszula Okulska, *Experiential iconicity as a driver of language change – The case of early English correspondence*

As any communicative event, letter writing can be seen as a consequence of physical and abstract phenomena in extralinguistic reality as well as of cognitive processes accompanying them in the authors mind. In this sense the discourse structure of epistolary writings reflects analogies between networks of events in the external world and ways in which they are recounted through language. Such a natural text linguistic approach (cf. Dressler 1989, 1990, 1994; Dressler, Mayerthaler, Wurzel and Panagl 1987) is adopted in this paper to account for processes of language change transmitted through the occurrences of specific discourse preferences and text macro-units in letter composition of the Middle and Early Modern English periods. From the group of several semiotic parameters that function as guidelines in observing natural mechanisms of text creation (cf. Duszak 1998), experiential iconicity (cf. Peirce 1965; Linde and

Labov 1975; Klein 1979; Enkvist 1976a, b, c, 1984, 1986, 1987, 1988) is taken as the most forceful motivator in shaping text structures and discourse patterns in early English private and official correspondence. It finds its way out in *inter alia* the selection of discoursal dominances that carry functional lines of epistolary writings, transforming the latter into iconically structured modalities. It also moulds processes of interpersonal communication by mirroring the outside world in thematisation schemata, which weave the letters discernable stages. The thematic patterns build the texts constructional scaffolding, and knit their perceptible dominant foci, thus making them distinguishable generic entities. The iconic tailoring of letter global structures is observable in natural order of narrative passages, as well as in the here-and-now perspective of reporting lines, both affecting textual micro-elements by adjusting their use to diagrammatical rules of realitytext alliances. Finally, intertextual tools that efficiently encode external reality are employed as iconic transmitters of the texts communicative values focused on maintaining the message neutrality and boosting newsworthiness of information transferred.

The research is based on private and official correspondence of the Late Middle English and Early Modern English periods from the *Helsinki Corpus of English Texts* (HCET 1991) and the *Corpus of Early English Correspondence Sampler* (CEECS 1999).

[Taavitsainen Irma]
Minna Palander-Collin, *Language of social roles in early English correspondence*

According to Fairclough (1992: 8-9) language has identity, relational and ideational functions, i.e. language carries information about who we are, how we want others to see us and how we relate to them, and finally how we see the world around us. But how precisely is this information linguistically expressed and how can identity and relational functions be studied in texts so that the results could be generalised? With corpora and corpus tools it is possible to analyse large quantities of representative data, which enables generalisations. However, to use corpora effectively, the units of analysis have to be identifiable as words or parts of words, or syntactic classes in tagged/parsed corpora. This is seldom possible in pragmatic studies where it is difficult to tie functional phenomena to a restricted set of electronically searchable units. Moreover, the general view that the classic corpus approach often provides tends to ignore the pragmatic function of linguistic units in context.

The purpose of this paper is to present a combination of corpus-based methods and socio-pragmatic analysis that provides both quantitative base-line evidence and local qualitative interpretations. I shall focus on language as an expression of the writers social roles in personal letters extracted from the *Corpora of Early English Correspondence (1418-1800)*. Reading personal letters, it becomes evident that the letter writers adopt various styles for different audiences and purposes of writing (cf. Bell 2001). These styles reflect genre and cultural conventions and the writers own social role in the situation. Moreover, the styles are composed of both conscious and unconscious linguistic elements, some of which are easily identifiable (like address terms), and some less so (cf. Bucholtz & Hall 2005).

In this study the linguistic construction of social roles has been operationalised as corpus-searchable first- and second-person pronouns, as these pronouns overtly bring the writer and the addressee to the communicative situation and presumably reflect the participant roles of the writer and the addressee. Earlier studies of sixteenth- and eighteenth-century data show that the frequencies of the pronouns vary according to the writer-addressee relationship (Palander-Collin 2006, Nurmi & Palander-Collin forthcoming). These quantitative findings will be elaborated and complemented with the analysis of the communicative functions I and YOU are involved in, paying attention e.g. to the types of processes and modality they co-occur with.

[Taavitsainen Irma]
Michi Shiina, *Pragmatic functions of vocatives in historical data: Social dynamics and the choice of vocative form*

In this paper, pragmatic functions of vocatives in the Early Modern English period will be discussed in relation to syntactic and semantic properties of vocatives, socio-cultural attributes of the interlocutors, and communicative needs of the interlocutors.

Leech (1999) points out three major pragmatic functions of vocatives: 1) to attract attention, 2) to identify the addressee, and 3) to maintain and reinforce social relationships. He maintains that those pragmatic functions are closely related to the position of each vocative in the clause structure: a) initial, b) medial, c) final, and d) stand alone. In present-day English, the default form of vocative is first name (Leech 1999: 113). In other words, in the current English speaking world, first-name is the norm, either in shortened or full form, to address people, unless the speaker wishes to add some particular implications to the utterance, such as threat, doubt, humour deference, etc. In those pragmatic situations, the syntactic position of a vocative in the clause and the semantic implications of the vocative form may suffice to explain the pragmatic functions of vocatives.

In historical data, however, social status and social roles seem to influence the usages of vocatives differently from today, and the choice of vocative form looks much wider than today to accommodate hierarchically complicated human relationships in the past. In my research, I will analyse vocatives in a corpus of selected English gentry comedies in the 17th and 18th centuries. By using the socio-pragmatic annotation system and the vocative annotation system, I will

investigate how the vocative form is chosen in relation to the social status and the relationships of the interlocutors, as well as their communicative needs in conversation. I will also reconsider the pragmatic functions of vocatives in general as discourse markers.

Theoretically, my study draws on Brown and Levinsons (1978, 1987) politeness theory, Brown and Gilmans (1960) study of address terms, and Brintons (1996) concept of pragmatic markers. I assume that a corpus-based study of vocatives in a perspective of historical pragmatics will shed some light on pragmatic roles of address terms which have been neglected.

PANEL

Alessandro Tavano, Sandrine Zufferey & Tomoko Matsui, *Acquisition of pragmatic abilities: experimental investigations*

In this panel, we propose to bring together researchers working on the processes that underlie the acquisition of pragmatic competencies as well as the possible causes of impairment that can disrupt these processes (for example the acquisition of pragmatic competencies by autistic children). In the last twenty years, the field of developmental pragmatics has gained considerable insight from studies concentrating on the acquisition of both conversational interaction abilities and on implicit meaning computation. However, recently a great deal of experimental work, with special reference to phenomena at the semantics/pragmatics interface, has sprung on both normal and impaired acquisition of specific verbal pragmatic skills such as implicature extraction (Papafragou & Musolino 2003; Noveck & Sperber 2004), presupposition calculation (Eisele, Lust & Aram 1998), metaphor and idiom comprehension (Norbury 2004), the contextually appropriate use of referential terms (Abbeduto et al. 2006). Other equally important subjects of experimental acquisition studies in pragmatics relate to the interaction between conversation abilities and cognitive maturation in shaping the acquisition of conceptual knowledge (Siegal & Surian 2004), and the role of theory of mind for language development (Bloom, 2000). One particular topic in this area which has received much attention recently is young childrens understanding of reliability of speaker/information (Clement et al. 2004). This increasing amount of experimental data on the acquisition of verbal pragmatic abilities makes the case for the need to focus on understanding and describing which cognitive processes underlie the acquisition of specific pragmatic skills.

The focus of this panel will be to confront views from people doing researches on pragmatic acquisition and impairment from various theoretical points of view (like for instance Relevance theory, cognitive semantics and discourse analysis). Our aim is to go beyond theoretical barriers in order to confront data and methodologies. Therefore, this panel will only include contributions drawing on experimental investigations on the acquisition of specific verbal pragmatic phenomena within strictly controlled designs. As well as short oral contributions, this panel will include a general discussion amongst speakers and audience on the topic of experimental designs for studying the acquisition of pragmatic competencies.

Contributions

[Tavano Alessandro]
Maria Silvia Barbieri & Laura Iozzi, *Preschoolers' use of analogies in referential communication*

In studies on the development of referential communication, preschoolers messages have often been observed to fail. They appear to produce non-conventional messages involving idiosyncratic or private meanings. In such cases, they may employ analogies based on a perceived similarity between the intended referent and the referent of the word used by the speaker.

Although the use of analogies in this context has been regarded in terms of lexical overextensions (i.e. lexical mistakes due to the erroneous categorization of the object), Clark (1978) maintained childrens analogies serve as a communicative strategy to overcome their vocabulary limitations.

Therefore, the aim of our investigation was to demonstrate that not all non-conventional messages are the expressions of idiosyncratic meanings, but that many of these messages are analogies that function to permit children to communicate in the absence of possessing a conventional name for an intended referent.

In Experiment 1, 120 children, divided into two age groups, 4;6 years and 5;6 years, were presented a classical referential communication task consisting of 13 easy sets of stimuli and 13 difficult sets of items. The children were expected to know the conventional words for the targets of the easy sets, e.g. *car*, and not to know the conventional words for the targets of the difficult sets, e.g. *blimp*. The messages produced by children were coded into the following four categories: (1) conventional messages, for which children produced the conventional word for the referent; (2) analogies, for which children produced a simile that was either explicit (e.g. *The hat that looks like a mountain*) or implicit (e.g., *The mountain*, referring to a hat of a particular shape), and (3) idiosyncratic messages for which children referred to their personal experience in order to identify the referent (e.g. *The thing that my mum buys*, in referring to a

pomegranate, (4) messages that included any other type of messages not falling into the previous categories. As predicted, children at both ages produced conventional messages to refer to easy stimuli and analogies to refer to the difficult stimuli.

In order to rule out the possibility that the use of analogies were in fact an erroneous categorization of the target stimulus, Experiment 2 involved forced classification task in which the children were given the items that had been most frequently the targets of analogical responses. These items were paired with two items belonging to the correct semantic category and with two items belonging to the analogical category used by the children in Experiment 1. For example, a *cactus* was often renamed as a *little rabbit* on the basis of shape. It was therefore presented paired with two other plants, and with two other stuffed animals. Children answered correctly in 94% of the cases. Altogether, our results demonstrate that analogical renaming does not stem from an erroneous categorization of the referent but instead serves as a communicative strategy.

[Tavano Alessandro]
Simonetta D'Amico, S. Albano, D. Marchione, E. Baumgartner & A. Devescovi, *Mental state language in the children's narratives*

In the childrens vocabulary appear early words that refer to himself and the others but we also find words concerning thoughts and feelings that children could ascribe to either social partners or the self. (Symons, 2004). Some authors (Bartsch K., Wellman H.M.,1995; Baumgartner E., Devescovi A., DAmico S., 2000) considered the production of these words as the evidence of social understanding and as a window to observe the theory of mind processes.

The aim of this study is to explore and to analyse the interaction between psychological lexicon complexity and functional language use produced by children to tell different types of stories: in particular, we intend to assess the lexicon complexity through the recursive use of the argument/predicate structure.

Subjects and procedures: 80 children subdivided into four groups of age: 3-5-7-9 years. The children told four types of stories: a traditional story (*Little Red Riding Hood*); an illustrated story (*The Snowman* Bridges,1988); a personal story and a fictional story. All the stories have been audio recorded, written out and analysed according to the international system CHILDES procedures for the Exchange of Data on Infancy Language (cfr. MacWhinney, 2000).

We identified six types of internal states:1) perceptions/physiological states; 2) emotions/affections; 3) cognitions; 4) moral judgements/duties; 5) desires/intentions/capacities; 6) communications; and four levels of lexicon complexity: A, one predicate and one argument; B, one predicate and two or more arguments; C, two predicates with one argument; D, two linked predicate/argument structures. We made qualitative and descriptive statistical analysis so as to point out the effects that age and narrative gender have on the mental state language.

We found the largest production of references to internal states in the oldest childrens stories.

The references to perceptions and communications are more frequent in all groups of age, followed by moral judgements, emotions, cognitions and desires. The largest production of references to perceptive and physiological states emerged in the illustrated stories; instead, there was a largest production of references to emotions and communications in personal stories; finally, we found a largest production of references to moral judgement in the fictional stories. The A and B levels of lexicon complexity, were mostly produced in all childrens stories, while the C and D levels were more frequent in the oldest childrens stories. In the illustrated stories we found a largest production of linguistic complexity levels, followed by traditional stories, fictional stories and personal stories.

[Tavano Alessandro]
Sergio Di Sano, *The use of common ground in preschool children''s referential communication*

In the study of referential communication development, two different aspects of the referential process have been emphasized: a) informativity, i.e. the ability to codify the relevant features that differentiate the referent from the non referents; b) adequacy, i.e. the ability to adapt the message to specific informative needs of the listener (Di Sano, 2003).

In the first line of research the role of the speakers processing of the stimulus set has been emphasized. The results show that children in the first years of school improve their ability to exhaustively compare the referent with the non referents and to produce informative messages. Some years later, the children learn, as listener, to produce specific clarification questions when receiving ambiguous messages (Camaioni, Ercolani, Lloyd, 1998).

In the second line of research, the speakers capacity to give messages adapted to the listener, i.e. messages that take into account the role of common ground, has been investigated. The results show that children between 5 and 7 years of age learn to produce messages adapted to the informative needs of the listener by using specific information about the common ground (Ackerman et al, 1990; Abbeduto et al, 1998; Di Sano, Barbieri, 2005)

Recently, research with atipically developing children has shown the importance of distinguishing between different dimensions of referential communication which depend on different cognitive and socio-cognitive abilities. For example, different profiles of disruption in referential communication performance have been found in Down Syndrome vs fragile X Syndrome children (Abbeduto, et el. 2006).

The aim of the present study is to investigate the ability to produce messages that are both informative and adapted to the listener, i.e. that differentiate between referent and non referents and take into account the common ground between

listener and speaker.

Thirty 5, 7 and 9 y.o. children participated in the experiment. They were given a referential communication task where they had to produce a message to differentiate among stimuli varying for visual (picture and colour) tactile (consistency and integrity) and visual-tactile (texture and size) features. The messages were addressed to a listener that could only see (visual condition) or only touch (tactile condition) the stimuli. In order to produce an adequate message, therefore, children had to select the appropriate pieces of information. Two different scores were calculated for informativity (the ability to encode all the relevant features of the message) and adequacy (the ability to select only the features that were adapted to the informative access of the listener in the message).

As for adequacy, the results show that 5 y.o. children have some sensibility to the common ground with the listener and this ability gradually increases between 5, 7 and 9 y.o. As for informativity, the ability to encode relevant features increases between 5 and 7 y.o. children but not between 7 and 9. At first the two abilities develop independently one from another and only at 9 y.o. appear to be correlated.

Our conclusion is that it is important to differentiate between the two referential dimensions because they involve different cognitive skills, that can have different paths and rate of development

[Tavano Alessandro]
Stanka Fitneva, *Selective Information Seeking*

A significant number of recent studies reveal that in learning situations children are remarkably sensitive to the knowledge of informants. Specifically, children attend to informants certainty, informational access, as well as their past reliability in deciding whether and whom to believe. The majority of this research has focused on childrens acquisition of conventional knowledge, such as words. The studies I will report focus on whether sensitivity to others knowledge guides childrens information-seeking behavior where the information they strive to acquire does not have a conventional character. Two studies examined childrens ability to selectively seek information after a single exposure to correct and incorrect statements. The participants were presented with partially obscured pictures. To find out what was obscured, they questioned two informants. One provided a correct response while the other provided an incorrect response. The studies compared childrens ability to selectively seek information after identifying informants as (not) very good at answering the question and after identifying whether the informants were right or wrong. We examined whether both tasks lead to selectively questioning the previously correct informant. Four-year-olds, 7-year-olds, and adults participated in both studies. Experiment 1 replicated previous findings by showing that even preschoolers could answer who was (not) very good at answering the question and direct their next question to the previously correct informant. Importantly, this happened after the informants made just one utterance. In Experiment 2, again, even preschoolers could identify the informant who was right and the informant who was wrong. However, identifying informants accuracy affected only 7-year-olds and adults subsequent information seeking. Four-year-olds were at chance in directing their second question to the previously correct informant. In sum, identifying the accuracy of informants appears sufficient to guide older childrens and adults but not 4-year-oldssubsequent information seeking. Preschoolers appear to require explicit indication that the behavior they have observed affords inferences about the mind of the speaker.

[Tavano Alessandro]
Nadege Foudon, *Longitudinal study of language acquisition in autistic children.*

Longitudinal Study of Language Acquisition in Autistic Children Nadge Foudon, ISC Lyon One of the major characteristics of the autistic syndrome is an important delay in language acquisition (DMSM-IV, 1994). The acquisition process of autistic children also differs from that of normal children in that autistic children do not seem to acquire language through immersion as normal children do but need speech therapy support. Additionally, only about half of children with autism speak as adults and their linguistic level remains lower compared to normal subjects (Howlin, 2003). Despite the importance of language in both the diagnosis and the deficits of autistic people, longitudinal studies of how language develops in autistic children do not exist. We aim at doing just such a study with a view to describing language acquisition in autistic children, and putting forward more precise hypotheses of the language acquisition delay, as well as answering other questions: - Why is language absent in 50% of autistic people? - How can we explain the severe delay of acquisition in those autistic people (first words: 38 months against 12months in normal children) who finally acquire language? - How can we explain the less severe delay of acquisition (1st words: 15 months) shown by Asperger patients? - How can we explain the fact that the time delay between first words and first combinations is identical in autistic (14 months) and SLI children; and that it is higher than in normal (6 months) and even Asperger children (11months)? There are three main hypotheses: a) The first one is that there is a dissociation between comprehension and linguistic production in autistic children, i.e., theyre linguistically competent but their linguistic deficit lies in their performance. b) Given that the autistic population suffers from a deficit in ToM (Theory of Mind), in verbal autistic children, an SLI is compounded with the deficit in ToM which explains the delay. c) Finally, autistic children might have a problem limited to ToM, as do Aspergers. However, the difference in language acquisition between Asperger, verbal and non-verbal autistics would be due to the severity of the deficit in ToM. To test

these assumptions, we will collect corpora (transcribed using CHILDES: http://childes.psy.cmu.edu) of nine autistic children at different stages of language acquisition (first words, first combinations and first phrases, as evaluated relative to mean length of utterance, i.e., respectively 1, 2 and 4). We will then compare our corpora with those of healthy children and children with SLI at similar stages of language acquisition which are available on the site of CHILDES. Additionally, we will use parents questionnaire, as well as an experimental test (borrowed from Savage-Rumbaugh et al.) to evaluate the first hypothesis. We will also do standard false belief test to assess theory of mind.

[Tavano Alessandro]
Daniela Marchione & Michael Thomas, *Analysis of intonation as a measure of discoursive abilities development in atypical populations*

Many authors think that the prosodic structure of an utterance is the index that determines the choice of the possible structure for utterance and turn. The hypothesis is that a different modulation of the tone of voice represents the way a speaker organises the discourse on-line (Halliday, 1992). Based on fundamental frequency variations, we can observe two methods for utterance implementation: a *linear complex utterance* and a *patterned complex utterance*. In the first, intonation expresses a modality that can be declarative, interrogative, jussive, and so on. The instrumental analysis of the wave shows a continuous ascending-descending line. In the second, speakers manage their tone modulation to obtain as many tone units as the pieces of information conveyed by the message. Here, the sound wave shown by the instrumental analysis appears fragmented indicating that within the same intonation profile two different tone units are produced (Crsti, 2000).
Analysis of speech wave form has been conducted on adults by Cresti (2005) who measured the variation coefficient of the following standard parameters: (1) speed (words per second); (2) mid length of the tone unit (in words); (3) types of intonational strategy; (4) fragmentation. DOdorico and Carubbi (2003) assessed child corpora and extracted intonational parameters including: (1) maximum and minimum pitch value, and (2) length of final syllable. The results indicated that all of these measures are involved in fluency control, and play a crucial role in the mastering of pragmatics aspects involved in organising linguistically and semantically coherent information for the listener.
The current work extends this research to children with Williams syndrome, a rare genetic developmental disorder notable for low general cognitive ability (IQ usually between 50 and 70) but relatively strong language development and a hyper-social personality profile (see, e.g., Morris, Lenoff & Wang, 2006). The current work provides a set of quantitative measurements concerning intonation and its variation parameters in a sample of 100 utterances from speech corpora of children with Williams syndrome, both in English and in Italian. The following measures were extracted and analysed: pitch variations (minimum and maximum), length of final syllable, utterance duration, speed (words per second), and episodes of fragmentation. The results from atypical development offer a window onto the role of prosody in the development of language abilities.

[Tavano Alessandro]
Tomoko Matsui & Yui Miura, *Not every adult speaker is trustworthy: Young children's use of multiple clues to assess speaker reliability*

While much of our knowledge is constructed and enriched on the basis of the testimony of others , we all know that information provided by others is not always truthful . From an epistemological perspective, the ability to accurately assess the reliability of testimony is one of the most significant aspects of our social intelligence . From the viewpoint of pragmatics, the hearers assessment of the trustworthiness of the speaker is seen as a crucial part of utterance interpretation, particularly in understanding the speakers propositional attitudes. Currently, little is known , however , about how this important pragmatic ability develops. A few exceptions include recent findings in developmental psychology: for example, it has been reported that 3-year-olds are sensitive to the informants knowledge states (knowledgeable vs. ignorant), when they are clearly indicated either by verbal (Sabbagh & Baldwin 2001) or behavioral means (Koenig et al. 2005).
These previous studies indicate that when making judgment about the speaker reliability, preschoolers can attend to a variety of individual clues. The question of how children make a decision when multiple clues are simultaneously available, however, has not been addressed so far. This is an important question, as it reflects a real communicative situation more directly, where multiple and conflicting clues about the speakers intention, some being explicit and others implicit, are likely to be available. Thus, our overall objective in the present study is to investigate how young children respond to multiple clues indicating speaker reliability, and to find out what type of clues they are more prone to respond to.
In the current study, we used two types of clues: person familiarity (a familiar person vs. a stranger) and linguistic indication of certainty (certain vs. uncertain). For the person familiarity clue, the mother of each child participant was chosen to serve as a familiar person in the experiment. For the linguistic indication of certainty clue, two Japanese sentence-final particles, *yo* (certain) and *kana* (uncertain) were used. Each child participant was to learn a series of novel words from two adults (mother vs. stranger or stranger vs. stranger). For each novel word, a pair of novel toys was shown as candidate referents. Each adult indicated different toy as the referent of the novel word, and thus,

provided information conflicting each other. The childs task was to choose one of the two toys as the referent of the novel word. It was expected that by default, children trust the mother more often than a stranger, and so do the person expressing certainty than the person expressing uncertainty.

We obtained several intriguing findings. When the two types of clues were conflicting each other, for example, the mother expressing uncertainty and the stranger certainty, 3-year-olds weighed linguistic clues over person familiarity, and hence, trusted the stranger more. This tendency was also shown when both speaker expressed certainty: children trusted both equally well. When both of them expressed uncertainty, however, it was the mother who was trusted when linguistic clues do not help distinguishing between reliable and unreliable speaker, children went for another clue available, i.e. person familiarity. These results suggest that children prioritize some clues over others according to the situation.

[Tavano Alessandro]
Ted Sanders & J, Evers-Vermeul, *On the role of conversational context in the acquisition of causal connectives*

Causal connectives can be used in different domains (cf. Sweetser 1990):
1) content describing real-world causal relations;
2) epistemic describing argument-conclusion relations;
3) speech act giving arguments for performing the speech act.
The research question in this paper is:
Is there an order in which children acquire these different pragmatic uses of causal connectives?
At least two studies in existing literature on this topic claim there is. Surprisingly, however, these studies provide different answers to the question. Kyratzis, Guo & Ervin-Tripp (1990) found that speech acts appeared first in English child language, but they collected their longitudinal data in a conversational context that was biased towards speech acts. Spooren & Sanders (2006), on the other hand, claimed that content relations emerge first, but their experimental data were collected from Dutch children aged six or older, and therefore provide only indirect evidence for this acquisition order. These contradicting results indicate that additional research into domain acquisition is needed to settle the debate. Because the Dutch and English data did not present a proper picture of the number of epistemic relations in early child language, we conducted an experiment in which four and five-year-old children were prompted to produce both epistemic relations and non-declarative speech act relations. Each child was given two ten-minute tasks: an argumentation task with a bias for epistemic relations, and a directive task that was biased for relations in the speech-act domain.
Our experimental data confirm the influence of conversational context on the occurrence of domain types. In addition, they reveal that children as young as four are capable of producing epistemic relations when they have the communicative goal of persuading someone.
We will argue from the crucial role of context that a complete account of the acquisition route can only be based on data from different conversational contexts in which children use language. Supplementing the study of longitudinal corpora with experimental data seems a fruitful methodology in tracking young childrens pragmatic abilities.

[Tavano Alessandro]
Alessandro Tavano, *The processing of implicatures in children with typical and atypical development*

A developmental effect is seen when children show what can be understood as a qualitative change in their cognitive abilities. A case in point is the comprehension of scalar implicatures. Paris (1973) showed that children aged 8 years tend to provide an inclusive reading of disjunctive propositions significantly more often than adults. Smith (1980) investigated children"s comprehension of some and found that they tend to say yes when asked whether statements like Some birds have wings are true. More recently, Novek (2001) confirmed these data and also showed that 80% of 7 year old children accept the descriptive use of predicates such as It is possibile that p in contexts where one should use It is necessary that p. Similarly, Chierchia, Guasti, Gualmini, Meroni, Crain e Foppolo (2004) showed that 50% of their children (mean age 5.02) accept as correct a sentence such as Every boy has a ball or a star to describe situations where every boy has a ball and a star. It seems then that, depending on the type and complexity of the task, children from late preschool to school age can be "more logic" than adults, in that they will accept a semantically compatibile reading: for example, some is semantically compatibile with all, therefore children will choose a statement containing some as a correct description of a situation in which all holds. It appears then that children only gradually come to master the pragmatic meaning stemming from the use of some instead of all, of or instead of and, and other scalar terms (Sperber & Wilson 1995, Levinson 2000). With respect to preschool children in particular, a set of hypothesis can be drawn from the forementioned studies: 1. Preschool children do not consistently extract scalar implicatures (SIs) associated to scalar terms. 2. Preschool children may show a delay in pragmatic wrt semantic development 3. The cognitive load (working memory) required by the processing of SIs may be too much for preschool children 4. Preschool children have comprehension strategies that qualitatively differ from those of the majority of adults. 5. Results are biased by methodological inadequacies of the test items. Papafragou & Musolino (2003) and Papafragou & Tantalou (in press)

show that hypothesis 1 is incorrect, in that their 4-6 year old children score 77,5% and 90% correct in tasks requiring the computation of SIs with quantifiers and ad hoc orderings respectively. Hypothesis 2 is also unlikely, as most of the studies show that also a minor percentage of healthy adults choose the "more logic" interpretation. Hypothesis 3 is undermined by the use of very simple and short items in the Papafragou and Tantalou"s study. Hypothesis 5 is not really a potentially explicative hypothesis although it points towards the need to create expectations of informativity in the child so that the task he or she undergoes is as meaningful for him/her as possibile. We are left with hypothesis 4, which, if framed more precisely, suggests that in computing or not computing SIs children appeal to general comprehension strategies at their disposal. Specifically, preschool children may have consistent difficulties at checking whether the knowledge at their disposal is manifest to their communication partner as well. This granted, it could be that children apply personal information, such as scripts (Some bird have wings I know some birds and all the birds I know have wings), in the process of understanding sentences containing scalar terms, and that such application translates in what may appear as a "more logic" behaviour. The main aim of this study is to better understand the strategies that preschool children activate when they engage in computing a sentente with scalar terms. To this aim, three off-line experiments were conducted. In the first experiment 30 Italian preschool children aged 4 and 5 years (mean age 5.02 years) were confronted with two children-like puppets and one dog-like puppet. The dog always made questions to the the other two puppets, who, the child was said, always said the truth but one of the two also always gave an answer which was somewhat silly. The aim of the child was to point to the puppet who said something silly. A silly question was one either too informative or not informative enough. Through this experiment, it was meant to understand to what extent preschool children were sensitive to manifest breaches of the Maxim of Quantity. Results show that children up to 5 years of age are not yet consistently sensitive to breaches wrt the expectations of the quantity of information conveyed. A second experiment with the same subjects required the child to judge whether one of the puppets did fully complete the job assigned by the other puppet. The first puppet produced a descriptive sentence containing a scalar term (quantifiers some and all were used, plus terms which referred to enciclopedically determined information scales) which the child would judge with respect to the initial duty. Results show that children obtain a positive performance significantly superior to chance with both types of items. This is meant to show that 4 and 5 year old children can compute SIs if care is taken to propose a meaningful task and working memory load is reduced. Further, as a variant of the task employed in the second experiment 18 children aged 4 to 5 years (mean age 5.04 years) were presented with a series of animals and had to help the chief animal (the Butterfly) to decide whether the animals fulfilled their duties. The animals were provided with duties which required an answer with respect to three conditions: quantificational SIs, ad hoc SIs, and infringements of the first submaxim of Quantity. Results show that children reached ca. 94% correct performance with ad hoc judgements, 86 % with quantificational judgments, and only 38% with violations of the first submaxim of Quantity. Besides, it was manifest in the children"s responses that they helped themselves both in replying correctly or incorrectly through reference to personal or general scripts (what happened to them/to do in certain situations). The first and second experiment were then repeated with children belonging to three pathological groups: Asperger Syndrome (10 children, mean age 10.5 years), Pragmatic Language Impairment (6 children, mean age 8.07 years) and Down Syndrome (13 children, mean age 13.04 years). Preliminary results show that children PLI pair with DS children in dealing with breaches in the expectations of informative contributions, and score worse than AS children. However, children with AS pair with PLI children in outperforming DS children when the computation of SIs is required, though their overall performance is not at ceiling. Overall, this study supports a view of an integrated maturation of both semantic and pragmatic abilities in preschool children. Further, it shows that the final behavioral result (% correct responses) may be underlined by the use of comprehension strategies which can happen to be idiosyncratic and lead to profiles that appear "more logical". A role for these strategies in describing also the performance of pathological populations is discussed.

[Tavano Alessandro]
Sandrine Zufferey, *The role of theory of mind in the acquisition of French causal discourse connectives*

In this talk, I will present a series of experiments that aim at comparing the acquisition process of two French causal discourse connectives, *parce que* and *puisque*, in normally-developing children. The main claim I will defend is that the pace for the acquisition of connectives is set by the childrens developing theory of mind abilities rather than external factors such as parental input.
Parce que is the only French causal connective that can be used in all of the three domains of use identified by Sweetser: content, speech act and epistemic. When used in the content domain, *parce que* conveys a descriptive claim about a causal relation between two states of affairs in the world. In the speech act domain, the interpretation of the clauses connected by *parce que* requires the metarepresentation of the first clause, a metacommunicative ability similar to the use of quotations. In the epistemic domain, the interpretation of the clauses connected by *parce que* requires the metarepresentation of a belief. Therefore, only epistemic uses are related to the possession of a theory of mind.
As for *puisque*, its functions are limited to the speech act and epistemic domains.
However, in addition to the metarepresentation of a thought or an utterance, *puisque* also involves the recognition of a speakers attitude towards this metarepresentation. In many cases, *puisque* serves to express a tacit dissociation and conveys an ironic meaning. Understanding this double-level intentionality requires more advanced theory of mind abilities than *parce que*.

The links between some uses of these connectives and speakers mentalizing abilities should be observable in the developmental domain. More specifically, the acquisition of epistemic uses of *parce que* should coincide with the development of basic theory of mind abilities around age four, while the acquisition of *puisque* should coincide with the acquisition of advanced theory of mind abilities about age six.

In order to assess these claims, I will analyze two types of empirical evidence: frequency-based analyses of recorded corpora, and elicited productions in an experimental setting.

The first study is based on a longitudinal corpus including children recorded between the age of two and four. The study compares the onset of production of *parce que* in its three domains of use with that of other lexical items related to metacommunication (communication verbs) and to metacognition (mental state verbs). The results show a significant correlation between speech act uses and communication verbs and between epistemic uses and mental state verbs, thus confirming the initial hypothesis. Even though children start to produce *puisque* between three and four, no correct occurrence of this connective is found is the corpus.

This data is complemented by a second study based on an experimental task conducted with children aged three to six , that aimed at eliciting productions of *parce que* and *puisque*. All children also took comprehension tasks to evaluate their ability to understand metacommunicative and metacognitive questions that did not involve the use of connectives, as well as first and second order theory of mind tasks. The results obtained also confirm the predicted correlation between the acquisition of metarepresentational abilities and the use of connectives.

In sum, the observed order of acquisition for the three domains of use of *parce que* as well as the acquisition sequence between *parce que* and *puisque* tend to confirm that cognitive development sets the pace for lexical acquisition

PANEL

Thora Tenbrink, *The language of space and time*

Natural language expressions for spatial and temporal phenomena have long been recognized as being closely interconnected. Often, similar terms are used in both domains, and/or they have a similar history in the development of language. Also, there are a number of consistent metaphors indicating a close conceptual relationship between spatial and temporal relations. In this panel, we bring together researchers concerned with the relationship between spatial and temporal language, addressing the issue from a range of different viewpoints, including the following: - Language use: How is the conceptual relationship between spatial and temporal domains reflected in the application of spatial and temporal terms? - Semantics: In how far can parallels between the domains be detected in the semantics of spatial and temporal terms? How can differences be explained? - Syntax: Do the terms behave similarly or differently in diverse syntactic contexts? - Metaphors: Does the application of spatial terms in temporal contexts reveal consistent patterns in the conceptualization of the two domains? - Cross-linguistic research: How are the two domains treated linguistically in other languages? - Historical perspective: How did spatial and temporal terms develop over time? - Child language acquisition: How do children learn to apply the terms for the two domains? - Formalizations: How do formal linguistic treatments of spatiotemporal expressions deal with the similarities and differences involved in space and time?

Contributions

[Tenbrink Thora]
Martina Faller (in collaboration with Mario Cuellar), *Space-time mappings in Cusco Quechua*

Most, probably all, languages use spatial expressions also to talk about time, but it is not yet clear how languages differ in the mapping of space to time. In particular within the cognitive linguistics literature, a number of different models for this mapping have been proposed. Many languages make use of more than just one model, and this paper discusses what models are evident in the linguistic data of the Quechua variety spoken in the Department of Cusco, Peru, (CQ). Núñez and Sweetser (2006) classify space-time mappings along two main parameters: (i) reference point, and (ii) static vs. dynamic. In time-reference-point models (time-RP), times are ordered sequentially, with later times being construed as behind earlier times. In ego-RP models times are located with respect to an observer/ego. Both models can be either static or dynamic, that is, times and ego can be construed as moving or not. The dynamicity of the ego-RP model can either be achieved by letting times move with respect to ego, or by letting ego move along a path with respect to times. This paper discusses CQ 'back'/'front' (*qhipa/nawpaq*) expressions and their mapping onto time as well as 'up'/'down' (*hawa/ura*) expressions and some motion verbs. It will be shown that some data involving 'back'/'front' and 'up'/'down' clearly support a dynamic time-RP model in which later times are construed as being in the back of (1a) and below later times. However, there are also uses of these expressions which would be compatible both with this model as well as with a static ego-RP model in which the future is construed as in the back of (1b) and above ego. The linguistic data does not conclusively support the ego-RP model because ego cannot be expressed overtly as the deictic centre when these expressions are used temporally.

(1) a. … tarpuy qhepa-man … paisano-kuna-qa   Qosqo calle-kuna-ta   hunt"a-n-ku-raq.
        … sowing back-ILLA …*paisano*-PL-TOP Cusco street-PL-ACC fill-3-PL-CONT
        'after (the season of) sowing … the 'country people' fill the streets of Cusco.'
    b. qhipa wata-kuna-man yapamanta EEUU-ta ri-saq-pas-chá
        back year-PL-ILLA   again   US-ACC go-1FUT-INDEF-CONJ
        'I might go to the US again in the future.'

Núñez and Sweetser (2006) have argued for Aymara data like (1b) that speech-accompanying gestures point to the existence of the static ego-RP model.This might also prove to be the case for CQ, though gestural data will not be discussed in this paper. Data involving motion verbs of 'entering' (*hayk'uy*), 'exiting' (*lluqsiy*), 'arriving' (*chayay*) and in particular 'descending' (uray) support two variants of the dynamic ego-RP model: (i) times are construed as moving from the future towards ego, (ii) ego is construed as moving towards the future. (2) illustrates variant (i) using *uray* (the cisclocative –*mu* expresses movement towards the speaker).

(2) musuq wata ura-ya-mu-sha-n- ñ a
     new   year descend-VBLZ-CISL-PROG-3-DISC
     'The new year is already descending towards me/us.'

In summary, expressions which in space refer to the horizontal and vertical dimensions as well as motion verbs provide linguistic evidence for the use of the (dynamic) time-RP and two variants of the dynamic ego-RP models in Cusco Quechua.

[Tenbrink Thora]
Christian Freksa, *The space of adaptive language*

As a means of communicating between (human or artificial) cognitive agents, language needs to be adaptive in many ways. After all, natural agents in particular humans acquire their language repertoire from different sources and in the context of different situations rather than from axiomatic definitions or formal ontologies. As a consequence, the vocabularies of cognitive agents will differ in many ways: different agents will develop different terminology and where they use the same terms as other agents, meanings and connotations of these terms will differ. Nevertheless, meaningful communication and knowledge transfer (including learning from other agents) appears to be possible. How can this be the case?

In my contribution I will look at requirements for knowledge representation structures of descriptive terminology that support communication about the world and knowledge transfer through mechanisms of adaptivity. I will focus on representations for the description of physical properties, particularly on spatial and temporal descriptions; in this way, I will be able to relate structures of the terminology to structures we assume in the physical world on the basis of physical theories. In essence, I will propose (i) that similar structures in semantic relationships in the vocabulary and between the corresponding physical properties support important adaptive mechanisms that enable successful communication; and (ii) that abstraction processes may be exploited to assimilate different but related descriptors to enable the transfer of meaning.

In the described setting, successful communication about physical environments between different agents involves (a) correspondences between descriptions and the environment and (b) correspondences between different descriptions. Adaptivity is required (1) to establish the correspondence between a given description and a given situation in the environment; (2) to establish a correspondence between two different descriptions; (3) to establish communication between agents who use different terminology; (4) to disambiguate referents of descriptions; (5) to learn the meaning of new terminology through the use of familiar terminology; (6) to substitute descriptions for related descriptions; and (7) to refine and to coarsen descriptions.

The proposed model employs a representation-theoretic perspective that emphasizes relations between attributes in descriptions, on one hand, and relations between features in the physical world, on the other hand; the two resulting structures (rather than individual attributes) are then related to one another. The model is based on the insight that the association of meaning in descriptions of environments requires certain aspects to be shared in these descriptions. Differently stated: redundancy and overlap of meaning are required in vocabularies to enable their dynamic use and the transfer of meaning.

[Tenbrink Thora]
Antony Galton, *Time flies but space doesn"t: Limits to the spatialisation of time*

The use of spatial metaphors for time and temporal phenomena has often been highlighted; but the simultaneous existence of strong disanalogies between space and time, which preclude the use of such metaphors, has been comparatively neglected. It will be my contention that it is in precisely those respects in which time is disanalogous to space that the fundamental nature of time resides, and that therefore it is essential to view the spatialisation of time in proper perspective and not accord it undue importance.

The key attributes of time are that it is extended, linear, directed, and fleeting. Of these attributes, only extension is also, without qualification, an attribute of space. But within space, we can recognise linear subspaces (such as those defined

by paths orboundaries), and we can impose a preferred direction on such paths. In this way, the first three attributes of time can be exploited as the basis for a metaphorical treatment of time as a kind of space. But the only way that space can acquire the attribute of fleetingness is by correlating it with time by means of motion, and this means in effectthat the fleetingness of time cannot be captured by means of a purely spatial metaphor.

The only metaphors we have for describing the fleetingness of time use various kinds of change as their model, and hence themselves depend on the fleetingness of time. It seems we cannot describe this aspect of time without lapsing into vicious circularity. It follows that time, in certain of its aspects, has a sui generis character that is not to be explicated in terms of metaphors that do not make use of the very notion, temporal transience, that we are seeking to describe. Time, as a fundamental and inalienable feature of our experience, will ultimately always resist our attempts to explain it in terms of anything else.

[Tenbrink Thora]
Eva-Maria Graf, *From "doing things straight away" to "all the way through the lesson". A corpus analysis of older children and adolescents"" spontaneous reference to time through space*

Space is ubiquitous in human thought and language, both in its literal, but also in its metaphorical extension. According to conceptual metaphor theory (Lakoff & Johnson 1980, 1999),metaphoricalmappings from the concrete sourcedomain SPACE to abstracttarget domains such as TIME are a basic human mechanism to accessabstractconcepts. The concrete spatial configurations that are at the core of such mapping processes result frombasic (bodily) experiences of humans in and with space. The fact that metaphor isa matter of thought rather than language together with the fact that - despite the unquestioned (typological) influence of the respective linguistic environment -infants and young children have these experiences (partly) before they learn to speak,should lead to a specialinterest ofconceptual metaphor theory inspatial language acquisition. With a few exceptions (e.g. the work by zcaliskan), this is, however,not the case.

The following contribution looks at the spontaneous use of spatial metaphors encoding TIME in the language of older children and adolescents (grouped into speakers of 10 - 13, 14 - 16, and 17 - 19 years of age).It is embedded in the conceptual metaphor approach and is based on ananalysis of the Corpus of London Teenage English.In a prior study (Graf 2006), the overall ontogenetic development of literal and metaphorical space in language was traced.To this end a categorical framework was developed that centered onthe idea of the Spatial Reference Act with its components Reference Origo, Reference Entity and Reference Relatum, as well asReference Field andReference Perspective. With the help of this categorical framework, different spatial categories suchas Reference Entity Location *(I live on 4th Street)* or Reference Entity Motion *(The company moved to L.A.*) and different levels of spatial abstraction couldbedifferentiated. According to the overall findings in this earlier analysis, there is no development fromyounger to older speakers with respect to spatial language as a whole.

The present analysis applies the same categorical frameworkin order toanswer the following more specificquestions with respect to spatial metaphors:

- Is there a variation to be found inthetarget domains that speakers of the three different age groups map spatial ideas to? Do we find more reference to TIME in the younger speakers, whereas the language of older speakers shows a more diverse picture with respect to the abstract target domains structured with the help of spatial configurations?
- If we apply a type-token analysis of spatial TIME metaphors such asTIME IS A LOCATION orTIME IS A MOVING ENTITY, do we find developmental differences with respect to possible linguistic tokens used to encode these types?
- How conventionalized are the linguistic forms that children and adolescents use in their metaphorical reference to TIME via SPACE? Do we find spatial metaphors such as *time flies by, hours pass, the day drifts by, times sneaks up on us like an enemy* etc., which build the basis for zcaliskan""s (2004, 2005) analyses, or do speakers in the spontaneous conversations mostly use even more conventionalized forms such as *on Monday, a day before, at seven o""clock* etc. in their reference to TIME?

The study is based on a refined qualitative and quantitative analysis of the same parts of the COLT corpus as were used in Graf (2006) to allow for a comparison. All instances of metaphorical reference are categorized according to their target domains. In a next step, the TIME target domains are further differentiated with the help of a type-token ratio. The linguistic tokens found in the data are the basis for a quantitative analysis with the aim to draw a developmental picture of how speakers across the three age groups metaphorically refer to TIME.

[Tenbrink Thora]
Konstanze Jungbluth, *Far, far away: the future*

The use of deictic elements in spoken discourse is omnipresent. For example, demonstrative pronouns (DP) are used in Romance Languages to relate the utterance in real space, where the conversation takes place, in temporal space and some other spaces, such as social space, discourse and textual space. Ill focus on Spanish, Catalan and Brazilian Portuguese, which portray two- and three-term paradigms of DP. Especially in the use of the terms denoting future the difference between the three languages will be clearly displayed.

Without doubt the first term, Spanish *este,* Catalan *aquest,* Brazilian Portuguese *esse* is used to refer to the present. The present may be conceptualized as a rather punctual moment or may be extended into the past or into the future (Spanish:

Este ao ha habido buena cosecha. This year we have had a good harvest. *Este verano me voy a Portugal.* This summer I am going to Portugal.).Usually, the second term is used to contrast this present with the non-present which may be further determined within the context of the past or future (Spanish: *Yo estaba en la mili ese ao .* That year I joined the army. *Si usted despus, al acabar ese ao , le quiere seguir prorrogando, llammosle.* If you want to continue your contract after that year, call us). As the data show, Spanish speakers use *ese*, while Catalan speakers of Barcelona chose *aquell* in similar contexts. Brazilian Portuguese speakers use *aquele* only to refer to the past, whereas they extend the use of the present term towards the future.In contrast to these two Iberoromance languages, the third term *aquel* in Spanish is used to refer to a very far away past or future (Spanish: *en aquel tiempo, el pueblo de Itap no era todava lo que es hoy.* At that time the village of Itap still was not the same as it is today.*En aquellos tiempos, las reservas de petrleo se habrn agotado.* By then the oil reserves will be exhausted.).The latter use seems to be random and restricted to certain contexts.

To sum up, Catalan and Brazilian speakers contrast the space of discourse built by the speaker and his/her hearers and the non-space using their first and their second term. Transferring this opposition to time, they contrast between the present and the non-present, leaving it up to the context of whether past or future is referred to. Spanish speakers behave quite similarly, but they may differentiate fine grain between a nearer and a further away past and between a nearer and a further away future. When comparing space and time, the latter becomes less concrete. In a similar way the use of the demonstratives between the three closely related languages analysed here is surprisingly unalike.

	Past	Present	Future
Spanish	*ese*	*este*	*ese*
Catalan	*aquell*	*aquest*	*aquell*
Brazilian Portuguese	*aquele*	*esse*	*esse*

[Tenbrink Thora]
Noriko Matsumoto, *The "Verb+Goro" Construction in Japanese*

Only recently some linguists have begun the systematic study of worlds languages in order to verify whether the transfer from space to time is limited to languages of a particular cultural sphere or a language family. By focusing on the Verb+*goro* (time) construction in Japanese, this paper will address two questions as to whether temporal expressions are based on spatial ones or vice versa, and as to whether not only the metaphorical mapping from space to time but also the metonymic relation between space and time exists or not.

The Verb+*goro* (time) construction means the suitable situation to do something. Especially, two verbs, *taberu* eat and *miru* view, frequently occur in the Verb+*goro* construction. The semantic object of *taberu* in the *tabe*(eat)-*goro* construction is limited to fruits and some kinds of vegetables which necessitate ripening and the one of *miru* in the *mi*(view)-*goro* construction to flowers, as in (1) and (2).

(1)   Kono meron watabe-gorodesu-ka.
        This melon Topeat-timebe-Present-Interrogative
        Is this melon ripe enough to eat?
(2)   Sakura wa imami-gorodesu.
        Cherry blossom Top nowview-timebe-Present
        The cherry blossoms are really beautiful now.

It should be emphasized here that the situation where the speaker utters the Verb-*goro* construction is limited to the one where the semantic object of VERB and the speaker need to exist at the same time and at the same place. For instance, the melon in (1) and the speaker need to exist at the same time and at the same place. Is the *tabe-goro* construction conceptualized in the space domain or in the time domain? The answer is that the question is wrong. It is simultaneously part of both. Viewed in relation to the space domain, both the melon and the speaker actually exist at the same place. The *tabe-goro* construction implies that the melon will undergo some physical change in a few days, which means that the melon is getting older. Viewed in relation to the time domain, the speaker specifies the very right time to eat the melon. The *tabe-goro* construction implies a very short period of time when we enjoy the delicious melon. Accordingly, the link between the space and the time domains might be described in terms of the conceptual metaphors. However, the link in (1) is based on the conceptual contiguity of the notions, the temporary location where the melon is ripening or the spatial goal that the melon is ripe, and the purpose that the speaker has the very intention of eating the melon at the very right time. This contiguity-based semantic extension could be described as the metonymic relation or transfer, not the metaphoric transfer. Therefore, we have to conclude that space and time are interwoven in the Verb-*goro* construction. In this regard, the conclusion does not mean that it is impossible to distinguish primarily spatial from primarily temporal conceptualization. In order to maintain the metaphorical transfer from space to time, we need to claim that the two areas constitute different cognitive domains and that the space domain is more basic than the time domain. This paper demonstrates that this claim is of limited importance because the Verb-*goro* construction results simultaneously from both the space and the time domains. Consequently, this paper goes a step further. It claims that we need to consider the possibility that space and time are not distinguished, and that we need to recapture some

metaphoric relations that might arise through metonymic relations.

[Tenbrink Thora]
Thora Tenbrink, *Space, time, and the use of language*

Does temporal language depend on spatial language? This widespread view is based on a number of intuitively appealing aspects that together strongly suggest a conceptual dependency relation between the domains of space and time. Among these, the similarity and frequent identity of spatial and temporal linguistic expressions plus the existence of consistent metaphors that express temporal phenomena in terms of spatial language are perhaps the strongest. Undoubtedly, temporal and spatial expressions are morphosyntactically and semantically close, and conceptually highly compatible. But is this close relationship also reflected in the application of the terms in natural discourse? I have addressed this question by drawing together findings on the applicability of spatial and temporal dimensional terms, i.e., terms that describe the relation of entities to each other on a spatial or temporal dimension (such as before/after, right/left, etc.), followed by empirical investigations that complement earlier results. The method of cognitively motivated discourse analysis adopted takes into account relevant approaches to the investigation of natural discourse but focuses on aspects that highlight the relationship between cognition and language usage. Central to this approach is the assumption that all systematic differences in speaker preferences must have systematic reasons. By analysing natural language, then, principles for the application of spatial and temporal terms are identified that can be traced back to general discourse phenomena interacting with cognitive, domain-related aspects. Spatial linguistic expressions depend to a high degree on the immediate spatial surroundings, or a mental model thereof. The applicability conditions of specific expressions are determined by the spatial scenario, the discourse functions, as well as the relationships between the objects involved. Here, central discourse tasks concern the identification or localisation of objects, the specification of spatial relationships between objects, and the usage of spatial information for navigation tasks. Temporal linguistic expressions, in contrast, are used in order to highlight relationships between events in a discourse. For example, for the temporal connectors before und after it has been noted that the temporal juxtaposition of events often involves a conceptualisation of the events as causally related. Prior knowledge and common sense both play a role in interpreting a seemingly neutral representation appropriately. This kind of pragmatic inference has an impact on the applicability conditions, which differ fundamentally from the discourse features of spatial expressions. The comparison of applicability conditions leads to the conclusion that the application of spatiotemporal dimensional terms in natural discourse does not reflect a conceptual dependency relationship between space and time. Both the fundamental differences and a number of parallels that could be identified can be traced back to more general discourse phenomena as well as to (shared and diverging) conceptual aspects concerning the two cognitive domains.

[Tenbrink Thora]
Iker Zulaica, *Temporal and Spatial Schemata for Neuter Demonstrative Expressions*

Many researchers have addressed the conceptual connection that can be drawn in terms of spatial and temporal perspective between linguistic expressions. More recently (Talmy 2000) demonstrative expressions such as English "this" and "that" have been recognized as a subset of grammatical units belonging to the superclass of grammatical elements which specify the notional skeleton for the conceptual organization within the cognitive system of language. According to this view deictic expressions like "this" and "that" would semantically yield, like some prepositions, a well-defined schematic representation of space (or time). Among the notions included in the specification of deictics "this/that" we find the following:

(1)   i.a "partition" that divides a space into "regions/sides".
        ii.the "locatedness" of a "point" (or object idealizable as a point) "within" a region.
        iii.(a side that is the) "same as" or "different from".
        iv.a "currently" indicated "object" and a "currently communicating" entity.

Furthermore, these deictics appear to have the topological feature of being magnitude neutral, that is, their grammatical referents are abstracted away from any particularities of magnitude. This point was made on the basis of the evidence showed by sentence-pairs like (2).

(2)   a.This speck is smaller than that speck.
        b.This planet is smaller than that planet.

Sentences (2a) and (2b) show that the dyad "this/that" can be used to represent elements which are separated millimeters or lightyears apart indistinctively. Thus, the difference in distance magnitude represented by (2a) and (2b) can be said to be a consequence of the lexical content of the items *speck* and *planet*, rather than a consequence of the grammatical content of the deictics. Equally, other grammatical elements such as tense morphemes appear to present the same topological feature with respect to time.

Initially, the picture in Spanish shouldnt differ greatly from that presented above. The system of neuter demonstrative expressions and natural language tense show some similarities in their linguistic behavior and, by natural extension, in their semantic representation. The aim of the present paper is to contribute to the general understanding of the referential nature of Spanish neuter demonstrative pronouns by exploring into their discourse deictic/anaphoric uses and

check whether some correlation can be established between the use of distal/proximal demonstrative pronouns and specific grammatical tenses. Evidence from a corpus-based study is considered to refute a **complete semantic transfer** in the spatial notional content of neuter demonstrative expressions to a temporal content in well-defined natural discourse situations. My study focuses on eventualities and how and when speakers make use of different demonstrative pronouns to refer back to these entities in discourse. Corpus data showed that distal pronoun **aquello** is commonly used by speakers to refer to past situations, hence allowing a matching in terms of distance along a spatial and temporal dimension. Nevertheless, demonstrative pronouns **esto** and **eso** show a heterogeneous behaviour with respect to eventive reference. Consequently, it is my hypothesis that while the semantic content of distal pronoun **aquello** still retains a defining distance property, demonstrative pronouns **esto** and **eso** may have completely lost their perspectival" feature at least in some specific discourse deictic uses.

It has long been observed an apparently strong correlation between the frequency of occurrence of a particular demonstrative expression and that of a specific tense. Thus, for example the distal demonstrative pronoun **aquello** is almost exclusively used in discourse to refer to eventualities expressed with a past tense in all its aspectual variants, whereas proximal demonstrative pronoun**esto** would be used to refer to events/situations that are, temporally speaking, close to the speech time. The data analyzed in this empirical studynevertheless contradicts apurported complete convergence in the semantic characterization of Spanish neuter demonstrative expressions and tense in natural discourse. Thus, although both grammaticaltense and demonstrative expressionscan be thus said to carry out a partition that divides the cognitive representation of discourse into regions, i.e., what is "on/proximal to the speaker"s side" and that "beyond/far from the speaker"s side", it appears that only distal **aquello** and past tenses share the same perspectival schemata. Proximal demonstrative **esto** seems to have been reanalyzed in its discourse deictic use to be used by speakers to refer to any kind of eventuality withouth the constraints that **aquello** would pose in terms of spatio-temporal perspectival schemata.

PANEL

Anna Trester, *Investigating Language in Performance*

This panel investigates issues of language and performance, drawing from a range of performance types including genres of musical performance, improvised identity performances in staged conflict scenarios, and improvisational theater. The common aim of the investigators is to explore the linguistic practices used in performative contexts and their relationship to the language drawn upon in everyday linguistic performance.

Performances provide an opportunity to observe and appreciate the complex ways in which language may be used creatively to accomplish a variety of sociocultural and interactional tasks. While anthropologists have long recognized the analytical importance of performative speech events (Bauman 1975, Bauman and Briggs 1990), there has been relatively little fine-grained linguistic analysis of such performances, as sociolinguists are only recently coming to recognize the value of exploring such overtly performative and selfconscious uses of language. In conjunction with recent developments in sociolinguistics which have witnessed a moving away from a conception of language as a static reflection of existing fixed social structures, and an adoption of social constructionist approaches, in which language and society are viewed as co-constitutive (Schilling-Estes 2002: 389), this panel focuses on the language used in performance contexts as a resource for the creation and performance of identity and as a means to index social and cultural meaning in everyday interaction.

The panel begins with an examination of Freestyle Rap performers skillful incorporation of pre-existing linguistic constructions into the unfolding discourse. This paper considers how speakers reuse and recontextualization of expressions common in rap music serve to negotiate and reinforce identities within the hip-hop community.

Next is an exploration of hip-hop related music subcultures in the U.S. and the U.K., finding that these public performances are not only a means for circulating new lexical items, but may also serve as a vehicle for language contact and broader processes of language change.

Our next researcher presents a means of investigating the performance of gender identity by exploring improvised performances of men who are asked to create and perform gay and straight characters. The investigator explores the linguistic markers utilized by individuals in performing in-group and out-group identities, finding that the performance register gives insight into the everyday experiencing of gender identity and cultures of sexuality.

The panel ends with an examination of the language practices of a group of performers of improvisational theater which considers the groups use of two discourse features (constructed dialogue and discourse markers) across performance contexts. Findings help to explore a continuum of performance in which everyday interactions may be viewed as performative, and performances as mundane.

Individually, the papers in this panel explore how language works to accomplish social and cultural meaning within individual genres of performance. When brought together, the variety of performance genres and the range of approaches to analyzing the cultural implications of performance yield a broader understanding of the role of language in performance, and of the importance of such uses of language in the experiencing of culture.

Contributions

[Trester Anna]
Douglas Bigham, *Sexual identity as group identity: performance register and the linguistics of social identity theory and intergroup behaviour*

Using the framework of intergroup behaviour (Sherif, 1966) as understood through social identity theory (Tajfel & Turner, 1986), this project looks at the construction of both in-group and out-group sexual identities during improvised "sock puppet" performances. Looking at the language used during these performances, I describe the linguistic features that homosexual and heterosexual males draw upon when performing "gay" and "straight" sexual identities. Placing speakers in a context in which they must perform sexual identities primarily via speech allows insight into the features that are linguistically salient to the performer as markers of those identities (see, e.g., Schilling-Estes, 1998). Furthermore, by viewing these performances in terms of intergroup behaviour, we can compare assumptions of *a priori* categories of sexuality with the practical construction of those categoriesthat is, for common sexuality-based group categorization, does it hold that the in-group category is constructed positively with maximal distinctiveness while the out-group category is constructed negatively with minimal distinctiveness?
Sexuality-matched male dyads were asked to improvise (using sock puppets) the performance of a conflict-resolution scenario, once as if their characters were "gay males", and once as if their characters were "straight males". Lexical, phonetic, and discourse management features of these performances were analyzed. Since a gay male identity is marked relative to a straight male identity in mainstream Western ideology, I hypothesized that a higher degree of featural similarity would be found across "gay" performances, while "straight" performances would show a more scattered sampling of linguistic features. Furthermore, following the assumptions of social identity theory regarding group identification and comparison, I believed that the out-group performances by both homosexual and heterosexual males would contain a more homogenous set of linguistic features relative to the primary categorization of "gay" and "straight". Specifically, I hypothesized that the highest degree of similarity would be among heterosexuals performing "gay" identities while "straight" identities performed by heterosexuals would be least similar, both internally and across dyads.
However, the results of my research show the opposite of what was expected. The gay performances show little homogeneity of linguistic features whereas the straight performances are virtually identical across dyads, irrespective of the sexual identity of the performer. For example, all performers used the address terms "dude" and "man" when performing "straight speech" but no comparable item was found to consistently mark "gay speech". Furthermore, in terms of group distinction, the linguistic features used in both homosexual and heterosexual dyads" performances of in-group speech are equally or more homogeneous than features used during out-group speech.
Considering that my findings run contrary to social identity theoretic predictions, the talk will focus on questioning the notion of sexual identity as a "group identity" and how the stylistics of performance register provide a unique perspective on the perception and experiencing of sexual identity as a social identity. I believe that by understanding how linguistic features are used to construct and categorize a performed sexual identity we can gain a better understanding of how these features are used in real-world instances of sexuality-based intergroup interactions.

[Trester Anna]
George L. Figgs, *Formulaicity and Improvisation in Freestyle Rap Performance*

This paper focuses on the interplay between improvisation and formulaicity in freestyle rap, a subgenre of rap music where lyrics are improvised in the course of a performance. While a freestyle rap performance is intended to be novel and innovative, it often contains elements of formulaic language. Combining ethnographic research with an analysis of discourse practices found in freestyle rap performances, I show how the use of formulaic language in a freestyle rap performance can serve as both as a foundation for artistic creativity and contributes to the negotiation of a performers identity. Following recent discussions of formulaic language (Wray 2002, Wray & Perkins 2004), in the course of a freestyle rap performance, formulaic language exists in balance with creative, novel utterances in a number of ways. First, in terms of planning, the use of formulas gives the performer more time to construct novel utterances. Creatively, performers can use formulaic language as a template for subsequent innovation and recontextualization. At an individual level, performers negotiate their identity through the use of carefully selected formulaic language. By the use of standardized formulas, a performer also demonstrates his or her knowledge of the past and present of the genre. Much of the formulaic language in rap music stems from expressions common in the variety of English Alim (2004) calls Hip Hop Nation Language (HHNL). Formulas from HHNL can range from individual lexical items, such as slang terms, to larger syntactic constructions, such as templates for ritual insults (Labov 1972). A second type of formulaic language used in freestyle rap has individual associations. Performers borrow expressions used by other rappers, thus aligning themselves with other figures and ideologies present in hip hop culture. Alternatively, performers create their own formulas or expressions to project a unique identity. Ultimately, this work shows how the interplay between formulaic and creative language connects the performer with an audience. In particular, the use of formulaic language

serves as aspect of the identity creation process that Bucholtz and Hall (2005), call authentication, which highlights that authenticity is not inherent to any identity, but rather constantly negotiated and evaluated by the audience.

[Trester Anna]
Nikki Seifert, *Performance genres and language variation*

In this paper, I bring together research on (a) linguistic performance and variation, (b) the language of music-based subcultures, and (c) adolescent-led linguistic change. Although the first two topics have not been explored extensively, relevant extant studies have showed that performance speech patterns regularly (Schilling-Estes, 1998) and that there is region-based linguistic variation within music performances in, for instance, hip-hop (e.g., Morgan, 1995). Building on these findings and work done on linguistic variation in adolescence (e.g., Eckert, 2002), I examine the ways in which the language used in hip-hop and related performance genres is analogous to non-performative (in Baumans, 1977, sense) language varieties. For instance, I look at how live and recorded performances can help spread linguistic innovations, because the linguistic features used in these performances, as well as by those in subcultures centered around these performance, may be used as resources in the sociolinguistic construction of style.

My data are from London grime music subculture. I analyze grammatical, phonological, and lexical patterns in lyrics, interviews, and blogs to show that grime and related genres comprise elements of local linguistic patterns, employed within the conventions of a genre. I show that the genre conventions provide the context for interpreting novel linguistic elements. For instance, distinct lexical items (e.g., *creps, neng, merk, shower*) are used in UK grime music; when U.S. audiences hear this music, they can interpret these features on the basis of their knowledge of the genres grime draws on (reggae, UK garage, U.S. hip-hop).

My study suggests that in addition to circulating new lexical items, performance genres can be a factor, at least indirectly, in language change. Of the few researchers to consider music-based subcultures and language innovation and change, Kerswill (2005) and Kerswill et al. (2006) have noted that adolescents at the forefront of certain linguistic innovations (e.g., phonological changes) in London are involved in hip-hop, garage, and grime music cultures. I examine this type of link more closely by relying on theory from cultural studies, particularly on the notion of subcultural capital (Thornton, 1995), to understand the sociocultural context of adolescent-led linguistic change.

The overall goal of my study is to show that analyzing linguistic performances within a popular music genre is a useful method for understanding connections between performative and non-performative language. I show relationships between linguistic performances and stylistics, identity, and language contact and change: Performative genres can circulate linguistic innovations, bringing stylistic resources to geographically, socially, and ethnically diverse speakers. The resulting variation can be analyzed in ways overlapping with more traditional approaches to language innovation, variation, and change.

[Trester Anna]
Anna Trester, *Performance in improv:, improvised performance*

In this investigation, I utilize discourse analysis to explore the language practices of a group of performers of long form improvisational theater, a humorous and unscripted type of performance. Data are comprised of audio and video recordings collected as part of a larger ethnographic study in Washington D.C., taken from a variety of performance contexts, ranging from informal group interactions to onstage performances in front of an audience. Comparing group members use of two discourse features (constructed dialogue and discourse markers) across performance contexts, I explore how elements of performance are evident in their more everyday interactions, and elements of the everyday are present in the more performative.

I focus specifically on instances of constructed dialogue prefaced by the discourse marker *oh*. In everyday interactions, use of constructed dialogue (the act of giving voice to characters) has been understood as a way in which speakers turn a conversational story into drama and make listeners into an interpreting audience to the drama (Tannen 1989: 133). The discourse marker *oh* has been analyzed as a means for speakers and hearers to negotiate alignment in interaction (Schiffrin, 1989). When used together, *oh* works in conjunction with constructed dialogue to convey to the audience a mismatch in alignment between the voice of the speaker and the person being quoted. In the following example (taken from an interview), Adam gives voice to the inner thoughts of his idea of a bad performer. In doing so, observe how Adam prefaces the constructed dialogue with *oh*.

1. Adam: Like I think when it comes to phoning it in like **oh**, Im acting how a- you know
2. b- a woman in a breakup would or I saw someone do this this way
3. Its not organic, its not real, and for me its not funny

In the following example (taken from an interaction onstage), observe how Rachel uses the same construction to set up a dramatic conflict between her character and her characters father:

1. Juliette You have brought us to high peaks
2. Rachel: I bet Dad wouldnt say that
3. I bet Dad would say something stupid about
3. **Oh** I wish you were dead

4. Or **oh** I wish you werent my daughter or **oh**

While in everyday interaction, the use of *oh* in constructed dialogue works to help a speaker populate their discourse with the speech of others and even create a sense of dramatic tension, such constructionsare also drawn upon in performance, ironically, often in staging an interaction meant to be interpreted as mundane. Onstage, this use of *oh* to facilitate hearer interpretation of constructed dialogue can help performers capture the sense of an everyday conversation.

This analysis illustrates the role of language in the negotiation of meaning in interaction. Exploring polyvocality (Bakhtin [1975]1981) and performance across interactions, this research continues the ongoing investigation of the role of performative language in the construction and negotiation of social meaning.

PANEL

Sanae Tsuda, *Intercultural Communication between Native and Non-native Speakers: Japanese and English Conversation Management Strategies and Rapport Development*

The members of the panel examine conversations in which native and non-native speakers participate in one language. We specifically look into English and Japanese conversations from a conversation management strategy perspective, highlighting how much transfer from ones native language has taken place when speaking in a second language and the overall effect such transfer has on the conversation in terms of rapport building among the conversants.

The three strategies examined are: clarification question, listener response, and topic shift.Clarification questions will be classified according to their functions bipartitely, namely into follow-up questions and clarification questions per se. Our analysis will show which kind of questions are used more frequently by native and non-native speakers. The analysis of topic shift clarifies who initiates a new topic, how often the topic is changed, who changes the topic, and what impressions it makes on the native and non-native speakers.

Listener responses include the phenomena of back-channels, pauses, laughter and co-constructions. Since these phenomena are often linked and may be inseparable in terms of their conversational function, they are aggregated under the common heading of listener responses. An analysis of pause length will indicate how tolerant each language speaker is towards silence in conversation. The panel will also examine why pause is created between the turns and which speaker breaks pauses more frequently. Because *aizuchi* in Japanese and back-channels in English are not the same in nature (although *aizuchi* is usually translated as back-channels in English), the analysis is made to reveal back-channels which were misunderstood and others that were accepted as natural. Since laughter may sometimes be considered as back-channel with culture-specificmeaning, it is also specifically analyzed.

Co-constructions refer to dyadic patterns of conversation in which a second speaker syntactically completes what their partner started saying. In Japanese there are many instances of co-constructions and they are considered by socioliguists as having a rapport- building effect. Co-constructions in both English and Japanese data are investigated and compared..

It should be noted that follow-up interviews were conducted immediately after each conversation and are incorporated into the analyses. The follow-up interviews provide the researchers with insights into speakers intentions regarding particular utterances, thus enabling the panel to make more objective conclusions.

The panel will also examine if there were any misunderstandings between native and non-native speakers and identify what caused such intercultural misunderstanding from conversation management perspectives. The result of this research can be used to raise people's awareness towards multilingual societies in which adjustments to different cultural norms are required. It therefore has application to educational purposes.

Contributions

[Tsuda Sanae]
Motoko Hori, *The Meaning of Laughter in Intercultural Communication*

The purpose of my presentation in this panel is to see the difference in the quality and quantity of laughter in intercultural communication based on the data of ten groups.

The participants are adult men and women with different cultural background. Six groups talked in English, three groups talked in Japanese, and one group talked in Chinese and switched to Japanese later. There were varieties of participants ability of the languages used in each conversation. A special attention was paid to the relation between the speakers linguistic ability and the occurrence of his/her laughter.

The most salient example of groups with high linguistic ability was when two Japanese talked in Japanese. One participant almost never smiled or laughed while the other occasionally smiled. Although this is not intercultural communication, it shows another phase of the Japanese who are often observed smiling when speaking English.

When two Japanese and two Canadians talked in Japanese, there were not many occurrences of laughter and it was more often so with a Canadian woman who had high ability of Japanese. Since both sides were fluent speakers, there

was no need of covering up mistakes and there was little silence for laughter to fill in.

Quite the opposite was observed when two Japanese and two Chinese talked in English. While a speaker was trying to find an English word all the others kept silent until he finally got one and they all laughed happily. All the participants were rather poor in English and the information exchanged was very little, but the atmosphere of this group was very good. By laughing together, they seemed to support the speaker.

Such supportive attitude was not observed in the Americans when they talked with the Japanese in English. The Japanese participants were not very good in English and they often struggled to find an English word to convey information. When they were successful, they laughed happily as if relieved from strain. But the Americans kept watching during the speakers struggling, and when he finally got the word and laughed, they did not join the laughter.

One of the Canadians was not very good in speaking Japanese and he did not smile or laugh while looking for a word he wanted to say. During his struggle and after finding the word, he curled his lips a little but did not laugh. At this moment, the Japanese laughed happily.

Such refrain from laughing among the North Americans might stem from western belief that laughter is a contemptuous reaction toward funniness caused by misconduct (Bergsons *Le Rire,* 1900). Asians have often been reported to be laughing or smiling when they feel difficulty or embarrassment , misinterpreted by westerners as normal pleasure or agreement (Scollon and Scollon, 1995). Together with such nervous laughter (ibid.), our data have many occurrences of laughter of joy among the Asians.

The difference of meaning of laughter or smiling in intercultural settings needs more study, and my presentation will discuss it taking examples from our data.

[Tsuda Sanae]
Yasumi Murata, *Co-constructions in Intercultural Communication*

The purpose of my paper is to examine the extent to which co-constructions, one of the communication managing strategies that helps build rapport, have occurred in the Japanese and English conversations.

Co-constructions refer to listeners responses that syntactically complete the speakers half ended utterance. If the speaker pauses halfway through a sentence even briefly for whatever the reasons may be, and the listener continues in such a way that completes the sentence, the pair of the fragmented sentence and completing sentence is a co-construction. The Japanese native speakers have been observed to often employ co-constructions in a casual and amicable conversation. It is not usually found in a formal situation where one person assumes a turn to speak at one time. Since the hearer could not properly complete the speakers sentence unless s/he is paying ones full attention, co-constructions indicate involvement, i.e., it has a rapport building effect.

Three 30-minute foursome conversations were analysed; one English conversation recorded in Japan and two Japanese conversations recorded in Canada. All the conversations include both native and non-native speakers. The instances of completing sentences were counted in each conversation.

The result is shown below.

English conversation	Native English Speakers	0
R −	Native Japanese Speakers	0
Japanese conversation #1	Native English Speakers	0
R+	Native Japanese Speakers	14
Japanese conversation #2	Native English Speakers	0
R ±	Native Japanese Speakers	8

There were no instances of co-construction observed in the English conversation. Speaking in Japanese, native Japanese speakers used co-constructions a number of times. Between the two Japanese conversations, more co-constructions were observed in #1 where the atmosphere was clearly more friendly. In all the conversations the English native speakers used no co-construction. Rapport is indicated in the table by R+, R, R-. There seems to be some correlation between rapport and use of co-constructions.

In order to see whether the zero use of co-constructions by the Japanese speakers in the English conversation is caused by their inadequate speaking ability, an English dyadic conversation between a Japanese and an American was compared. The English dyadic conversation included five occurrences of co-construction by the Japanese speaker. It seems the low proficiency did stop the Japanese speakers from using co-constructions.

What is interesting is the zero use of co-construction by the English speakers in either language: they did not help to complete an utterance even when a Japanese is struggling with English, whilst in the Japanese conversations, Japanese native speakers often helped a struggling speaker to complete the utterance by taking up the latter half of the sentence. English speakers may be refraining from taking up someone elses utterance because they see it as an intrusion.

Then we may consider English native speakers carried over their speaking norms into speaking Japanese. In Japanese conversation #2, if the English speakers were able to use co-constructions, more rapport may have been created. By refraining from co-constructions, it created or enhanced a certain sense of formality in the conversation together with other factors, which in turn could have deterred the Japanese native speakers from using more co-constructions. In Japanese conversation #1, one Japanese male speaker took an initiative of the conversation, laughed a lot and used a number of co-constructions mainly to help the English speakers Japanese. It wasdue to his positiveness toward the

conversation that it has a very friendly atmosphere.

[Tsuda Sanae]
Mami Otani, *Topic-shift in intercultural communication*

The aims of this paper are (1) to investigate the differences and the problems in rapport management through topic-shift in intercultural communication, and also (2) to discuss how pragmatic information should be introduced into foreign language education.

In intercultural communication, the lack of pragmatic knowledge of the language can cause serious misinterpretation or misreading, especially in interpersonal relationships between the speakers and the hearers (Shigemitsu & Otani 2003, Shigemitsu *et al.*, 2006). For example, when talking in English with native speakers of English, Japanese are often said to be not talkative and to be too quiet. This quiet attitude by Japanese sometimes leads to misinterpretation that they are not cooperative or are rude in the conversation, though this is not their intention. Topic-shift, the subject of this paper, is a strategy to activate a conversation. It, however, seems to be one of the most difficult pragmatic strategies for Japanese in intercultural communication, and it also can be a cause of misunderstanding.

As data, this study will deal with experimental conversations in English and Japanese held between native speakers of English and Japanese. Follow-up interviews are also analyzed in order to investigate the intention the speaker had and the impression the speaker made on the hearer. These comments about their intentions and impressions will help us to clarify the differences in rapport management strategies that each speaker uses.

First, we will analyze the following points in order to clarify the features of topic-shift and its effect on interpersonal relationships between the speaker and the hearer.
-The differences in the topic-shift frequency between Japanese and English speakers.
-The cues of the topic-shift each speaker utilizes.
-The speakers intention for shifts in topic.
-The impression each hearer had of the speaker.

Next, the differences in rapport management strategies between the successful and unsuccessful conversations will be examined in light of the above results.

The findings show the frequency of topic-shift and the cues to initiate shifts are quite different between the Japanese and the English speakers. Each speaker tends to transfer his/her own L1 strategies into L2 conversations. In some conversations the transfer can cause misinterpretation by the hearer. The successful speakers can adjust their strategies to the expectations of the hearers language based on his/her knowledge about pragmatic differences between them. The unsuccessful speakers, on the other hand, are ignorant about and indifferent toward pragmatic strategies of hearers language, and these attitudes can lead to serious failure. These results show us how important pragmatic knowledge is to make a good relationship between the people from different cultures.

Finally, referring to the above results, we will discuss how pragmatic knowledge should be introduced into foreign language education.

[Tsuda Sanae]
Yoko Otsuka, *Back-channeling in intercultural communication*

The purpose of this study is to examine how differently native speakers of Japanese and native speakers of English use back-channeling signals in intercultural communication and how the difference between the two languages influences rapport building among the participants.

Back-channeling is a representative phenomenon of listeners response, and it is well known that Japanese speakers use back-channels more frequently than English speakers in their native language conversations. Since back-channeling signals in Japanese, which are called *aizuchi*, and back-channels in English are not the same in nature, some researchers claim that not only short, non-lexical utterances produced by a listener, but also formulaic expressions, repetitions, restatements and so on are included among *aizuchi*. In this study, back-channeling or *aizuchi* is identified as non-lexical utterances, formulaic utterances, and repetitions, because these listeners responses dont contribute anything to giving new information to the other interlocutors.

The data used for this study consist of three 30-minutes conversations (one English conversation and two Japanese), and follow-up interviews. The participants of each conversation are two native speakers of one language and two non-native speakers.

Back-channeling signals in these three conversations were analyzed. Generally speaking, the Japanese speakers used back-channeling more frequently than the English speakers in all three conversations. In the English conversation, one Japanese participant used back-channels as frequently as the native speakers. Although a few repetitions were involved among the back-channels, most of them were the utterance such as ah, and mhm. The English participants didnt regard these mumbling back-channels as the listeners responses, because the utterances by the Japanese were difficult for the native speakers to interpret as a sign of participating in the conversation. Turn-taking between the English was very often observed. According to the follow-up interview, both the Japanese speakers and the English didnt give a favorable impression to the other language speakers.

In the Japanese conversations, all of the English participants very often used formulaic back-channeling expressions. The Japanese participants in one conversation repeated part of the phrases which the English speakers uttered, and tried to share information among the participants, since the English speakers were not competent Japanese speakers. Moreover, the Japanese repeated other Japanese speakers talk and made the flow of the conversation easy to understand for the English speakers. According to the follow-up interviews, the conversations were successful.

As shown above, the Japanese speakers tend to use back-channels in intercultural communication. Japanese back-channeling is easy to transfer when speaking in a second language. Even in the Japanese conversations, the Japanese speakers, by using back-channeling, try to inform the English speakers that they have heard and understood what the English speakers have said. For Japanese speakers, using back-channeling in conversation plays an important role in rapport building. Using back-channeling expressions by the English speakers, also, seems to lead the successful conversations. The results show that the back-channeling functions as one of the strategies of rapport building in Japanese, but not in English, and how important is a mutual understanding of the conversation management strategies in languages other than our own native language.

[Tsuda Sanae]
Yuka Shigemitsu, *Functions of Japanese pauses: A case study through intercultural setting*

This presentation aims to clarify Japanese pausing systems and to reveal their functions in ordinary conversation. In order to extract the functions of Japanese pausing, this research compares four sets of four-parties conversational data and also analyzes their following-up interview. The data are: Two Japanese and two American talking in English, two Japanese and two Chinese in talking in English, two sets of two Japanese and two Canadian talking in Japanese. First, I will analyze each conversation and will show general aspects and functions of pausing of each participant.

It is clarified that the English native speakers (Americans and Canadians) in this research, and the Chinese and the Japanese native speakers have different perspective onpauses regardless of the language they are using in the data. The English native speakers tried to fill the gaps during both English conversation and Japanese conversation. The data shows English native speakers tried to start to say something more often during a pause than the Japanese and the Chinese participants. At the following-up interviews, they recollected that they felt responsibilities to say something during the pause. On the other hand, the Chinese and the Japanese did not mind longer pauses (for example, 5 seconds or longer). The pauses are found especially when they did not comprehend what the current speaker was saying. They did not ask questions to clarify what the speaker had just said, but they expected to be given more information and waited the speaker to add more information. According to the following-up interview, they felt that asking questions is discourteous manner. Consequently, the conversation between Chinese and Japanese went more smoothly than those between the English native speakers and the Japanese.

To focus on the Japanese, pausing functions as 1) ruminating about what the speaker is talking about, 2) showing that they are listening and encourage the speaker to continue and 3) waiting to be given more information or a turn. Japanese also customarily believe that raising new topic by oneself or asking questions to the current speaker is an offensive behavior. Therefore, pausing is interpreted as a rapport building strategies to show that listeners considerate the speaker and encourage the speaker to talk at the speakers own pace. Moreover, Japanese put others turn ahead of themselves. So, all the Japanese participants tried to move conversation along the other participants. In order to assess the on-going conversation and to be careful when to slot in their own turn, they need some length of pause.

My claim here is that a strategy which is courteous in one language is sometimes inadequate in other languages. If there were any misunderstandings between native and non-native speakers in a language in the setting of intercultural communication, different practice of pausing might be influential keys for successful or unsuccessful conversation in intercultural communication. The result of this research can be used to raise peoples awareness towards multilingual societies in which adjustments to different cultural norms are required. It therefore has application to educational purposes.

[Tsuda Sanae]
Sanae Tsuda, *Clarifications in Cross-Cultural Conversations*

The aim of my presentation is to show how clarifications are used as a conversational management strategy in cross-cultural conversations in English and Japanese.

Clarifications are defined by their functions and forms. Functionally, a clarification request is made about the content or form of a previous utterance that has failed to be fully comprehended by the initiator (Purver, Ginzburg and Healey 2002). Its form can be a question or a request. Shigemitsu (2003) calls clarifications made by message receivers clarification requests (CR) and those made by message senders follow-up questions (FQ).

Five 30 minute video and audio recorded conversations are used as data for my analysis: C1, C2English conversations between two native English speakers and two native Japanese speakers, C3an English conversation between two Japanese speakers and two Chinese speakers, C4, C5--Japanese conversations between two native Japanese speakers and two native English speakers. C1, C2 and C3 are recorded in Japan, and C4 and C5 in Canada.

In English conversations C1, C2, and C3, CRs are made more frequently by non-native speakers of English, who

needed to make CRs to understand the content of the conversations. On the contrary, FQs are asked by native speakers or speakers of higher linguistic competence to sustain conversation and to assist the other party who do not understand the content of the conversations. CRs are made both by Japanese native speakers and English native speakers to check their understanding.

In C5, CRs are not as frequently made as C4 or the conversations in English, probably because the level of Japanese competence of English speakers in C5 is higher than that in conversation C4. Making a fewer clarification requests often resulted in long pauses and silence in C5. In the follow-up interview, one of the Japanese speakers in C5 commented that he could not take the leadership in C5 by asking questions even though he was speaking in his native language because he, as a student studying English in Canada, felt that the status of native English speakers was higher and he refrained himself from making CRs.

The participants of the conversation C5 do not often use FQs either to develop conversation topics supplied by other participants. In the follow-up interview, the Japanese speakers commented that they sometimes refrained from making CRs or asking FQs because they thought it would not be courteous to ask so many questions during the conversation. This shows a different attitude towards clarifications between C1, C2, C3 and C4, C5.

As shown above, uses of CRs and FQs are affected by the speakers attitudes towards clarifications. Some of the Japanese speakers are cautious of making CQs or asking FQs when they talk to their elders or people in higher status. Although making FQs is a useful conversation management strategy, it is noteworthy that these Japanese speakers are not willing to make use of the strategy because of the Japanese cultural influence on their practice.

PANEL

Frans Van Eemeren & P. Houtlosser, *Strategic manoeuvring in argumentative confrontations*

Argumentative discussions are frequently disrupted in the initial or confrontation stage because one of the parties attempts to shut the other partys opinion out of the discussion. Instances of this type of disruption can be found in many contemporarydebates about social and political issues in the public domain or public sphere. Given that argumentative confrontations should in principle promote, rather than frustrate, critical discussion, it is both theoretically and socially important that it can be discerned to what extent an attempt to exclude an opinion from the discussion can be considered a reasonable move in the discussion concerned. In the panel Strategic manoeuvring in argumentative confrontations, rather than being considered from a social, political or moral point of view, attempts to exclude an opinion from the discussion are approached from the standpoint of the pragma-dialectical argumentation theory. This means that such attempts are conceived as ways of strategic manoeuvring that have to be evaluated in accordance with critical discursive norms as have been developed in the pragma-dialectical theory of argumentation. The aim of the panel is to contribute to the acquisition of descriptively accurate and normatively sound insights in these ways of strategic manoeuvring, in particular when they occur in public political debates. The focus will be on the conditions under which argumentative confrontations can proceed in a sound way and on the factors that may make them derail.

Contributions

[Van Eemeren Frans]
Corina Andone, *Accusations of Inconsistency in Public Political Debates*

In this paper, I examine accusations of inconsistency as a specific type of confrontational strategic manoeuvring in the context of the recentinterest of the pragma-dialectical approach to account for the strategic function of moves in argumentative interactions, while maintaining standards of reasonableness.

Accusations of inconsistencyare approached from a speech act perspective, by suggesting that there are identity and correctness conditions for the illocutionary act of accusing someone of an inconsistency.Besides the goal of achieving illocutionary uptake, another aim of the speaker is to achieve perlocutionary effects by performing the illocutionary act of accusation of inconsistency in a correct manner.It is shown that an inherent perlocutionary effect of acceptance is aimed to be achieved together with consecutive consequences deriving from it.The number and nature of consecutive consequences are limited in the context of an argumentative interaction by analyzing the allowable moves in an ideal critical discussion as specified in the dialectical profile of what is to be reconstructed as the confrontation stage. The analysis of an example of real-life argumentative exchange will demonstrate how a speaker can manoeuver in the context of a political debate in order to conduct the discussion in a way that is most favorable for him.

[Van Eemeren Frans]
Marian Pijnenburg, *Putting forward a standpoint by means of quoting*

This paper is part of a research project which focuses on the argumentative use of direct quotations. With this project the writer wants to make a contribution to the recently established theory in pragma-dialectics on strategic manoeuvring in argumentative discussions. In her research she wants to investigate how the writer of an argumentative text can manoeuvre strategically by using direct quotations.

To be able to give a satisfactory answer to the question how quotations can be functionally used by the speaker or writer of an argumentative text, a pragmatic approach is proposed in which quoting is analysed as the performance of a speech act. This speech act, which belongs to the class of the assertives, may be used to put forward a standpoint and argumentation as defence of the standpoint.

When the speech act quoting gives expression to a standpoint, the speaker or writer makes his position knowable with respect to the propositional content or the communicative force of the speech act that is quoted. In the paper the possibilities to put forward a standpoint by means of quoting will be examined. Subsequently it will be investigated how the writer can use the presentational devices that have been identified, to bring a standpoint out into the open convincingly.

[Van Eemeren Frans]
Francisca Snoeck Henkemans, *Manoeuvring strategically with rhetorical questions*

In this paper I investigate what role the stylistic device *rhetorical question* can play in arguers attempts to reconcile their rhetorical with their dialectical aims by manoeuvring strategically when carrying out particular discussion moves that form part of the dialectical procedure for resolving a dispute. The research I shall report on here, forms part of a larger project in which insights from classical rhetoric, pragmatics and modern stylistics are used to explore the possibilities for strategic manoeuvring with specific presentational means. In the literature, three functions are ascribed to rhetorical questions in argumentative contexts: they are used as a means of putting forward standpoints or arguments and can also be analyse as proposals for a common starting point in the opening stage of a discussion. In this paper, I shall first give an analysis of the way rhetorical questions can fulfil these functions, and then establish what dialectical and rhetorical goals might be served by executing the moves in question by means of a rhetorical question instead of by some other presentational means. Finally, I shall give an indication of how the types of strategic manoeuvring that rhetorical questions can be instrumental in may derail, and in which violations of the rules for critical discussion such derailed manoeuvrings may result.

[Van Eemeren Frans]
Yvon Tonnard, *How to identify strategic manoeuvring: the case of ignoring a standpoint*

In a pragma-dialectical analysis and evaluation of argumentative discourse it is assumed that arguers manoeuvre strategically to win the discussion without violating the rules for critical discussion. The types of strategic manoeuvring that are to be distinguished depend on how particular combinations of aspired results, modes of achievements, and the data of argumentative reality are exploited by topical choice, adaptation to interlocutors and presentational device. In order to be able to identify these types of manoeuvring, a functional description of illustrative presentational devices would be of help. In this paper I present the confrontational strategy of ignoring a standpoint as a way of trying to shut a standpoint out of the discussion. I will point out which argumentative moves provide room for this type of strategic manoeuvring and by what kind of stylistic characteristics these moves can be identified.

[Van Eemeren Frans]
Assimakis Tseronis, *What does it mean to qualify a standpoint?*

Following the dichotomy between truth-conditional and non-truth-conditional meaning, to qualify an utterance would mean to add a comment to that utterance which does not affect its truth conditions. According to this view, only adverbials such as frankly, honestly, ironically, surprisingly, fortunately would be considered as qualifiers, because they can be ffomitted without affecting the truth conditions of the utterance in which they occur. Adverbials such as probably, evidently, clearly, perhaps, allegedly, which also add a comment to the utterance but affect the truth conditions of it, would be excluded. Nevertheless, when the utterance in which adverbials of either group occur functions as a standpoint in argumentative discourse, the effect of qualification should not be restricted to an effect on the truth conditions. Within Pragma-dialectics, the act of advancing a standpoint is analysed in illocutionary terms as an assertion of a positive (or negative) position over an asserted proposition. A standpoint is tested for its tenability against criticisms that an implicit or real other party puts forward, not for its truthfulness. The one who advances a standpoint assumes an obligation to defend it in the sense that he is ready to bring forward arguments in support of it. In this paper, I argue that standpoint qualification should be understood in illocutionary terms as affecting the obligation to defend that is incurred when performing the act of advancing a standpoint. The use of an adverbial from either group helps the one who advanced a standpoint to manage the obligation to defend it by framing the grounds on the basis of which the arguments adduced in support of it can be accepted. This effect is achieved in different ways given the different semantics of the

various groups of adverbials that can be distinguished.

[Van Eemeren Frans]
Frans Van Eemeren & Peter Houtlosser, *The theory of strategic manoeuvring: Conceptualisation and application*

As an introduction to the five other papers in the panel on strategic manoeuvring in argumentative confrontations, the paper aims to provide an overview of all the elements of the theory of strategic manoeuvring. It elucidates in what way the notion of strategic manoeuvring captures both dialectical and rhetorical perspectives on the analysis and evaluation of argumentative discourse, how strategic manoeuvring enables arguers to reconcile their ambitions to argue in a reasonable way and their aspiration to have their own position acccepted, what the rationale is for a typology of the various forms of strategic manoeuvring, how every particular form of strategic manoeuvring has its proper conditions that demarcate sound from fallacious instances of that form of manoeuvring, what the criteria are that determine whether the demarcation line between sound and fallacious manoeuvring has been transgressed, and what arguers can do to adequately respond to fallacious instances of strategic manoeuvring.

[Van Eemeren Frans]
Jan Albert van Laar, *Towards a classification of confrontational manoeuvring in argumentative discourse*

According to the pragma-dialectical approach to argumentative discourse, an arguer can be seen as *manoeuvring strategically* between rhetorical and dialectical objectives. One the one hand, he tries to get the best of the discussion while on the other hand he tries to contribute to the dialogue in a dialectically reasonable manner. The paper focuses on *confrontational* manoeuvring, where a party tries to arrive at an opportuneformulation of the difference of opinion.
I will discuss a classification of forms of confrontational manoeuvring. Some examples of such types of manoeuvring are: pointing out an inconsistency between words and deeds; pointing out the harmful consequences of advancing a standpoint; reformulating the other partys standpoint; etc. In order to arrive at a classification, I will make a distinction between two kinds of choices an arguer must make. In any situation in the confrontation where it is his turn,he has to choose (1) the type ofmove to perform and (2) the devices by which to give form and content to this kind of move. The inventory of types ofdialectical movesis the same for all argumentative discussions, while the inventory of choices for instantiating these types of moves depends more heavily on ones specific research interests. All choices can be categorised by determining whether or not they are instrumental for achieving the rhetorical objective, the dialectical objective or both.

PANEL

Tom Van Hout, Lut Lams & Geert Jacobs, *The pragmatics of news production processes*

By and large, media language research has traditionally applied a product view to the study of the news, focusing for example on textual analyses of print media or on transcript-based analyses of broadcast media. Conversely, while research into news making processes features prominently within communication and journalism studies, the focus here is usually on macro-level issues such as the asymmetry of information flows, rather than on language use.
The panel we are proposing merges both interests in that it intends to examine the discursive practices that lie at the heart of the news production process, including, but not limited to, editorial norms and journalistic writing routines. In addition, this panel also welcomes contributions addressing theoretical and/or methodological aspects of the news production process .

Contributions

[Van Hout Tom]
Charles Briggs, *Biocommunicability and Biotechs: Pragmatic Analysis of the Production of News Coverage of Pharmaceuticals*

One of hottest areas in news media markets is health news. This research suggests that news coverage of health issues is important not only with respect to the way it relates media, medicine, and capital (particularly through the influence of pharmaceutical corporations) but how it shapes social knowledge of health, disease, the body, citizenship, and the state. How might pragmatic perspectives inform our understanding of health news production? This project, which is being conducted in Cuba, Ecuador, Mexico, the United States, and Venezuela, combines 1) quantitative and qualitative content analysis, 2) ethnographic research on the pragmatics of press practices, health professionals contact with

reporters, and public reception and 3) analysis of communicative ideologies that shape all participants understandings of their place in the production of health news.

Television, newspaper, and radio coverage goes beyond informing readers regarding health issues to teach about what the author has termed biocommunicabilitythe ideological constructions of the production, circulation, and reception of discourse about biomedicine and health in general. Projections of biocommunicability mix descriptive and prescriptive modalities, teaching audiences how health-related information is, should be, and should not be produced, disseminated, and received.

This paper focuses on one part of the data from the United States. A large corpus of health-related articles were collected from the *San Diego Union-Tribune*, a metropolitan daily with a print circulation of over 400,000 and more than a million electronic readers that serves a region with a large biotech industry. For this part of the study, all articles that relate to pharmaceutical corporations, their products, and health issues related to pharmaceuticals were analyzed qualitatively and quantitatively. The author then interviewed the *SDUT* reporters who cover the biotech beat in order to see their role in producing health news and how they see it. He then interviewed medical researchers who appear as news sources and media professionals in biotech trade organizations, media consulting firms, hospitals, and biotech corporations to gauge their participate in the production of this coverage and how they view it. The results provide an in-depth look at the complex pragmatics of health news production, how production practices simultaneously shape and are objects of representation in newspaper articles, and the similarities and differences in how the various players construct the biocommunicability of news coverage of biotech issues. The paper presents qualitative and quantitative analysis of the articles and analysis of interview transcripts.

The analysis focuses on the pragmatics of news production and how it is ideologically constructed by researchers, corporate officials, reporters, and media consultants. It explores the ways these individuals express ideologies that are closely tied to production processes as well as popular ideologies (of the communication of scientific research to the public and of rational patient-consumers) that diverge widely from production pragmatics. Rather than simply a gap between ideology and practice, however, the effectiveness of news coverage of pharmaceuticals in generating the positive public exposure desired by corporations is tied to the ability of researchers, corporate officials, and media consultants to collaborate with reporters in infusing press coverage with these popular ideologies of health news production.

[Van Hout Tom]

Colleen Cotter, *News values and news stories: The function of ""proximity"" and ""prominence"" in reporters' and editors' decisions about coverage*

The news stories we read and hear are the end-product of a series of decisions, practices, and values that are fundamental to the news community yet seldom acknowledged by academics (but see early Verschueren 1986 and Bell 1991, and recent Peterson 2001, 2005 and Cotter 1999, 2003). In this paper, I examine rationales reporters and editors employ to determine newsworthiness to answer the question: Why are certain attributes of an event or situation reported on, and thus fronted, and other elements overlooked? These journalistic rationales revolve around news values, the group-agreed qualities such as *proximity* (local interest or readership relevance) and *prominence* (standing of individual under news scrutiny) that make an item newsworthy and are central to motivating decisions about what to cover. Awareness of their application by reporters and editors helps to make more transparent the role of process in understanding news texts. My investigation is thus ethnographically situated privileging insider judgments about communicative routines and draws from a range of interview, fieldwork, and internal text-based data elicited and collected over a 10-year period to relate practice within the profession to its discursive outcomes in publication. Using examples from diverse sources in my corpus (print media, trade publications, and textbooks), I focus on the two primary news values of *proximity* and *prominence*. In examples (1) and (2), the individual reported on does something out-of-the-ordinary for conditions with respect to his standing (prominence) in the community (proximity); the columnist writing on behalf of each community is explicit about that. (Implicit is that public officials as a rule tend to speak according to the coded format of the political context such that when they do not, it makes news as in (1); and in (2), motorcyclists who are feted racers might already be considered competent to drive a car.) (1) *That is what makes it newsworthy* when a public official, speaking on the record, sets forth a view that is as blunt and uncomfortable as it is politically unpalatable. (Washington Post 2006) (2) Motorcyclist Joey Dunlop has passed his driving test. *What made that a news item* was the accompanying information which reminded us that Mr Dunlop was six times world champion and won the Isle of Mann TT on 21 occasions. (Irish Emigrant Newsletter 1997) Newspaper columnists also explain to readers why stories are *not* covered on the grounds of prominence in (3) and proximity in (4): (3) Its because someone may have decided that a story[]of *a woman nobody has ever heard of*, wont have much significance to readers. (Washington Post 2006) (4) *Of what interest*would the state of the streets in Battersea be to the people of Barking or Brent? (London Evening Standard 2006) News values limit the scope of possibility and frame news texts by reinforcing internally held values about what counts as news, results that are implicitly but not obviously part of news stories until insider columnists point out the parameters and we as outsider academics investigate news texts within the context of process to come to understand the decisions that determine whether a story is worth covering.

[Van Hout Tom]
Geert Jacobs, *Press Conferences on the Internet*

Following previous preliminary research on e-releases (Strobbe & Jacobs 2005), this paper deals with a new way in which news sources and media interact, viz. through press conferences on the Internet. This means that in addition to those journalists who attend the press conference live, a number of journalists follow the proceedings on-line and ask questions through e-mail. In this study, we focus on the way in which the chairperson mediates the discursive interaction between the absent journalists, whose virtual interventions are posted on a specially designed website and projected on a screen, and the organizations spokespersons, who are supposed to deal with them. Our analysis is based on transcripts of video-recordings of some 16 experimental press conferences on the Internet broadcast by the Dutch news agency ANP between 2004 and 2006. In contrast with previous work on calls to radio phone-in programmes, where its been shown that the power of the questioner is seriously limited by themediated structure of the interaction (Thornborrow 2001), we will demonstrate that the absent journalists in our data continue to impact significantly on the press conference: all of their questions are read by the chairperson, most of them verbatim. At the same time, and perhaps rather ironically, the rangeof possible actions available to those journalists who are present seems to be seriously reduced through the chairpersons reformulating activities, which are made necessary to enable the absent journalists to keep track of what is going on. Our data also sheds light on the various participants fears and hopes about the new format. Finally, we speculate about the future development of press conferences on the Internet in particular and about the implications for news production processes in general.

[Van Hout Tom]
Lutgard Lams, *Newspapers" Narratives Based on Wire Stories: Facsimiles of Input?*

Variation in news narratives can provide the empirical testing ground for investigating news production processes, such as selecting and adapting input stories from external sources. In taking a comparative approach this paper maps transformations of source text into target text. In particular it examines differences between original input supplied by news agencies and final newspaper output as well as divergent treatment of identical source material by various news groups.
The empirical analysis is based on a pragmatic study of language and ideology in English-language news accounts in the Peoples Republic of China (PRC) and the Republic of China on Taiwan (ROC) about the Hong Kong sovereignty transfer from the British Crown to the PRC in 1997 (Lams 2004). As a high-profile major international news event, the handover ceremony garnered worldwide media attention. For this papers purpose I look into a set of foreign news agencies articles adopted by two Taiwanese English-language newspapers, the input versions of which were retrieved from the Associated Press archives.
The emerging transformation patterns between source and target texts can be grouped in various categories. While some texts are taken over verbatim, others are scrambled, reduced in size or amended. The latter is reflected in the writing process of rephrasing propositions, deleting specific adverbial complements, and modifying lexical terms. These divergences may be attributed to practical editorial concerns (space/time constraints), general guidelines on house style, or ideological considerations. Although it is not easy to pinpoint the precise underlying reason for each editorial adjustment, it can be safely assumed that, whenever adaptations appear with a regular occurrence, ideology or fixed editorial preferences/directives concerning structure and style are at play. An example of an ideological transformation is the consistent editorial amendment in one of the Taiwanese papers of the proper noun China as the preferred lexical denotation for the Chinese mainland (encompassing a political, cultural and geographical dimension) throughout the Associated Press data set. Certain temporal deictical changes illustrate non-ideological modification patterns conforming to a particular house style. Clearly, findings in this paper concerning changes between source and target texts as well as diversity between newspapers in final output originating from the same input shed a light on a tiny, but nonetheless important link in the complex intertextual chaining process of news production.

[Van Hout Tom]
Henk Pander Maat, *Perspectivizing the news*

Clinical experience have indicated that children with physical disability often show signs of pragmatic problems, e. g. to keep to the topic, give relevant contributions to the conversation, adjust to the interlocutor and to be sensitive to the social context and implicit conversational rules. One of several contributing causes could be limited opportunity spending time and playing with other children, hereby losing an important occasion for practising social interaction in a more egalitarian setting.
Pragmatic competence in combination with brain damage is a very complex issue. Children with cerebral palsy can have cognitive impairment affecting their pragmatic competence. Yet there are children with cognitive impairment who do not show any signs of pragmatic problems. Physical disability causing speech- and language impairment can further complicate the picture.
The aim of the study is to try to find environmental factors that potentially can affect the childs pragmatic ability.

Hypothetically adults in the childs environment may involuntarily enhance the potential pragmatic problems of the child, by giving too much support and not providing the child with the communication challenges which typically developing children are confronted with. To a large extent impaired pragmatic ability may contribute to a lack of participation in society. Participation emerges through interplay between the individual and the environment.

Eight 5; 11- to 10; 9-year-old children with cerebral palsy were videotaped in an intervention situation together with their physiotherapist (PT) and speech-language therapist (SLT). The parents and the childrens teachers completed the Childrens Communication Checklist (CCC) independently. The material was transcribed and quantified according to the principles of CHAT (MacWhinney 2000), and analysed with a kind of conversation analysis, Initiative Response analysis (Linell et al. 1998).

The results show fewer differences between the PTs and the SLTs than expected. However, it could be seen that the PTs tended to dominate the dialogues quantitatively, that is they talked more, whereas the SLTs tended to dominate interactionally by asking many questions. The SLTs had more structured conversations with focus on intervention, whereas the PTs more devoted themselves to casual small talk, something children with pragmatic problems need to practice on. For the SLTs, communication is the ends as well as the means, whereas for the PTs communication is one means among others.

The results raises questions concerning related issues as power and communication, politeness strategies and parenting/professional styles. The professionals seem to have very divergent views on these matters, perhaps partly due to varying degrees of unawareness. Several clinical implications can be drawn. A significant implication is the importance of an increasing awareness of ones own interactional style and professional strategies, and what the consequences of these might be.

[Van Hout Tom]

Daniel Perrin, *Idee suisse: Language policy, norms, and newswriting practice as exemplified by Swiss radio and television*

Swiss radio and television "SRG SSR ide suisse" is a public service institution: it has a federal, societal, cultural, and linguistic remit to fulfil in the linguistically complex setting of a country with four official languages. As a media enterprise, though, it is also subject to market and competitive forces. A major on-going project is investigating whether and how SRG SSR should, can, and actually does fulfil language policy demands by examining a) external language policy expectations, b) organizational-hierarchical internal rules, c) newswriting practice, and d) quality control follow-up communication in four modules. Based on this analysis, project members will develop, implement, and evaluate measures to systematically promote language discourse in SRG SSR, reinforce the organizational language awareness, and empower the individuals concerned to use language and their languages in a more differentiated way to reflect language policy. A significant contribution is expected to be made on the discursive cohesion of the intentionally multilingual Switzerland in a media-influenced world. The present contribution focuses on the methodology and findings of the newswriting practice research module. First, it outlines the basics of Progression Analysis, a multimethod approach for investigating writing situations, actions, and strategies in professional settings (Perrin 2006). The institutional, organizational, and individually motivated strategies and practices of the media professionals under investigation as well as the traces of their actions in their broadcast news are then presented. Finally, these findings are related to the findings of the other modules of the research project, focussing questions such as "do the newswriters do what they think they do, what they are said to do by the management and what they are expected to do by external policy expectations?" On a meta level, the role and importance of writing research within interdisciplinary projects are highlighted and discussed.

[Van Hout Tom]

Tom Van Hout & Felicitas Macgilchrist, *Framing the news: an ethnographic view of financial newswriting*

This paper tracks the newsmaking process from the initial entry of a story into the newsroom (in the form of a multilingual press release) through the meso-level process of editorial decision-making (in the form of story meetings) and the micro-level process of re-writing to the "final" output articulated for the consumers of financial news. Whereas previous studies of journalism have tended to focus on either news texts *or* news processes (cf. Zelizer 2004), this paper analyses both the textual and process aspects of news-writing. These discursive practices are investigated by adopting a research methodology which combines frame analysis (Gamson & Modigliani 1989), participant observation (Cottle 1998) and writing process analysis (Perrin 2006). Analyzing the frames in the source text, we examine to what extent journalists draw on the frames to pitch their story to the copy desk chief, while keystroke logging data and retrospective interviews allow us to reconstruct and interpret the writing process in detail. In a final analytical move, the published news story frames are compared to the original text. The case study we present here is drawn from ethnographic research on newsroom practices at a Flemish quality newspaper and suggests how an understanding of journalistic practices aids the analysis of news production.

PANEL

Theo van Leeuwen, *Multimodality*

The term "multimodality" covers a range of different approaches that have only one thing in common - an interest in the way different modes of communication combine in "multimodal" texts and communicative events. Some build on conversation analysis, others on systemic-functional linguistics, again others on semiotics. Some focus on developing analytical frameworks, others on using multimodal analysis as a tool for critical discourse analysis, or for studying classroom interaction, document design, computer-mediated communication and everyday conversation, to name just some of the fields to which multimodal analysis has been applied. All, or almost all, have focused on case studies, and there has, so far, been little reflection on the theoretical foundations of the idea of multimodality itself, or on its relations to other approaches, for instance in spatial and musical cognition, psychology ("synaesthesia"), or cultural studies ("multisensoriality").
This panel aims to provide a brief overview of the field so far, to present some of the theoretical questions and issues the field should now address, and to reflect on these questions and issues from the point of view of some of the different approaches that constitute the field.

Contributions

[van Leeuwen Theo]
John Bateman, *Multimodality and multidimensionality: making meaning with space and time*

When we move to consider multimodal "texts" from a linguistically informed perspective, a fundamental shift has to be made with respect to approaches that have been developed for verbal language. The simple fact of considering, for example, a page of combined text, diagrams and images as a single object of analysis moves us from the one-dimensional flow of the verbal meaning-making utterance to a two-dimensional spatial layout. This shift is generally made by proponents of multimodal linguistics as if the extension were straightforward. But there are several reasons to believe that it is not. The distinct properties of the material substrate supporting a semiotic system may have far reaching consequences for the meaning-making potential of that system; this needs to be far more thoroughly theorized than has been the case to date.
One relatively new source of input to this problem area is offered by ongoing work in spatial cognition. It is now known that when spatial relationships are carrying meaning, humans employ a very different range of processing mechanisms to those employed during language production and comprehension. Moreover, adding time, change and movement into the discussion activates further processing possibilities still. If we take such mechanisms into consideration, this may let us assess more accurately the extent to which linguistically-informed models can be expected to do the various jobs demanded of them during multimodal analysis. It may also suggest ways of extending existing techniques of analysis to properly encompass spatiotemporally-expressed meanings. Only in this way is it likely that we will be able to explore "linguistically" the richness of the meaning-making possibilies of multimodal objects such as illustrated documents, dynamic webpages, gesture and the moving image.

[van Leeuwen Theo]
Adam Jaworski & Odysseas Constantinou, *The symbolic value(s) of maps on postcards*

Postcards constitute one of the most ubiquitous and mundane text types associated with tourism. However, despite their seeming playfulness and ephemerality, postcards through their pervasiveness and consistency of visual tropes encapsulate social, cultural and political discourses about tourist destinations. These forms of represented knowledge are indicative of power relations within tourist destinations and between tourists and hosts, iconising, totemising and objectifying land, cities, people, languages, and so on and re-constituting them as landscapes, citycapes, peoplescapes, linguascepes, respectively. As has been suggested by Van Leeuwen (1993), there are no ideologically innocent texts, and postcards are no exception.
In this paper, we analyse a subgenre of postcards: mapcards. Our data sample consists of 954 international postcards featuring a map as a sole image or part of a combined image on the cards front. Maps, not unlike postcards, have been studied as socially produced and consumed discourses, acts of power claiming knowledge and ownership over a territory, displaying factual as well as symbolic levels of meaning about a particular area or geographical feature (e.g. Harley, 1988; Cosgrove, 1999).
Few maps on postcards aim at cartographic fidelity. More typically, maps combine with photographic or drawn images suggesting a preferred type of the tourist gaze through which the destination is to be previsualised and consumed (Urry, 2002). Here, maps function at the interpersonal level, as *indexes* of destinations, complicitously inviting the tourist to appropriate these destinations as adventure sites, nature reserves, environmental respites, snapshots of history, and so on.

The symbolic value of maps on cards is extended in their increasing visual abstraction, a process that Benedict Anderson (1991) identifies as *logoization*. At its most extreme represented simply by an outline, the *logo-map*, characterised by emptiness, contextlessness, visual memorableness, and infinite reproducibility is an overtly decontextualised version of established cartographic representation. In this decontextualisation, in Andersons words, the map becomes a detachable piece of a jigsaw puzzle and a pure sign, no longer compass to the world. We argue in this paper that logo-maps involve geographical and cartographic *de*contextualisation, and through their resulting *re*contextualisations on postcards, they ultimately lend themselves to the promotional discourse of tourism premised on the iconisation of tourist destinations. In this way, logoised maps (typically associated with nation states) act as metonyms for tourist destinations alongside iconic architectural structures, environmental landmarks, flags, coats of arms, images of national plants or animals, and other semiotic resources.

[van Leeuwen Theo]
Carey Jewitt, *Multimodality and education: Challenges and futures*

A multimodal perspective has increasingly been taken up within educational research. This move to understand teaching beyond language has been productive in understanding pedagogic processes and contexts, and made a contribution to the theorisation of classroom practices. At the same time a multimodality perspective raises new theoretical and methodological challenges for educational research.

In this presentation I discuss three of the challenges that I have found difficult in my own work and which I think are key for educational research.

First, how to theorise learning from a multimodal perspective? Multimodality focuses on meaning making and semiosis. This focus when applied to learning produces concepts such as the idea of semiotic chains of semiosis (Stein, 2003) and transformation (Kress, 1997). These are useful terms. They tend, however, to conflate meaning making with learning, and to locate learning in the individual. The application of this view of learning as semiosis in the context of formal school learning can be problematic as the body of knowledge to be learnt often seems to slip out of the analytical frame or become positioned as a negative force acting to stifle creativity and diversity. In some ways this has led to a perception of multimodality as good in a way that negates and neutralises the power of modes in the social world.

Second, how to contextualise meaning making without fragmenting space and time? The focus of multimodality on the process of making meaning and the sign maker, in combination with the intensive descriptive framework of multimodality, tends to mean that to date most multimodal research focuses on one or two individuals in short episodes selected from considerably longer events. This serves to separate the people being observed from the broader context and community of others who are key to their learning. Fragmenting students in this way situates learning and meaning making in the individual rather than a collective. Multimodal social semiotics focuses on what is observable and in doing so it does not always theorise beyond the now and can disconnect representations, texts communicative events from their histories and macro issues.

Third, is it possible to talk of modes without being essentialist? Multimodality stretches and remoulds linguistic theory, methods and tools (sometimes to near breaking point) to make sense of a range of modes. This assumes at some level that modes can (to some extent) be reduced to the principles that underpin language. But can they and what are the problems of applying methodological tools devised from linguistics to image and other modes?

I illustrate the above challenges through the multimodal research I have conducted on the Science and English classroom with Gunther Kress and colleagues and explore the potential for combining multimodality with other social theories as one way forward.

[van Leeuwen Theo]
Sigrid Norris, *Complexity of multimodal interaction analysis*

Analyzing multimodal interaction (Norris, 2004) is a truly complex framework. There, I illustrate that each and every communicative mode that social actors draw upon when acting can, and therefore should be, analyzed if we want to grasp the complexity of interaction. I also claim that we need to link these actions that participants perform to their levels of attention/awareness, if only for the simple reason that that is what participants in interaction do.

I am sure that most people would agree, when I say that social actors act and interact by utilizing a complex of multiply intertwined communicative modes, keeping a certain structure of higher-level actions in their own attention/awareness levels (foregrounding one action, mid-grounding and/or backgrounding others at certain points in time).

However, I am also sure that most people have heard the critique *that such analysis brings with it much too much complexity; and that therefore, we need to focus on just one mode* and often enough, this one mode is the mode of language *and add whatever is necessary when attempting multimodal interaction analysis*.

In this paper, I address this critique in three ways: First, I will illustrate that a focus on one mode may this be language or any other mode will not get us very far. Second, I will address the pitfall of too much detail when incorporating complete modal use of participants in interaction analysis, leading the analyst to a very narrow analysis of minute excerpts. Third, I will show the opportunities that arise when we look at such detail not as a drawback, but as a gain in insight, which then allows us to move beyond the initial analytical stages helping us gain some new understanding of

the workings of interaction.

[van Leeuwen Theo]
Raquel Segovia & Elisabeth El Refaie, *Multimodal metaphor in Spanish and British wine advertisements*

The aim of this contribution is to compare and contrast the use of multimodal metaphors in British and Spanish wine advertisements, taken from several specialist and non-specialist publications.
In spite of a recent surge of interest in the use of visual rhetoric in advertising (Forceville 1996; Messaris 1997; Phillips 2003), the influence of socio-cultural context on the choice of metaphor in adverts has not been studied in any detail. Cognitive metaphor theory, which is currently the dominant paradigm in metaphor research, is based on the proposition that metaphor derives from bodily experience and is thus an essential part of our everyday patterns of thinking (Lakoff and Johnson 1999). Although researchers in the field are also becoming increasingly aware of the influence of *culture* on metaphor use (Kvecses 2005), their work has so far tended to concentrate on verbal examples and to neglect instances of visual and multimodal metaphor.
Drawing on social semiotics and multimodal analysis (Kress and van Leeuwen 2001; Baldry and Thibault, 2006), our study focuses on the influence of genre, culture and socio-economic context on the choice of metaphors in wine adverts. We also explore the different roles of the verbal and visual mode in conveying metaphorical meaning.
Preliminary findings suggest that metaphors are used in both British and Spanish ads to attract the attention of potential customers and create (implicit) cognitive links between wine and some desirable abstract quality. There are also clear similarities with regard to the semantic fields from which the most common metaphors tend to be drawn. However, Spanish wine adverts are more likely than British ones to feature a metaphor of a religious nature, for instance, while British advertising for wine tends to rely more heavily on humorous and/or ironic meanings. We relate these findings to the genre of advertising, the tradition of wine discourses, and to possible cultural differences between the two countries.

[van Leeuwen Theo]
Theo van Leeuwen, *Multiple multimodalities*

This paper, introducing the panel, will provide a broad overview of current work in multimodality and argue that, until now, multimodality has been a collection of analytical methods whose theoretical underpinning have remained relatively undefined.
The paper will then explore the similarities and differences between multimodality and the approaches of other disciplines to the phenomena it studies, e.g. under headings such as ""synaesthesia"" and ""multisensoriality"".
It will end with a discussion of the relation between multimodality and pragmatics.

PANEL

Eline Versluys, Eric Anchimbe & Richard W. Janney, *Postcolonial Pragmatics*

Postcolonial pragmatics focuses on the myriad locutionary forms, illocutionary functions, and perlocutionary effects of language communication and communication systems in postcolonial contexts, dealing primarily with natural discourse and issues of cultural displacement, migration, hybridity, and diaspora, but also focusing on the role of public and government media in shaping perceptions of postcolonial history, politics, and regional, ethnic, and social identities. Language use and abuse play important roles in many areas of postcolonial life. Language can be a powerful mediator of understanding, empowerment, and solidarity, or a source of repression, disempowerment, and discrimination. Choices of *what* and *how* (and in *what languages*) things are expressed thus stand at the center of postcolonial pragmatic interest. Possible areas of study include (but are not limited to) everyday social discourse, political and institutional discourse, print media discourse, and all forms of electronically mediated communication.
This panel wants to address the particularities of language use in different postcolonial contexts. With its emphasis on communication about matters of identity, agency, understanding, and empowerment, postcolonial pragmatics provides a platform for interdisciplinary cooperation between scholars of different persuasions with interests in language, communication, and postcolonial questions.

Contributions

[Versluys Eline]
Eric Anchimbe, *On (not) calling people by their names—pragmatic undertones of sociocultural relationships in a postcolony*

The impacts of colonialism in Africa and othert parts of the world extend beyond the political, military, economic and linguistic levels to include the complex interplay between linguisitc expression, sociocultural power negotiation and identity construction. The mix of the foireign culture brought in by colonialism and the local cultures has resulted in an intermediary sociocultural system that borrows from both cultures. One of the domains in which this could be clearly seen is naming.

And you dare call me by my name? This is a common phrase in most African contexts where the (unwritten) code of name-escapism as a sign of respect for the other is used. To call someone by name is not only disrespect but also a sign that he or she has no honour to merit that respect that goes with not calling his or her name. This paper discusses the different contexts of name-escapism and the socio-pragmatic impacts each creates. It studies among other things, name-escapism between the young and old; between initiated and non-initiated members of traditional groups; the substitution of names by kinship terms (even for strangers); and the use of call-outs (interpellations, excuse-me, etc.) rather than peoples real names. These contexts are acutely different from Western cultures in which name-calling is rather a sign of respect and not disrespect as it is the case in Cameroonian and some other African cultures.

[Versluys Eline]
Francesco Goglia, *Language choice and negotiation of identity in an immigrant context: the case of Igbo-Nigerian immigrants in Padova (Italy)*

In this paper I will focus on language choices and attitudes of Igbo-Nigerian immigrants in Padova. In this city, Nigerians are the fourth largest foreign group.

Nigeria is a country where about 400 languages are spoken. For historical reasons there are a few linguae francae that are more widespread and hold official status: Yoruba in the south west, Igbo in the south east, Hausa in the north, Fulani in the north east and north west. The Igbo are the second most populous ethnic group of southern Nigeria, an area usually referred as *Alaigbo* (Igboland) comprising five Nigerian states. The Igbo community in Padova is part of a wider Igbo immigration, especially to North America, Europe, and Australia; the so-called Igbo Diaspora, which started in the late sixties when the Igbo tried to gain independence in a brutal civil war and which has continued until the present day as a consequence of an economic crisis. In Nigeria, early education in public schools is in local languages, while secondary and university education are in English. All Nigerians who have received formal education after primary school are bilingual in English and another indigenous language, or even multilingual if they speak Nigerian Pidgin English and/or other indigenous languages. All informants of this study are Igbo and have attended high school, hence they are bilingual in English and Igbo, but they can also speak Nigerian Pidgin English. In the new immigrant context, the Igbo will come into contact with the Italian linguistic repertoire, which is composed of the Italian language and a regional dialect. Through analysis of naturally recorded conversations, this paper aims to show how the Igbo use the languages at their disposal to communicate in the host country and to negotiate their identity.

[Versluys Eline]
Richard W. Janney, *Introducing Postcolonial Pragmatics*

This paper simultaneously outlines the new field of postcolonial pragmatics and introduces the postcolonial pragmatics panel at this year"s international pragmatics conference. Postcolonial pragmatics is dedicated to the study of different forms and functions of spoken, print, and media discourse in today"s complex multilingual, multiethnic, postcolonial societies. It focuses on hybridic communication patterns and situations that have arisen historically in many postcolonial countries as a result of clashes between local indigenous communicative practices and foreign languages and forms of interaction introduced by colonization. Just as colonization led to a global spread of so-called "new" varieties of the colonial languages of power, it has also spawned distinctive new, culturally and linguistically mixed, patterns of communication. These have been ignored up to now nearly altogether in other interculturally oriented pragmatic approaches (transcultural pragmatics, interlanguage pragmatics, etc). Postcolonial Pragmatics takes its starting point in the lives of users of language whose (often unstable, situationally dependent) identities, relationships, living conditions, communicative needs, and social perceptions and expectations have been shaped by the complex postcolonial ecologies into which they have been born and socialized, and in which they interact on a daily basis. The emphasis is on communication in contexts of socio-cultural hybridity, diaspora, and displacement. While many questions raised in this new field originate in postcolonial theory, approaches to investigating them remain firmly rooted in pragmatic theory and analytical practice: that is, in notions of conversational rules, interactional rituals, participation frameworks, situational discourse stances, facework, politic behavior, conversational cooperativeness, social deixis, emotive communication, and so forth. Western pragmatic frameworks face various challenges when applied to discourse in multi-ethnic, multilingual, postcolonial contexts. Hence, postcolonial pragmatics, in addition to promoting the study of users and uses of language in postcolonial settings, opens broad vistas of inquiry into the presupposed universality of Western pragmatic theories, the implications of Western intellectual hegemony for Non-Western pragmaticians, and the explanatory limitations of Western assumptions about discourse in Non-Western contexts in general.

[Versluys Eline]
Susanne Mühleisen, *Forms of address and social identity in Caribbean Creoles: strategic interactions in conflict situations*

Forms of address in the Caribbean are part of a complex politeness system which developed as a result of the socio-historical conditions of slavery, the transfer and continuities of socio-pragmatic rules from West African and European cultural and linguistic traditions, as well as new creolized or innovative practices. Terms of address are not only indicative of the social position and social identity of a person in a community but are also often used strategically in situations of potential conflict. Many of the nominal terms of address and their adaptation to specific conversational situations may be explained in the light of the specific postcolonial cultural and linguistic ambiguity in the Caribbean (cf. also Reisman 1974, Mhleisen & Migge 2005). Like numerous nonstandard Englishes (cf. Hickey 2003), Caribbean Englishes and Creoles also have second-person pronominal distinction. Since the plural form is neither used for obligatory plural marking nor as a honorific as in many European (T/V) languages, this distinction has so far been regarded as insignificant and little or no research has been devoted to systematically investigating the possible strategic meaning of second person plural forms like *all-yuh* (Trinidad) or *unu* (Jamaica). Based on empirical research (observation, analysis of conversational data and questionnaire research) in Trinidad, I will argue in this paper that the plural form is used either to emphasize the existence of plural addressees or to create a distance between the speaker and the addressees. To either single or multiple addressees, the plural form can be used as a politeness strategy in specific situations, for instance to express vagueness or indirectness when a speech act could be otherwise interpreted as face-threatening.

[Versluys Eline]
Bernard Mulo Farenkia, *Quand insulter, c''est exclure*

Les Camerounais ont la réputation d'émailler leurs interactions quotidiennes d'invectives de toutes sortes. Dans un espace culturel au profil essentiellement communautaire, l'appartenance ethnique est un savoir largement partagé par tous. Mais il se trouve aussi que ce savoir peut être employé pour ne mettre en évidence que les défauts parfois réels, parfois imaginaires des membres d'un groupe ethnique donné. C'est ainsi qu'on entend très souvent des termes tels que bami, anglo, nkoua, wadjio, bassa, etc. Dans leurs fonctions objectives ces termes ne servent qu'à indiquer l'origine ethnique de l'interlocuteur. Mais dans une situation d'altercation verbale, ces « ethnonymes » servent avant tout à insulter l'autre et à l'exclure symboliquement. Car ces éléments activent des allusions péjoratives ancrées dans l'imaginaire populaire au Cameroun, cet espace que plusieurs chercheurs s'accordent pour reconnaître comme «véritable laboratoire des tensions interethniques ».
Quel est donc l'impact de ces tensions interethniques sur le comportement verbal des Camerounais? Pour cerner cette problématique, nous nous proposons d'analyser un aspect de la violence post-coloniale, les insultes tribales, et, plus exactement, d'en décrire les formes, les contenus sémantiques et les marques stylistiques. Mais avant cela, nous tenterons de brosser sommairement l'univers socioculturel du Cameroun, de dégager sa complexité ethnolinguistique, complexité sur le fond de laquelle se déploie cette violence verbale et ce lexique de l'exclusion.

[Versluys Eline]
Normala Othman, *The Pragmatics of Compliments in Malaysia in the Postcolonial Context*

Holmes (1986: 485) defines a compliment as a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some good (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer. Further, paying compliments vary from one culture to another. In the west compliments are paid and appreciated. However, in the eastern culture, particularly in Malaysia, compliments are paid and either rejected or denied. The eastern way is based on the face considerations of speaker to hearer and vice versa. After more than forty years of being a postcolonial state, Malaysia now shows a multiracial population that is strongly Eastern, consisting predominantly of Malays, Chinese and Indians. The study investigates the pragmatics of paying and receiving compliments using Brown and Levinsons (1987) face framework and Searles (1969) speech act framework The results show that in Malaysia, across all the three ethnic groups, compliments when given are more appreciated than denied or rejected, showing the lack of compensation of the face-threatening act on the part of the receiver to the speaker. However, results vary according to the speaker-hearer distance: familiarity results in compliment rejection, while distance in compliment acceptance. Since English is a language taught and learned in schools, 50 English teachers were also asked to response in an indirect manner to a compliment. The results supported the earlier finding and with teachers changing perception of compliments, the repercussion is that they would teach students to pay and receive compliments in the western way, thus changing the cultural rubrics of the Malaysian society.

[Versluys Eline]

Eva Palmans, *Media in political campaigns in Burundi: from propaganda instruments to political watcdogs*

The overall aim of this paper is to analyze the role of local media in the political transitions in Burundi , focusing on the discourse of local media during these periods of political change, being the 1993 and 2005 elections.

The first part looks at the nature of both electoral periods in order to situate the media discourse in the wider political context. The 1993 elections were opposing two parties and ethnic groups, Uprona (Tutsi) and Frodebu (Hutu), and were characterized by a highly ethnic and ideological campaign. These elections ended in a coup dEtat followed by a more than ten years lasting civil war. The 2005 elections were the last step of a transition period meant to recover from civil war. Electoral competitionwas no longer a competition between two parties and two ethnic groups but several Hutu and Tutsi parties were confronted.

The second part deals with the central research questions, namely the involvement of media in the political strategies during these campaigns and the representation of political discourse in media. A first step in answering these questions will be a description of the evolution in the media landscape and of its impact on the changing role of media in political campaigning. A second step in dealing with these questions is the analysis of the media discourse during the campaign with special attention to how the political discourse is structured in the media. This approach raises the issue of how politicians and their discourse are presented in the media (word choices, quotation/reported speech, implicit meanings). The linguistic and argumentative analysis of representation in media discourse contributes to the understanding of the positioning of the media vis--vis the political actors. This relation can be one of complicity between media and politicians, but can also present tensions and contradictions. From the postcolonial perspective, it has to be stressed that this relationship between media and politics was not one of complicity neither one of conflict but rather one of subordination. Media discourse was in the service of power with the exception of some clandestine forms of protest against the colonial rule. With the process of democratization in the early 90s, this clandestine way of protest emerged at the surface and became the engaged and subversive language of the independent media, this time not subordinated to the political discourse but in a relation of complicity with their political group. In 2005, media discourse tried to create some distance towards the political actors.

The last part presents our conclusions concerning the use of the media in the political campaigns. In 1993, the media were used as propaganda instruments. The public media were dominated by the discourse of the ruling party and the private media were divided on ethnic basis between the discourses of the Tutsi party and the Hutu party. In 2005, media were independent from political ownership and discourse became less explicit about their political preferences. Indeed, most of the media tried to be neutral and to fulfill their role as watchdogs of the political process.

[Versluys Eline]
Eline Versluys, *Drawing postcolonial boundaries: the construction of multiple identities in suburban Dakar (Senegal)*

In this paper I would like to examine the mechanisms of identity construction used by young people living in a postcolonial reality. The study fits into a broader research project on language attitudes and identity in Dakar. The findings are based on two periods of ethnolinguistic fieldwork in 2004 and 2006, conducted in Yoff, a suburban neighbourhood of Dakar. 14 young inhabitants of the neighbourhood, between the age of 18 and 30, constituted the main group of informants. In performing a detailed case study, based on participant observation, informal talks, individual interviews and group discussions, I have tried to examine how young urban dwellers construct language attitudes, identities and world views.

As in many other postcolonial cities, the sociolinguistic situation of Dakar is characterized by extended multilingualism. Extremely rapid urbanization causes a range of quick social changes, making Dakar into a bustling urban centre with various interacting cultural spheres. Beside the indigenous Wolof culture, there are many other influences which play an important role in the citys life: rural immigrants, the ex-colonial French power, other African citizens and the Arab and Anglo-Saxon presence. In the neighbourhood of Yoff, multilingualism has evolved around three poles: the official language French, the mixed code French-Wolof, also called Urban Wolof, and the local dialect Lebou. The Yoffois make daily choices between these elements of their linguistic repertoire.

Combining a discourse analytical and an ethnographic approach, I will examine how my informants construct different identities in the course of an interview, and how these multiple identities are related to their reported language use. We will note that the identities are not linked to languages in a univocal way. What is constructed here is rather a complex network of flexible positions and changing identities, related to language choices that are just as variable. The inhabitants of Yoff combine ethnic identities, urban identities, global identities, African identities, social class identities, and many others. An important question to ask here is to what extend this mixture of identities is typical for the postcolonial context. This paper will show that the postcolonial aspect lies in the observed tension between identity elements that are considered as more native and elements that are still to some degree associated with (neo-)colonial influence, such as the French language. In the interviews we observe a very interesting play with us and other alliances, in which these elements fill in constantly changing positions. I will thus try to find out to which extent my informants sense the postcolonial as a defining factor in their identity construction and how sharply the dividing line between a we-identity and a they-identity is drawn.

[Versluys Eline]
Gertrude Wamae & Nancy Muchai, *Postcolonial pragmatics of English language usage: The case of Kenya*

In most third world countries, use of language is greatly influenced by the 1st world powers that ruled in the colonial days, be it, direct or indirect. For instance, in places where the French colonized Africans, the dominant language spoken nationally at present is French., for example, Congo, Chad. This has everything to do with the French form of colonization , that is, assimilation. In a country such as Tanzania, where European influence was resisted, English language is not widely spoken. In third world countries where the European colonization was effective, the languages of the mother countries prevailed in Education, policy making and other important administrative domains. This paper examines the use of English language in Kenya in the light of usage in schools, law courts and in the media. The paper analyses data from documented sources and real time usage of English, hence, making it authentic. The paper validates the fact that meaning and interpretation of success in Kenyan society is pegged on the basis of competence in English language, which is largely influenced by the standards of its mother country; that is, Britain. The paper examines language use in Education and the society and provides an in-depth discussion of the meanings attached to the selected elements of discussion. The paper begins by discussing the concept of colonial dominance in African countries and how language was used as a weapon of effecting their rule. The paper also examines the trail of this dominance on language use on contemporary Kenyan society.

PANEL

Laura Visapää & Ilona Herlin, ***Contexts of subordination: cognitive, rhetorical and grammatical approaches***

The proposed panel approaches linguistic subordination as a semantico-grammatical and pragmatic phenomenon. In other words, the papers in the panel investigate subordination and the category of subordinated clause (and clause-like constructions) both grammatically, as parts of complex sentences, as well as from a discourse perspective, as rhetorical units contributing to textual coherence. The panel is organized by a group of researchers that focus on various subordination phenomena in Finnish language. Empirically, the project is characterized by extensive use of electronic corpora and a wide concept of context. Subordination and its linguistic realizations are studied from the perspective of language in its actual contexts of use. The role of electronic corpora is an essential part of the project, as well as the development of innovative methods for the analysis of such a heterogeneous collection of linguistic corpora. Theoretically, the project aims at combining innovative use of various corpora with current research interests of cognitive linguistics as well as typological and discourse studies. The purpose of the panel is to look at subordination from various theoretical perspectives in as many languages as possible. The panel therefore aims at bringing together researchers of various languages that have different albeit compatible views regarding the relationship between context(s) and subordination.

Contributions

[Visapää Laura]
Sonia Cristofaro, *Defining subordination: conceptual situations vs.grammatical categories*

This paper compares formal and functional views of subordination, and discusses the implications of these views for the definition of subordination as a grammatical category, that is, a category that plays a role in the grammar of particular languages and is arguably part of a speaker""s knowledge of their language.
Subordination is usually defined in terms of morphosyntactic features such as clausal embedding, presence of nonfinite verb forms, or impossibility for a clause to occur in isolation. However, these features do not occur in the same combinations from one construction to another, either cross-linguistically or within individual languages. Besides, individual features may not be relevant to all languages. This makes it impossible to define an internally consistent and cross-linguistically valid category of subordination.
Subordination has also been defined in functional, rather than formal terms. In particular, in Cristofaro 2003, subordination is regarded as a situation of cognitive asymmetry between two states of affairs whereby one of the two lacks an autonomous cognitive profile (in the sense of Langacker 1991) and is not asserted (in the pragmatic sense of assertion defined in Lambrecht 1994). This definition applies to all of the constructions that are usually regarded as instances of subordination (complement, adverbial, and relative constructions, that is), as well as to other constructions

that display different structural features, but express the same conceptual situation.Cross-linguistic investigation reveals a number of form-function correspondences in these constructions, that can be described by means of implicational hierarchies based on principles such as iconicity and economy.

Subordination as a conceptual situation should however be kept distinct from subordination as a grammatical category. Defining subordination as a particular conceptual situation makes it possible to compare a wide variety of constructions that encode this situation cross-linguistically, and make universally valid generalizations about these constructions. However, as the various features that could be taken as distinctive for a grammatical category of subordination do not combine in the same way from one construction to another, it should be concluded that that different constructions instantiate different grammatical categories.

These categories, or some of them, may be (arbitrarily) defined as subordination, but they are language-specific and construction-specific. Thus, as has been argued in typological literature (Dryer 1997, Croft 2001) for other grammatical categories and relations, there is no cross-constructionally and cross-linguistically valid grammatical category of subordination. What is cross-constructionally and cross-linguistically valid are rather the functional principles that govern the form-function correspondence in individual grammatical categories and constructions.

[Visapää Laura]
Jacqueline Evers-Vermeul, *Subordination as a marker of text-structural information*

Dutch is a language in which coordinate and subordinate clauses exhibit different word orders: coordinate clauses show V2 (i.e. they have the finite verb in second position), whereas subordinate clauses show V-late (with the finite verb at the end of the clause).

The research question in this paper is:

Is there a link between the choice of a specific word order (V2 versus V-late) and the structural organization of a text?

The answer to this question is interesting in view of a general theory on the interaction between form and function of discourse.

In line with Verhagen (2001), I have looked at combinations of three clauses to examine the relation between syntactic and discourse information. I have examined Dutch diachronic data from three different periods. Per period 50 coordinate fragments were selected, marked with the Dutch coordinator *want* because/for, and 50 subordinate fragments marked with *omdat* because.

It appears that subordination (marked with V-late) gives information about the way combinations of three clauses should be interpreted: in combinations A-B-C, a subordinating C-clause forces a late-closure interpretation, linking C to B. In contrast, coordination (marked with V2) does not force such an interpretation: a coordinating C-clause may be either linked to the B-clause, or to the clause-complex A-B. This restriction does not seem to hold for preposed *omdat*-clauses, which can be interpreted in both ways.

[Visapää Laura]
Anni Jääskeläinen, *Borderline case: subordination or not*

Borderline case: subordination or not The function of the Finnish subordinating conjunctions (e.g. ett that, kun when, kunnes until) is often stated in a rather self-explanatory, yet simplistic way: subordinating conjunctions begin a subordinate clause. In standard language, determining the dividing line between the two clauses should be simple: the subordinate clause (in brackets in example 1) begins with a subordinate conjunction, and, if it is preceded by the main clause, often a comma: 1) Varaudu siihen, ett elin voi puolustautua tai paeta vammautuneena, [kun sit kosketaan]. Be prepared that the animal might fight back or flee injured when it is touched. However, when studying language in use, the boundary between the elements is in many cases far from clear. As a case in point, I present a group of constructions that include an onomatopoetic interjection as an element. Onomatopoetic interjections are undeclinable words whose prototypical meaning is to imitate sounds of nature, environment or animals, e.g. pam, poks, suih, loiskis (bang, pop, whoosh, splash). They are often used metaphorically when no real sound is heard, in order to emphasize surprise or suddenness: 2) Kiersin koko kaupan, olin jo lhdss pois, kun POKS! Siin se oli! Juuri sellainen takki jonka haluan. I circled the whole shop and was about to leave when POP! There it was! Exactly the coat I want. My aim is to demonstrate that dividing expressions like this into separate governing and subordinate parts is not altogether natural as the expression itself forms a construction with a special, affective meaning. This is the case in 2, where, typographically, kun POKS (when pop) is the subordinate part. As a subordinate clause it would be at least atypical, including no finite verb. As it happens, the complete expression, with the explanatory clause following the subordinate clause, is highly idiomatic, a construction. Another case in point is seen in 3: 3) Kuvausmahdollisuudet menivt ett humps vain. FILMING POSSIBILITIES GO-3PL.PAST CONJ INTERJ. ONLY The possibilities for filming disappeared in a flash Example 3 is an instantiation of a construction in which the subordinate clause beginning with (niin) ett (so) that describes the manner of the process presented in the main clause. Its function is to emphasize the intensity and/or swiftness of the process. Formally, this is a case of subordination. However, as the construction surpasses formal phrase boundaries, the role of the subordinate clause changes: the subordinate phrase attaches itself more tightly to the main clause and especially its finite verb, sometimes even splitting the main clause as in 4: 4) Mutta silti se meni ett humps

vain yli mm. pressusta, muurista ja laineesta. BUT STILL IT GO-3SG.PAST CONJ INTERJ.ONLY OVER I.A. TARPAULIN-ELAWALL-ELAAND WAVE-ELA But still it went over the tarpaulin, the wall and the wave in a flash. What we see here is the subordinate part being in the process of forming adverb-like grammaticalized conventional unit another boarder-line case of subordination when studied with regard to idiomaticity.

[Visapää Laura]
Niklas Jonsson, *Asymmetric coordination*

The paper discusses a construction that seems to be widespread among the Austronesian languages. It involves the use of a coordinating conjunction to link clauses, and would seem to amount to no more than ordinary coordination, were it not for the fact that the initial clause has the form of an adverbial subordinate clause and the function of a modifier. What we have in effect is the coordination of a subordinate clause to its main clause. Because of the structural asymmetry between the conjuncts, I have used the term "asymmetric coordination" for the construction. However, when the order of the clauses is reversed, with the adverbial clause in sentence final position, the coordinator does not occur, and the relation between the clauses looks more like regular subordination. Two examples are presented below.
(1) Eastern Kadazan (Sabah, Malaysian Borneo):
...sabap do au iolo minangarap di nibilin do kinoroingan... **om** *pangakanno dii iolo*
…because CMP not they trust   to command REF God   **and** eat   EMPH they
"…because they did not trust in the command of God […] they ate it" [the apple presumably] (Hurlbut 1990, p 126)
(2) Coastal Konjo (Sulawesi):
Minro-na i-Le"leng battu ri koko-na **na** *na-peppe"-i ana"-na*
return-3PO PROP-Le"leng from at field-3PO **and** 3E-hit-3A child-3PO
"After Le"leng came back from his field, then he hit his child" (Friberg 1992)
The presence of a complementizer (in 1) and a verb nominalized by a possessive pronoun (in 2) indicates that the first clause in each example is subordinate. Despite this, a coordinator links to the second clause, and apparently clashes with the subordinate structure of the initial clause. Now, the question is, is this subordination or not?
In this paper I shall argue that the discourse-pragmatic function of the coordinator in this construction is to create cohesion between the initial constituent and the following clause. It is widely recognized that large constituents tend to occur late in the sentence for ease of processing, and for this reason, adverbial clauses being large constituents often occur sentence finally. In asymmetric coordination however, the adverbial clause is topicalized and appears sentence initially (which is a common position for topics). Cumbersome initial constituents are cognitively burdensome to process, and a need arises to create cohesion between the initial and final part of the sentence. The larger the initial constituent, the greater the need for a cohesive devise. As exemplified above a coordinator has been chosen to fulfill this cohesive function in many Austronesian languages. This indicates that the initial adverbial clause is treated as extra-structural, and syntactically equal to the following clause. One way of rendering it is as a presentational predicate (there is). This also illuminates a fundamental difference in discourse-pragmatic structure between these languages and English. In English, resumptive adverbs are often used with the same pragmatic function (e.g. if**then**), the entire adverbial clause being condensed, so to say, into a resumptive element, which is thus integrated into the structure of the main clause. In asymmetric coordination, on the other hand, an initial topical adverbial clause is taken out of the main clause structure, and presented as a predication of its own, thereby motivating the use of a coordinator to create an explicit link to the following clause. The choice of a coordinator in this context seems to be in line with several independent observations that Austronesian languages tend to favor relatively flat structures in various parts of their syntax (e.g. Englebretson 2003 for complement clauses).

[Visapää Laura]
Jyrki Kalliokoski, *Quasi-independent subordinate clauses as rhetorical elements in discourse*

There is a long-standing tradition in standard written languages to include subordinate clauses in the same typographical unit with their main clause, and mark the sentence-boundary by means of sentence-final and sentence-initial orthographic signs (full stop, capital letter). Nevertheless, in certain written genres and in certain contexts, single clauses with an initial subordinating conjunction occur as independent sequences, typographically separated from the rest of the text with a capital letter and full stop. The present paper explores the status of these single conjunction-initial clauses as subordinate clauses from a discourse perspective, and discusses problems in defining their main clause. Single or quasi-independent subordinate clauses will be investigated from the point of view of the oral-written interface (cf. Tuomarla 2004) by using written data representing various genres and contexts, including L2-writing in Finnish.
Finnish single koska (because)-sentences, for example, can be interpreted to represent a particular case of post-positioned subordinate (adverbial, causal) clauses. Post-positioned causal clauses are typical of spoken language, also of spoken Finnish. According to Ford and Mori (1994), causal clauses in conversation are used to account for a dispreferred argument, i.e. to explain or to give a reason for something that the speaker has argued for, in order to pursue agreement among the interlocutors. The explanation following the dispreferred argument can be interpreted as a conversational unit of its own. Ford and Mori show that as the causal clause follows the main clause, the interactants

tend to end the main clause with an intonation pattern that signals turn closure. Thus the following causal clause will stand out as a separate intonation unit (see also Chafe 1984, Gohl 2000).

Single causal clauses in writing are typographically marked by the writer as separate units. The use of a full stop before the subordinating conjunction obviously marks a closure at least on the typographic level. What seems to be a writers (mere) typographical solution can be interpreted as a means of establishing a barrier between the argument presented in the main clause and the following explanation in the conjunction-initial clause. Thus the category of quasi-independent subordinate clauses represents a test case for exploring the borders of subordination as a syntactic and discourse phenomenon.

The paper approaches the following research questions: 1) is there an analogy between the quasi-independent subordinate clauses in writing and the post-positioned subordinated clauses preceded by a closure in speech?; 2) how can the main clause of the quasi-independent subordinate clause be determined? and, 3) what are the rhetorical functions of these clauses and how do they fit in the rhetorical structure of the text? The third question relates quasi-independent subordinate clauses to other features which are used to import a dialogic dimension (cf. eg. Ford 1994, Linell 1998) into written discourse (i.e. the use of personal pronouns, interrogatives, (Finnish) dialogic passive/impersonal constructions, parenthetical sequences).

[Visapää Laura]
Rea Peltola, *Third-person imperative clauses in complex sentences: observations on French and Finnish*

This paper examines a set of third-person imperative clauses that in regard to their semantics appear to be linked to another clause. The study involves French constructions with *que P* (ex. 1) and *que P1 ou P2* (ex. 2) and Finnish constructions with *-kOOn* (ex. 3) and *-kOOn P1 tai P2* (ex. 4).

> (1) **Que l'on veuille concilier chrétienté et paganisme** et c'est au celtisme que l'on en appellera. (Http://prevensectes.com/marhic2.htm.)
> 'If/when one wants to ['literally, 'let one want to'] conciliate Christendom and paganism, then [literally, 'and'] it's Celtism one calls for.'
>
> 2) « **Qu'on soit le meilleur ou non**, c'est la dégaine qui compte. Si t'es noir ou arabe et que tu sors du neuf-trois, t'es mort. » (*Le Monde* 23.2.2006, p. 3.)
> 'Whether you're the best or not [literally, 'let one be the best or not'], it's the face that counts. If you're black or Arabic and you come from the ninety-three, you're dead.'
>
> (3) **Olkoon Melartinin kuudes tyylillisesti hajanainen**, mutta orkesteri ei tällä kertaa ollut. (*Kaleva* 1998–1999 [1].)
> 'Let the sixth of Melartin be stylistically disjointed, but this time the orchestra was not.'
>
> (4) **Olkoon asia nyt niin tai näin**, ei koko seutukunnan veturina toimivan kaupungin korkein virkamies tasoita maaperää pyrkiessään koko ajan muualle. (*Keskisuomalainen* 1999 [2].)
> 'One way or the other [literally, 'let the matter be one way or the other'], the highest official in the leading town of the whole region does not make it easier by seeking constantly to go elsewhere.'

First, I propose to compare these constructions in order to define whether they can be considered as equivalent in the two languages. By observing the position and mobility of the imperative clauses in complex sentences, the mood and semantics of their verb, the possibility of a coordinate conjunction to occur and the semantic relations expressed, I demonstrate that the constructions in question differ from each other both syntactically and semantically. Sentences such as the one presented in example (1) express a causal relation, whereas clauses such as those in the examples (2–4) are interpreted as concessive, in other words, expressing that there is *no* causal relation (see König & Siemund 2000).

Second, I discuss the position of these imperative clauses on the axis *coordination/subordination*. French grammarians have found this division insufficient in regard to the constructions with *que P* and *que P1 ou P2*. Special terms have thus been applied in their description, e.g. *paratactic subordination* (Le Goffic 1993), *fictive injunction* or *coordination with the sense of conditional, concessive or even temporal clause* (Grevisse 1993). Sometimes the line is drawn between the two clause types, example (1) presenting thus coordination, example (2) being a case of subordination (Gardes-Tamine 1988).

I argue that the problem these constructions present in regard to the dichotomy *coordination/subordination* is due to their affinity with true directives. The constructions in question seem to present a case of non-directive use of imperatives (see Birjulin & Xrakovskij 2001), yet the relation to true directives is narrow, sometimes even ambiguous. On the grounds of the contrastive analysis, I propose that true directives and the imperative clauses discussed in this paper can be conceived as a continuum from symmetric to asymmetric clause constructions (see Cristofaro 2005).

The data used for the analysis is a collection of written language including newspaper corpora, literary texts, and data from the Internet

[Visapää Laura]
Maria Vilkuna, *Pragmatic subordination with niin in Finnish*

Finnish makes extensive use of the word *niin*, often but not always translatable as *so* in English. Apart from its use as a degree adverb, *niin* functions as a response particle (Sorjonen 2001) and marks continuation or resumption of main line of talk after a detour, both in discourse (Heinonen 2002) as well as syntactically (Vilkuna 1997). In its last-mentioned role, *niin* is used after adjunct phrases, heavy elements such as a complex NPs, and adverbial subordinate clauses headed by conjunctions like 'when', 'because' or 'if' (1).

(1)   Sitten   **kun**   lopulta menin lääkärille,
          then   when   I went to the doctor at last
             niin   se sanoi, että juo kuumia juomia ja lepäile.
             s/he said, drink hot drinks and rest.

In spoken Finnish, clause combining such as (1) is routinely done with *niin* (often in reduced form). The strategy is less frequent in written texts but is favored by 'if – then' conditionals and, on the other hand, informal and non-expert writing. The pattern is essentially like the *så* ('so') construction in Scandinavian languages (Ekerot 1988).

In addition, *niin* can also combine clauses by itself, that is, without a conjunction in the preceding clause. An example featuring two stacked instances is (2), where the speaker recounts catching a burglar in her shop.

(2)   [[Hän tuli tiskin yli   **niin**   minä menin ovesta ulos ja
             he came over the counter   I went out of the door and
                 pistin oven lukkoon]   **niin**   hän jäi sinne sitte]
                 locked the door   he stayed there then

    A hypothesis was proposed in (Vilkuna 1997) to the effect that, since *niin* otherwise functions as a continuation marker after a background sequence, such "bare" uses of *niin* might construe the preceding clause as "pragmatically subordinate", even though the structure of the preceding clause does not in itself project a main clause. The present talk will evaluate this proposal against data from spoken and written corpora.

    The idea of pragmatic subordination will be examined on the basis of two possible interpretations. First, *niin* can be seen to create an asymmetric relation where the preceding clause is to be interpreted as providing a background for the state of affairs denoted by the second clause. With temporally ordered events, the preceding clause comes close to a *kun* 'when' clause (cf. (1)). Thus, *niin* would be a neutral item much like *and*, open for temporal or causal inferences, but unlike *and*, creating asymmetry. The second possibility is that *niin* carries a more specific meaning, construing the *niin* clause as a potential consequence from something conveyed by the preceding clause. This inherently asymmetric reading is created by certain recurring constructions with *niin*, ranging from directives to anticipations. They are schematically illustrated in (3), where X marks the place of *niin* in the Finnish construction.

(3)   Click here   X   you'll get more information.
             He should keep his promises   X   things would be ok.
             One only has to sit down   X   one falls asleep.
             Only a couple of days   X   I´ll get away.

[Visapää Laura]
Laura Visapää, *Subordination and infinitives: inherently intertwined? A pragmatic analysis*

My paper approaches the non-subordinated nature of nonfinite conceptualization. The objective is to show how certain types of infinitive constructions are used independently in spoken Finnish data (selected from the spoken data archive of the Finnish department at the University of Helsinki) and thereby question the traditional idea of infinitives always being inherently subordinated. From a grammatical point of view, these constructions can be defined as infinitive constructions that lack a finite verb and a grammatical subject. From an interactional point of view, one can recognize the construction being instantiated when speakers do not orient to infinitives as elements of finite clauses but, rather, as interactional units of their own. An example can be seen below (example 1, row 4):

Example 1.
01 P: [kyl se semmo-st se[ittemä-ä-sata-a oli melkei jokaisel
       'it sure was something like sevenhundred for each of them'
02 J: [MÄ E-N TAJU-U MÄ E-N JA:KSA-IS HEI
       'I don't understand I would never have the energy'
03   IKI:NÄ?[:
        NEVER
04 A: **[ja raaha-ta jostai,=**
       'and to drag from some place'
05 J: [nii:i
       'yeah
13 U: [nii:i
       'yeah'

By looking at several examples of spoken data, I will show that nonfinite conceptualization can be used as an interactional resource. In Finnish, infinitive constructions that lack a finite verb provide speakers with a verbal predication that differs from the conceptualization imposed by finite constructions, as the latter are grammatically anchored in the indexical ground of conversation (due to personal, modal and tense marking). The functional and cognitive motivation of such constructions strongly suggests that the concepts of subordination and dependency can not

be applied in describing all usage environments of infinitives.

The analysis of the empirical data combines concepts of Cognitive Grammar and Interactional Linguistics. I will further discuss the findings with respect to typological linguistics, as the claim that infinitives can be used as independent, non-subordinated grammatical units is widely supported by the latest typological research (e.g. Cristofaro 2003, Evans forthc.). In the light of large typological corpora, it is evident that the distinctions dependent/independent and subordinated/non-subordinated do not necessarily correlate with the morphological properties of a clause.

PANEL

Monika Voege, *Laughter in Interaction - Social Achievements and Sequential Organization of Laughter*

This panel investigates laughter as an organized social activity in authentic interaction across multiple settings (everyday conversation, business meetings, classroom, call center, help line) and diverse languages (Danish, English, German, Japanese). Using conversation analysis and discursive psychology, the papers focus on various interactional achievements of laughter and its sequential organization. This panel builds on prior interactional research, in particular its social and sequential organization (e.g. Jefferson 1979, Glenn 2003) and its usage at the workplace (e.g. Holmes 2000).

Contributions

[Voege Monika]
Elizabeth Holt, *Laughter and laughables in conversation*

According to Jefferson (1979) laugh particles within or appended to a turn can act as an invitation to laugh which a recipient can accept by laughing, often in overlap with the laughter from the participant who made the invitation. The result is shared laughter andmuch subsequent Conversation Analytic work on laughter has tended to focus on instances wherelaughter isreciprocated (c.f. Glenn, 2003).

It seems surprising, then, that initial analysis of three large corpora of mainly two party telephone calls reveals that instances of shared laughter are far less common than occurrences or one participant laughing alone. Furthermore, on many occasions solo laughter seems entirely appropriate, and in fact treating the initial laugh as an invitation and joining in, wouldseem a rather odd, potentially disaffliative,action by the recipient. Jefferson (1984) has investigated one such environment where laughter is routinely not shared, involving laughter in troubles-telling. The instances in my corpus, however, originate in awide range of environments including, but certainly not restricted to, troubles-telling.

In the collection two sequential positions for the laughter are most common: first, at the end of turn; second, as a response, often along with other turn components. In this paper I will concentrate on instances where laughter following, or interspersed with a laughable is not shared by the recipient. I will identify some of the environments where, rather than laughing, recipients choose to address topical matters connected to the prior turn. By way of contrast, I shall also present some excerpts where an initial laugh is treated as an invitation and responded to with further laughter, highlighting some of the environments and sequential positions where shared laughter routinely occurs.

[Voege Monika]
Gail Jefferson, *Jefferson's work on the machineries of laughter: An overview*

In this presentation Jefferson, pioneering researcher in the field of Conversation Analysis, gives an overview of her explorations of laughter in interaction. Since the late 70s Jefferson has been publishing papers on the socially organized character of laughter, showing it to be a product of methodic, coordinated activities. And her transcription system includes elements which provide access to various of laughters methodic features. Jeffersons work has served as a foundation for ensuing research on laughter, and this overview sets the frame for the subsequently-presented papers of the panel.

[Voege Monika]
Dawn Matthews, *Laughter in Call Centre Interaction*

After examining studies on the use of laughter in doctor-patient interaction, this paper in based on research examining occurrences of sequences containing laughter in calls to a gas supply company call centre.

Referring to the work of Glenn (2003) it begins by looking at the sequential position of the laughter, identifying how much is shared, and how much is produced by one participant.It focuses on which participant produces the laughable

and thelaughter, demonstrating that laughables are more commonly produced bycall centre employees rather than by customers.

The subtle ways in which customers are invited into a sequence involving laughter are explored,as well asthe impact that this has on the institutional agenda and action sequence in which the laughter occurs. Special focus is given to the way in which employees and customers use laughter to deal with problems and mistakes. Data highlighting the significance of this 'softening' process in call centre interaction will be presented.

[Voege Monika]
Jonathan Potter & Alexa Hepburn, *Laughter particles and action modulation*

This paper is part of a larger project focused on interaction in the UKs National Society for the Prevention of Cruelty to Children child protection helpline. Its focus is on the role of laughter in this setting and in particular on the role of laughter particles interpolated within lexical items. More cautiously these might be described as instances of interpolated plosive aspiration (IPA). We will explore the potential for laughter particles or IPA to modulate the actions of both callers and Child Protection Officers using examples from a corpus of over 150 calls. The analysis will pick up and build on some ideas from Jefferson (1984, 1985).

Callers and Child Protection Officers engage in a variety of sometimes delicate or challenging actions that may be heard as critical, punishing, complaining, prying, sceptical and so on in the course of reporting abuse and collecting and assessing evidence. The interpolation of laughter particles into lexical items that are involved in (and often pivotal in) the production of such actions is widespread in the corpus. We focus specifically on examples where there laughter is (a) not invited; (b) it is restricted to particles within words and (c) the recipient does not join in with the laughter.

Using a series of different examples, we explore the possibility that the laughter particles are used to modulate the action. Specifically this means that some of its interactional consequences are headed off or softened. This analytic possibility is supported using evidence from both the specific placement of the IPA with respect to the current action and evidence from the shaping of the next action.

The paper concludes by using the analysis to consider a range of basic questions. Can IPA, or laughter particles, be used to indicate the speakers stance on the action they are producing? What kinds of action modulation can be achieved? Why might IPA be used to module an action rather than issuing a different action? What is the relation of laughter particles to intonation (is the contour of their delivery consequential for an action modulation role? Can IPA be treated as analogous to intonation?)? How far is it appropriate or misleading to stretch the vernacular term laughter to cover interpolated plosive aspiration of this kind?

[Voege Monika]
Asuka Suzuki, *Joint construction of "humorous" storytelling in multiparty interaction in Japanese*

This study explores how laughter is used as a resource for organizing discourse identities to construct a story as humorous by examining multiparty interaction in Japanese. Previous research on laughter has demonstrated that laughter is an interactional resource that participants deploy in social interaction (e.g., Glen, 2003; Goodwin, 1984; 2003; Goodwin and Goodwin, 1995; Haakana, 2001; 2002; Jefferson, 1979; 1984; Jefferson, Sacks, and Schegloff, 1976; 1987). Moreover, participants laughter is found to be closely tied with their discourse identities (e.g., primary recipient or peripheral participant) in that a participant with a particular discourse identity may be expected to laugh at a specific place in the storytelling and in a particular manner, thereby constructing a story as humorous (e.g., C. Goodwin, 1986; M. H. Goodwin, 1990; Sacks, 1974; 1978). For instance, a primary recipient (e.g., a gazed participant) of a humorous storytelling may display *vocalized laughter*, while a peripheral participant (e.g., non-gazed participant) may only *smile* or *silently laugh* at the completion of the telling (e.g., C. Goodwin, 1984; M. H. Goodwin, 1995). Furthermore, a knowing recipient displays *asmile* or *an elaborated smile* while an unknowing recipient displays more than a simple laugh such as *elaborated vocalized laughter* (C. Goodwin, 1984). These illuminating findings are however primarily based on English data, and there is little study which investigates how these findings may be also observed in other languages. By examining videotaped multiparty interaction in Japanese, this study also investigates how the use of different types of laughter and the placement of laughter (e.g., a tellers self-initiated giggle when launching into storytelling) may be closely connected with the laugh-producing participants identities, and how such actions may be systematically organized in the joint construction of storytelling as humorous.

This study also investigates the consequences of the absence of laughter from a primary recipient at the completion of a humorous storytelling. Previous studies have demonstrated that the absence of laughter from a primary recipient may lead to misunderstanding (Schegloff, 1987) or a failure of the telling which may require the teller to pursue a remedy or reframe the telling as serious (e.g., Drew, 1987; Sacks, 1974; Schegloff, 2004). This study also finds that the teller, upon receiving no laughter from one of the primary recipients, pursues a remedy by prompting the recipient to produce the missing laughter. At the same time, the recipient also orients to the absence of laughter by providing justifications for its absence, justifications which are subsequently contested by the teller.

Humor or humorous discourse is often argued to be culture-specific (e.g., Sherzer, 2002), yet without a close examination of how such talk is accomplished in social interaction across different languages, we cannot fully

understand the extent to which this may be the case. To this extent, this study is an attempt to such exploration.

[Voege Monika]
Monika Voege, *Who's the boss? Laughter as a means of shaping local identities and hierarchy in institutional interaction*

This paper focuses on the co-construction of social identities and hierarchy in laughter sequences during business meetings. The presentation portrays instances of successful and unsuccessful strategies of position claiming and shows how the participants with and through laughter constitute identities and relations. The tools of laughter play a central role for participants when orienting to work- and hierarchy-relevant categories. Following the inductive CA methodology (Sacks et al. 1974), the presentation provides an analysis of data instances of laughter occurrences.
The database for this study comprises 17 hours of videotaped German business meetings within an HR team in a German/US-American company, responsible for the development of trainings for employees at all hierarchy levels.
Social roles and membership categories (Sacks 1995, Mazeland et al. 1995) are foremost features which are established by interactants through talk and not primarily defined by exogenous means.They may or may not be made relevant at different times in interaction, but become particularly visible when breached. Work related characteristics like position, status and membership, as well as the participants orientation and occasional threats towards them are often enacted in connection with laughter. The study yields that laughter is a key instruments through which interactants jointly orchestrate membership categories and hierarchy.
Laughter has previously been shown as a means by which interactants infringe on hierarchies or social regulations. By laughing, participants enact a rather secure resource to challenge a constructed local identity, given that it is a tool to modify the tenor of a talk, as intonation and certain adverbials might do, but leaves at the same time room for interactional maneuver due to its subdued, interpretative character for both producers recipients of it. Throughout talk, interactants are in the process of building local identities and sometimes struggle to hold their ground to the claimed position. In doing so, laughter can have both an affiliative and disaffiliative quality (ODonnel-Trujillo 1983, Haakana 1999) and may easily be heard as violating the identity-building strategy of participants. Laughing together as the product of coordinated, methodic actions (Jefferson 1984) can both serve as a means of challenging or supporting a claimed positions.

[Voege Monika]
Johannes Wagner, *Laughing about yourself in second language interactions*

Sometimes, Second Language Speakers cannot always bring their turn to completion. Sometimes they are stuck with repairs and word-searches, and further turn production is delayed. The paper will look at instances where second language speakers in such environments laugh about their own displays of linguistic incompetence. The data for the paper are sifted from more than 20 hours of audio recording from a wide variety of mundane and institutional situations, as e.g. business communication, students dorms, dinner conversation, and service encounters. The paper will describe the sequential environment in which laughter about the speakers linguistic incompetence occurs, i.e. the interaction before and after this kind of laughter. In the conclusion, the paper will discuss its results in the light of Wilkinsons (in press) description of aphatic speakers laughter in repair sequences.. Ray Wilkinson (in press): Managing linguistic incompetence as a delicate issue in aphasic talk-in-interaction: On the use of laughter in prolonged repair sequences.

PANEL

Olga Zayts & M. Agnes Kang, *Medical discourse in multicultural contexts: meeting doctor and patient concerns in secondary care*

The study of medical discourse has grown significantly in the past several decades. One trend that has been particularly influential in increasing awareness of the need for better communication in the medical field has been the focus on patient-centered health care. Mishlers (1984) now classic study of the tensions between the voice of medicine and the voice of the lifeworld has laid the groundwork for recognizing that health care providers and patients do not always have the same concerns and work in cooperation when attending to health care issues. This finding has served as an important insight into primary and secondary care consultations and has given rise to numerous papers on the subject (Sarangi, 2001; Drew, 2006; Robinson, 2006; Stivers, 2006). The proposed panel will contribute to the discussion of medical and patient concerns in medical care encounters. The panel pursues several interrelated aims. Its primary and more general aim is to bring together scholars working in different cultural contexts and to examine the complex relationships between patient and medical professionals that evolve in multicultural settings. The panel will focus on secondary care, with a particular emphasis on prenatal consultations. Prenatal consultations differ from primary and

other secondary care consultations in significant ways. For example, these do not generally involve a patient complaint regarding pain or injury, and patients are all female and fall within a certain age range. It is hoped that in addition to the above stated general aim we will achieve several more specific objectives:

- Discuss how prenatal consultations can be characterized with respect to other secondary care consultations.
- Specify the medical and patient concerns that may be particular to the

prenatal context, and analyze how these are evidenced in interaction.

- Discuss what linguistic and interactional features may contribute to a patient-centered approach in secondary care in general and prenatal consultations in particular.
- Compare secondary care encounters and prenatal consultations in particular across different geographic and cultural contexts.

Participants of the panel will draw their data from different countries including Hong Kong, Japan, the USA, England and Chile.

Contributions

[Zayts Olga]
Michie Kawashima, *Practices of instructions on home care during prenatal consultations in Japan*

This study will focus on instructional talk during prenatal visits to a midwife in Japan. When a midwife and a patient prepare an upcoming delivery, they often engage in instructional talk about the patients care at home. This study concerns with interactional practices through which a midwife is engaged in instructing patients how to take care of her body to prepare for the delivery. By examining instruction that requires a patient to be engaged physically and actively at home as part of preparation for her delivery, I find that a patient"s anxiety about the delivery is attended and interactionally oriented to by the midwife when she is instructing about prenatal care. Instruction for prenatal home care can also deal with some delicate issues for patients. Patients often express some concern over the actual moment of a delivery, no matter how healthy she looks at the visit. There is always a possibility of unexpected events during a delivery. A discussion of planning for a delivery occasions instructional talk. A midwife often gives some advice for a patient about self-care at home before delivery. Some advice is specifically focused on teaching a patient how to prepare her body in certain manner so that she will have a smooth delivery. As a patient expresses her concern for a delivery, as a part of the advice, the midwife instructs how to do exercises that might enhance a normal delivery. Within the instruction, the midwife can add some elements to show her orientation to resolve the patient"s anxiety. The instruction is on something a patient can do at home easily with taking certain body positions. A midwife actively uses her own body to instruct exercises for patients. By doing instruction using her own body, the midwife emphasizes that the exercise can be easily done. In addition, by explaining the implication of the instruction for a smooth delivery, the midwife can also display her attempt to decrease the patient"s concern in terms of planning for a delivery. Instructional talk on prenatal care is also constructed sensitively for an individual patients situation and concern. Instead of simply teaching what is necessary to prepare both mind and body for a delivery, midwives design their talk according to what a patient has expressed as a concern and what can be anticipated for a patients situation if she is a veteran mother. Instructional talk is designed in such a way as to communicate information in the most effective manner possible to facilitate a smooth delivery. This instructional talk is designed with some elements that a patient can take as relevant and helpful for preparing for an upcoming delivery.

[Zayts Olga]
Aug Nishizaka, *Reference in action sequencing: Deictic practices in ultrasound prenatal examinations in Japanese obstetric and gynecological settings*

This study is part of a larger body of research currently underway, concerning ways in which references to the fetal or uterine conditions are accomplished in Japanese obstetric and gynecological settings, clinics or "midwife houses". About 40 ultrasound examinations were videotaped from 2002 through 2006. I follow the conversation analytic tradition and take as the analytic unit a distinct activity that participants jointly engage in, rather than any single linguistic form, single gesture, or the like. Through the detailed analysis of interaction between a doctor or a midwife and a pregnant woman in ultrasound prenatal examinations, I attempt to show that the accomplishment of reference is lodged in the normative organization of the ongoing action sequencing.

I characterize referential practices, what participants do to accomplish reference to things around them, as related to notable features of a specific activity they engage in jointly, a prenatal examination, in the environment equipped with a specific device, an ultrasound scanner. For example, doctors and midwives point to the image on an ultrasound monitor, with demonstrative expressions, to differentiate a shadow of a fetal body part from the rest of the image for the pregnant woman. What is referred to and what is seen are lodged in the organization of a differentiation sequence. A minimal differentiation sequence consists of two utterance types: it is initiated by the mentioning of the name of a fetal body part

with pointing and a demonstrative expression (by a doctor or a midwife), and completed by a claim to differentiation (by a pregnant woman). In this minimal differentiation sequence, reference occurs in the initiation of the sequence. This kind of minimal differentiation, namely, the demonstration of a shadowy structure on the monitor, can be embedded in the recognition of the "unborn baby" or the explanation of the current fetal or uterine condition. Reference can also be lodged in the organization of a problem presentation-resolution sequence, initiated by a pregnant woman"s or patient"s problem presentation and completed by a doctor"s or midwife"s problem resolution. Reference is here employed in the completion of the sequence to demonstrate the normality or a problem of the fetus or the uterus and resolve the presented problem.

Reference, on the other hand, is made to a specific shadowy structure of the current image on an ultrasound monitor in differentiation sequences, whereas it may be distributed between the image on the monitor screen and a specific location on a pregnant woman"s abdomen in a problem resolution, for example, when a doctor attempts to show that the uterine part being displayed is located on the particular part of the woman"s abdomen actually. This variety of reference originates from different compositions that each utterance in each sequence takes and different positions that each utterance occupies in the multilayered organization of action sequencing. In this sense, reference is a contingent, interactional accomplishment within sequencing in a distinct activity, namely, an ultrasound examination.

[Zayts Olga]
Virginia Wake, *Client-centered approach through the triad in prenatal genetic counseling*

Prenatal genetic counseling is centralized on pregnancy risk talk (Sarangi, Bennert, Howell, & Clarke, 2003) with genetic counselors orientation to a patient-centered, value neutral, non-directive approach. These features are systematically observable from interaction between the counselors and clients over the negotiation of concerns from both sides. As many pregnant women are accompanied by their spouses or partners, the interaction is further complicated through a triad in which the prospective fathers concerns are also raised and have to be addressed. The focus of this study is to investigate how the client-centered approach is constructed discursively to accomplish the goals of prenatal genetic counseling through the triad when the prospective fathers participate in the counseling sessions.

This study is based primarily on twenty-eight triadic audio-taped prenatal genetic counseling sessions from an IRB-approved interdisciplinary research project involving linguists as well as genetic counselors at GeorgetownUniversity (Washington, DC, USA). In this study I first examine the participation framework in the prenatal genetic counseling encounter with a focus onthe institutional status of the husband as the third participant in contrast to other typically triadic institutional encounters, such as pediatric, geriatric, and marriage counseling. Then I outline the characteristics of the client-centered approach by examining the participants distribution of the counseling talk in relation to the paternal participation. I further analyze the discursive and interactional features of the client-centered approach through the triad in phases of collection of medical history, delivery of medical and genetic information, and decision-making.

My findings show that the biological father has a dual institutional status in the prenatal genetic counseling encounter as both a companion and a patient. His concerns relating to pregnancy risks are constructed by his participation and attended to by the counselor and the patient through their orientation to turn allocations and use of pronouns. This study also indicates that the specific client-centered approach is shaped by different phases of a counseling session and co-constructed by all three participants. Finally, my analysis of the client-centered approach constructed in the triadic interaction sheds a light on the relationship between this approach and the goals of prenatal genetic counseling.

[Zayts Olga]
Guodong Yu, *A Conversational Analysis of Suggestion-seeking/Suggestion-giving Sequence in Prenatal Consultation*

Based on 50 audio-recorded cases of prenatal consultation and utilizing the conversational research method, this paper analyzes the sequential organization of suggestion-seeking/suggestion-giving existing in the prenatal consultation. The means employed to carry out suggestion-seeking by the consultants are grossly divided into description and enquiry; and the former covers lacking medical knowledge and symptom presentation, while the latter includes closed enquiry and open enquiry. Non-minimal expansion of the adjacency pair of suggestion-seeking/suggestion-giving is always initiated by the consultants when the second pair part is done by the doctor. We found that in the present data that all the non-minimal post-expansions are done by the consultants rather than the doctors, and this is to be explained as the consultants and doctors adaptation to their respective contextual factors.

[Zayts Olga]
Olga Zayts, Olga Zayts & M. Agnes Kang, *Conversational strategies for pursuing the medical concern of informed choice: Evidence from prenatal genetic screening in Hong Kong*

The medical concern of informed choice in genetic counselling has been widely discussed in the literature (Marteau and Dormandy 2001; Kaiser, et. al., 2002; Bekker, et. al, 2004; Bhrig, 2004; Gates, 2004;). However, most studies have

focused on the quality of information delivered to patients, and less research has been done on the interactional aspects of information delivery and reception (Benkendorf, et. al., 2001). In this paper we investigate linguistic and interactional strategies employed by medical providers for pursuing the medical concern of informed choice.

The data for this pilot study has been collected in a prenatal diagnostics and counseling clinic in Hong Kong between 2005 and 2006 and include English-speaking patients who are pregnant Filipina women over 38 years old who have been referred to the clinic because of their advanced maternal age. The consultations are conducted in English with a Cantonese-English bilingual nurse. Providing prenatal care in Hong Kong now routinely includes an offer of testing for Down Syndrome. The patient is offered a choice of three options: invasive tests that pose a potential risk of miscarriage, non-invasive tests that are safe to the fetus, and a no test option. It is the ethical responsibility of the medical provider to ensure that the patient receives adequate information prior to the decision-making. In this paper, we focus on three consultations in which patients have already made a decision not to take any tests prior to the consultation. In such cases, patients concerns in the consultations may misalign with the medical concern of informed choice if patients refuse additional information after making their decision. In order to proceed with the consultation, the nurse must somehow secure permission from the patient to do so.

Our findings suggest that medical providers may use a number of linguistic and interactional strategies in pursuing the medical concern of informed choice. We focus specifically on the use of different types of questions and assertions that range in the degree of attention the medical provider gives to patient compliance with the medical concern of informed choice. For example, the use of subject-verb inverted questions, or full questions (e.g. Would you like to have more information on amniocentesis?), does not assume any predisposed response on the part of the speaker. On the other hand, the use of an assertion plus an invariant tag (e.g. I will give you more information first, okay?) is positively conductive, or assumes/expects a positive response. Attention to the pragmatic functions of these speech acts reveals that the linguistic form used can indicate to what degree the speaker is taking the hearer into account in negotiating the interaction at this crucial juncture in the consultation. We argue that the choice of the strategy is dependant on the degree to which patient compliance with the medical concern is sought. We propose a scale of attention to patient compliance based on the pragmatic functions of the interactional strategies employed. We also identify other factors that influence patient nurse alignment in pursuing the medical concern of informed choice, including the explicitness of conveying medical concern and the degree of patient participation in the consultation.

[Zayts Olga]
Wei Zhang, *A comparison of Cantonese- and English-speaking patients' questions in consultations for prenatal screening of Down syndrome in a clinic in Hong Kong*

This presentation reports on a study of the interaction between medical staff and patients in a prenatal diagnostic and counselling clinic in Hong Kong where women at the age of 38 or above were referred to by other clinics for prenatal screening of Down syndrome. Subjects recruited for the study include both local Cantonese-speaking patients and English-speaking patients mostly from Southeast Asia while the doctors and nurses are Cantonese-English bilinguals. Data used for this study were collected from the first consultations between a nurse specialist and the patients.

One of the routines of such first consultations is to introduce to the patients the options available for Down syndrome detection and explain their differences in accuracy and safety. The patient is then asked to make a choice between a safe, non-invasive test (e.g. nuchal test plus biochemical screening), an accurate but invasive test (e.g. amniocentesis or CVS) or no test. The focus of this study is on the questions asked by the patients during the nurse specialists routine explanation of the tests, using the Conversation-Analytic approach (e.g. Drew, Chatwin and Collins 2001; Maynard and Heritage 2005; Heritage and Maynard 2006; Robinson 2006) combined with quantitative analysis. It is found that Cantonese-speaking and English-speaking patents behave differently in terms of the total number of questions asked. They also differ in the content of questions asked. The Cantonese-speaking patients in general asked considerably more questions than the English-speaking patients. While they tend to opt for the accurate but invasive test, their awareness and concern for its potential risk is clearly displayed in the more in-depth questions, e.g. the possible cause and symptoms of the miscarriage, and the seniority of the doctor who will administer the test, etc. The English-speaking patients on the other hand asked much fewer questions. Some of their questions also appear sequentially misfit. Possible reasons for such systematic differences found between the two groups of patients will also be addressed in the presentation, e.g. the patients initial decision regarding the tests prior to the consultation, possible language barrier and other social, cultural or religious factors.

LECTURES

Esmaeel Abdollahzadeh, *Comprehension of the texts with different rhetorical structures*

To understand how readers comprehend different text types, studying the differential contribution of different text-based characteristics such as genre and rhetorical structure is essential. To this end, this study investigated the .omprehension of texts with different rhetorical structures by readers at different proficiency levels. Participants included 160 undergraduate university students of engineering in Iran. They read narrative, expository, and argumentative texts assumed to represent different rhetorical purposes. These texts were of comparably similar features in terms of text length, reader familiarity with the topic, types of tasks and prompts, as well as readability index. The results showed significant differences between readers at different proficiency levels in the comprehension of different text types. The results also demonstrated that less proficient readers performed similarly on all the three text types, and thus failed to utilize the rhetorical structure of the different text types and their related processing requirements. However, more proficient readers can use these features to their advantage in a more strategic manner. The results also confirmed text-type-specific hierarchies of comprehension for different language proficiency groups. Moreover, an analysis of the performance of the participants in the comprehension of different reading constructs in different text types shows text-type- specific hierarchies of comprehension for these constructs. Nonetheless, comprehending some particular reading constructs like disjunctive relations, as well the writers tone proved to be the most difficult in all text types. Therefore language teachers, testers, and materials developers need to take into account the rhetorical feature of these texts, and its effect on comprehension skill. Moreover further research is needed into nature of these text types from an acquisitional and developmental viewpoint.

Keiko Abe, *On negative imperatives: a relevance theoretic approach*

In Relevance Theory, the conceptual structure of imperatives, in their standard use, is assumed as:
[i] X regards Y as potential
[ii] X regards Y as desirable to Z [X=Speaker, Y=Proposition]
(Wilson & Sperber 1988)
Imperatives are characterized as being used to describe both the potential and desirable world from a speakers point of view. The hearers choice in Z, Speaker or Hearer, leads to the pragmatic categorization of imperatives into an advice-type and a request-type. For example, the imperative Go home is understood as belonging to an advice-type when the proposition is regarded as desirable to the hearer, while it is understood as belonging to a request-type when the proposition is regarded as desirable to the speaker. The hearer resolves such indeterminacy guided by the principle of relevance.
When we consider negative imperatives that include Dont, we notice that the conceptual structure proposed for affirmative imperatives will be as follows.
[i] X regards Y as potential
[ii] X regards ~Y as desirable to Z [X=Speaker, Y=Proposition]
In this framework, Dont run, for example, is understood as expressing the potentiality of running and desirability of not running to the speaker or the hearer.
It should also be noted that, from a pragmatic point of view, there are two kinds of negative imperatives.
group 1 Dont be so silly. (Davies 1986, 71)
group 2 Dont buy that car. (Davies 1986, 71)
The first case can be paraphrased into Stop being so silly. The hearer is being silly as expressed in the proposition and the speaker is trying to stop it. On the other hand, in the second case, the speaker is referring to an action that has not yet taken place at the moment of utterance. But there is an ambiguous case. Dont worryis a case in point. It can be either uttered as a piece of advice beforehand or directed to the one who now looks worried. The hearer recognizes the speakers message through accessing the context which is in accordance with the principle of relevance. Thus, negative imperatives should be distinguished from positive imperatives in some pragmatically motivated way.
In this study, I try to trace the comprehension processes of negative imperatives and discuss what pragmatic factors are activated to get to the speakers message. It is expected that, in so doing, we can clarify what negation does in imperatives.

Ludmilla A'Beckett, *Filtering the stances of the Russian mass media toward the Ukrainian Orange Revolution*

Finding attitudes or evaluative stances of a society to a particular political event requires analysis of wide ranges of texts. Data selectionprompts stipulating of salient topics in relation to the event description and further location of key words for their representation. Key words should be used as a basis for a corpus search. The initial investigation may focus on collocations, recurrent allusions or intertextual properties, metaphors associated with the topics and basic scenarios underlying the topics' description. The data collected could trigger further investigation of various aspects associated with the pecularities of linguistic forms.

In my study of the representation of the Orange Revolution in Russian public discourses, I have selected the following keywords: the color "orange" (oranzhevyi) as a symbol of the Orange Revolution as well as the fruit "orange" (apel'sin) as a prototype for the color, and the names of the leaders of the revolution"Yushchenko" and "Timoshenko". Around 100 articles of various genres in Russian newspapers "Argumenty i fakty" and "Komsomol'skaia pravda" between October 2004 and June 2005 have been selected as relevant sources. Negative and ironic collocations of the "orange" have been identified, some of these collocations have yielded fixed metaphoric units"orange plague", "orange virus" and others.

The nicknames of the leaders draw upon sarcastic overtones as well Hetman (a Cossack general), Joan of Arc of Ukraine, the Orange Princess/ Lady, the Gas Princess. The scenarios underlying the events of Orange Revolution have been centered around the themes "The Western intervention ", "Ukrainians and the Slavic brotherhood", "aggressive crowd and adventure seekers as the main force of the Revolution", "narcissism and hypocrisy of the leaders", "Tymoshenko--seductress", "Yushchenko as an embodiment of anti-Russian sentiments", "the truth behind Yushchenko's poisoning" and "economic and social catastrophe in Ukraine". A further qualitative analysis (linking the topics with ethnic stereotypes and other social contexts, comparison with the events'presentation in Western and Ukrainian sources) has been undertaken.

As a result, the evidence of biased presentation and the overall negative description of the Orange Revolution in Russian have been obtained. Particular linguistic means provoking and evoking negative stances have been identified. The approach has been tested successfully. The present "cold war" between Russia and Georgia can become the next case. However, some caution should be expressed as regards to the predictability of political development which sometimes takes a turn opposite to general expectations

Amira Agameya, *The Expression of Discourse Stance in Formal Spoken English*

English employs a variety of lexico-grammatical devices that function to express a writer/speakers discourse stance. In formal, mainly written, English, the writer is conventionally expected to express position or opinion in an indirect, detached manner, i.e. to use a faceless stance in which elements of explicit stance marking are absent (Biber and Finegan 1989). One structure that is employed to express stance in an impersonal manner consists of nonreferential *it* and a *that*-clause. Pragmatically, this structure has the important function of helping the speaker/writer to express a position, opinion or attitude indirectly. Specifically, impersonal *it* functions as a *distancing device* which makes suppressing the agent possible and hence allows for distancing the speaker/writer from the proposition being conveyed (Reilly et al 2004).

Examination of a corpus of formal spoken English reveals interesting uses of the *it that* structure. In addition to expressing speaker opinion or attitude, this structure is frequently used in questions to elicit interlocutor stance, e.g. *would it be fair to say that*, *is it your assumption that*. Formal spoken English, furthermore, seems to combine two levels of expression of reference identified in Berman (2005), *the personal and specific* on one hand and *the impersonal*, on the other, in the same utterance (see also Berman et al 2002). Thus, the personal and impersonal are not mutually exclusive in this variety, but rather tend to frequently occur side by side, e.g. *I think it is appropriate that; let me say that it is my view that; it seems to me that*. This blending of features of involvement and detachment, associated respectively with spoken and written language, brings evidence to suggest that impersonal structures in spoken English represent a conventionalized means of expressing/eliciting stance. It further suggests that decisions regarding whether or not to suppress the agent are closely connected with the nature of the opinion, position or attitude being expressed or elicited. This confirms the view that formal spoken English stands in middle ground between the more personal nature of expression of opinion in informal English and the rather typical reliance on impersonal language in formal written English.

The present study employs corpus-based linguistic analysis to explore the pragmatic/discourse functions of the different structural choices for the structure under examination and how these choices serve the expression of stance. Specifically, it examines: a) the lexico-grammatical choices of elements that occur in-between *it* and *that*, e.g. *be* + adjective phrase, *be* + noun phrase, lexical verb + noun phrase and the ways these interact with modals; b) the role of voice in the main clause, active and passive, in expressing stance; c) the role of structural choice, question or statement, in eliciting/expressing stance; and d) the interaction of the personal and impersonal in the expression of stance.

Didar Akar & Dilara Kocbas, *Development of global structure in expository texts: Interaction of genre, coherence, and literacy*

The global organization of texts, i.e. its coherence, is a reliable indicator of the writers ability in conceptualizing and constructing texts (Berman & Katzenberger, 2004). This study analyzes the development of coherence in expository writing in Turkish.

In developmental studies on the text construction abilities in terms of genre-proper opening, development, and concluding patterns, opening sections have a privileged status as the research focus, while other parts are often neglected. However, for lately-acquired text types such as expositions, considering the relationship between the introduction and the other parts is also essential for assessing text production abilities. Therefore, in order to study the global structure of expository texts we propose an alternative analysis based on rhetorical moves, which at the same time indicate the typical cognitive structuring of non-literary genres. This analysis enables us to study opening, developing, and concluding patterns of our young writers working toward mastery in the different types of school discourse.

Our data consist of 80 expository texts produced by subjects from four grade groups (5th, 7th, 9th grade and university students). The subjects were asked to write an expository text after watching a silent film on video depicting various conflicts among people.

To analyze the coherence properties of our texts, we adopted the move analysis of genre theory proposed by Swales (1990) and Bhatia (1993) and we identified the following structure:

MOVE 1: Establishing (or introducing) the problem
MOVE 2: Characterization of the problem
MOVE 3: Claiming a solution

Subjects as early as 5th grade show signs of basic genre knowledge without fully mastering it. Eventually, this genre knowledge brings about stable global structural parts in expositions around 9th grade. As the writers encounter the situated practice of expository writing repeatedly within literacy-based activities at school, the moves become more clearly structured.

The younger subjects tend to give lists of the events in the video without MOVE 1 and/or MOVE 3. However, the frequency of listing types of texts decreases from 7th grade on. On the other hand, the texts exposing on one topic increase significantly among 9th graders and adults. Furthermore, the frequency of MOVE 1 over MOVE 3 indicates that opening MOVEs develop earlier than the concluding moves.

Similarly, the internal structure of each move; i.e., the number and variety of the steps used increase significantly between 7th and 9th grades. Although there are some texts at 5th and 7th grade that recruit a limited number of steps, older subjects have a fairly elaborate MOVE content realized by distinct steps. As a result, what differs from one grade group to another is mainly the existence of steps, rather than the moves.

Another general difference among age groups involves how the subjects interpret the trigger and the instruction. The younger groups prefer to comment on every topic depicted in the video, hence listing type expositions. On the other hand, adults and 9th graders extract only one topic from the video and build an argument around it. This choice inevitably affects the structure of their compositions. Younger groups formulate their arguments in basic terms of moral actions and their (undesirable) consequences. The consequences typically echo the parental tone of early grade textbooks. In contrast, the adults discuss the reasons or causes of the problematic behavior to explain the behavior rather than passing moral judgments.

Yaffa Al Bayyari & Nigel Ward, *The Role of Gesture in Inviting Back-Channels in Arabic*

To be a good listener requires showing active listening, and this done in part with back-channels. To back-channel appropriately the listener has to realize when back-channels are welcome, and in several languages there are prosodic cues produced by the speaker which indicate such times. Visual cues are also known to play an important role in turn-taking, which raises the question of whether back-channels can also be welcomed by visual cues from the speaker.

For this study we used the UTEP Iraqi Arabic corpus of face-to-face free-content dialogs to determine whether visual signals produced by the speaker co-occur with subsequent verbal back-channel production by the listener. To do so we randomly selected for analysis one-second segments taken from times when the speaker was talking, excluding regions with laughter or overlapped speech. Each segment was labeled by a person with no knowledge of Arabic or of our aims. Using the Anvil tool, she marked each segment for the presence or absence of clear hand movements, clear head nods, and clear eyebrow movements. We also automatically labeled segments for the presence or absence of prosodic cues for back-channels, specifically either of two prosodic features previously identified: a sharp pitch downslope or a pitch upturn (Ward & Al Bayyari, 2006). Finally we determined whether each segment was or was not followed by a back-channel by the other speaker, specifically whether a backchannel began within 500 milliseconds of the end of the segment.

The labeling was done in two sessions. 116 segments were labeled in the first and 138 in the second. In the second session the labeler was of course more experienced, and also better familiarized to the speakers, having spent about two

minute watching the initial portion of each dialog before starting labeling.

Our hypothesis was that visual cues co-occurred with subsequent back-channel feedback. Although there was no such effect with the first session labels, there was with the second session labels: overall 33% of these segments containing visual cues were followed by back-channels, versus 16% of those not containing visual cues (significant by the chi-square test). The tendency was even stronger for segments containing prosodic cues: 60% of those also containing visual cues were followed by back-channels, versus 30% of those not also containing visual cues. Hand gestures were the most common, and the best cues to subsequent back-channels.

The unexpected difference between the first and second session labels can perhaps be attributed to learning on the part of our labeler. After experience she remarked that she had learned that the speakers in the corpus were very expressive but she remained unsure whether they were making significant gestures more or less frequently than in her native languages (English and Spanish). Statistically, however, by the second session she had learned to notice more gestures, and the gestures she noticed were more significant in the sense of better relating to listener back-channels. This suggests the need to study cultural differences in gesture perception.

Najma Al Zidjaly, *Synchronization in visual texts: A multimodal analysis of disability in Oman*

In this presentation, I draw on the notions of voice, synchronization and layered simultaneity to explore, from the perspective of multimodal analysis, the role that visual texts can play in creating disability. Following Blommearts (2002) proposal that synchronization and layered simultaneity in discourse can be key to uncovering hidden discourses and agendas, and his argument that synchronization eliminates all types of voices, I examine the covers and contents of eleven magazines published by the Disability Center of Oman, an Islamic Arab country, over the course of 11 years. The analysis of these visual texts demonstrates the role that the Omani government has played over the years in subconsciously creating disability via i) misrepresenting disability through synchronizing its disabled population as a one dimensional group that goes against the multidimensional reality of disabled individuals (magazine issues 1-5) and ii) eliminating disabled individuals voices through positioning them visually and textually as passivecharacters in need of only financial aid (magazine issues 6-11). This latest role is congruent with the shift in the goal of the various disability centers in Oman, which currently limits it to financial provision alone. The analysis, thus, demonstrates the role that the Omani government, which in theory believes in the social construction of disability, plays in hindering their disabled population through designating unreal and passive roles for them. This paper also contributes to multimodal analysis through applying the notions of synchronization, voice and layered simultaneity to images, and, in consequence, illustrating the hidden agendas that lie in images as well asthecrucial role that visual texts can play in creating disability.

Esther Alcalá-Recuerda, *Context, multimodality and reflexivity in ethnographic work in schools*

Taking as a framework the concept of interaction as a social practice, as discussed in contemporary sociology, this paper explores some methodological principles and tools for a critical sociolinguistic ethnography of schools. In this approach, the power of classroom interaction stems from its double edge: it is shaped by an institutional order or structure which is actually built, and may also be modified, by it.

The notion of *data contextual net* seems here to be complementary to a *multimodal* approach, which allows us to collect complex interactional information of different kinds. Both of these (the *data contextual net* and *multimodality*) provide researchers with a network of tools and records with which they may interact, position themselves and reach situated interpretations, due to a fuller and closer understanding of the socio-institutional field they are working in. However, the researchers regards must question and be questioned along the whole ethnographic process, contributing with this *reflexivity* to the complexity of their own studies.

From a contextually-based, multimodal and reflexive approach to the study of interactions, some ethnographic steps and *footings* taken in our particular research (high schools in Madrid) will be explained: the ways in which observations and recordings were planned and carried out; which methods of data collection were consistent with our research goals; which data was considered significant, and why; and which techniques and resources seemed suitable.

Isabel Alonso Belmonte & Anne McCabe, *Neutrality and bias in British and Spanish newspaper reports and editorials: The case of the 2006 Israeli–Lebanese conflict*

Although there is a widespread journalistic ideology that facts and opinion should be separated, there is also a great deal of linguistic research which proves that many news reports present implicit or explicit information with a evaluative dimension, as in newspaper editorials (Bell 1991; White 1991; Van Dijk 1996). The present study explores the notions of fact and opinion, on the one hand, and neutrality and chargedness, on the other, in a bilingual corpus of newspaper reports and editorials written about the 2006 military conflict between the Shia Islamist political party Hezbollah and Israel, which started on 12th July and finished on 14th August, when the United Nations-brokered ceasefire went into effect . Sample texts have been selected at random from the following four major British and Spanish newspapers: *The Guardian*, *The Times*, *El Pas* and *ABC*. The data has then been analyzed by dividing the texts into clauses, each clause

tagged as a factual or non-factual statement following Almeidas category system for the analysis of factuality in media news (1992), and analyzed further for their illocutionary value (Searle 1969). The dominant participants in each clauseare then scrutinized with respect toaccompanying lexis, through the APPRAISAL systems of attitude and engagement (Martin 2000; Martin & Rose 2003; White 2002, 2003), to determine to what extent evaluative judgements or emotionally charged attitudes are expressed, 00and whether these attitudes are author-attributed or other-attributed, and, if the latter, to what extent they are endorsed or not by the author.The combined analysis of the dominant illocutionary value of propositions and of the lexis of evaluation sheds light on the degrees of neutrality or bias which are inscribed in the linguistic choices made by Spanish and English news reporters and editorialists. Findings also show some differences in the way in which the Israeli-Lebanese conflict is presented to readers in British and Spanish newspapers

Hussain Al-sharoufi, *A Critical Socio-pragmatic Analysis of Political Editorials in Some Arabic Newspapers*

This study shows particular discursive strategies that are followed by some Arabic newspapers to serve fundamentalists goals and their hegemonic ideology in the Middle East. My analysis draws upon a thirty one article corpus taken randomly from Al-Thawra, Tishreen, which are both issued in Syria and Al-Quds Al-Arabi, issued in London and run by Abdul Bary Atwan. My papers focus is upon editorials which, in my opinion, rely on the myth of difference.
The findings of this study reveal three crucial aspects: the discursive tactics used by editors to create ideological polarization epitomized in Us vs. Them; the impact of lexical choices in subtle persuasion; and the importance of schematic organization of editorial discourse.

1. Veneration of Syria(The last Baathi stronghold in the region 18
2. veneration of President Asad9
3. Veneration of the Baathi party and its ideology 32
4. Veneration of our patriotic deeds and actions 32

Total of ideological words, phrases and sentences 86
The above table shows that 37 % of ideological words, phrases and sentences venerate the Baath party; a similar percentage goes to venerating the deeds and actions of the party; 20.9% of ideological words, phrases and sentences venerate Syria, being the last stronghold of Baathism in the region; and finally 10.46% of ideological words, phrases and sentences venerate President Bashar al-Asad. It is clear then that the analyzed editorials are loaded with ideological messages that affect, modify and manipulate their readers mentalities.
News editors use many implicated meanings to fulfil their interactional ends. Occidental claims are venomous such a sentence draws upon a long history of East-West conflict. It revives the memories of Arab-Israeli conflict, Balfoures promise to the Jews in creating a Jewish state in Palestine, and British manipulative strategies in defeating the Arabs. Another example is Arab traitorous platoon as referring to all Arabs who swear allegiance to the Americans.
In the chosen corpus, negative polarized editorials, which emphasize Them, amount to six. In these editorials, the focus is upon showing the negative aspects of the Other without drawing any real comparison between Us versus Them. Triadic distinctions are of the following patterns, where A stands for Us and B for Them**: 1.**ABB 9 - **2.**BAB 7-**3.**BBA 7 - **4.** BAA 6 - **5.**ABA 56**.**AAB 2- **7.**BBB 39 - **8.** AAA 18 (**Total of patterns 94)**
The analysis shows that 9.57% of the patterns reflect UsThem-Them. 7.44 % of the patterns reflect Them-Us-Them and Them-Them-Us. 6.38 % of the patterns reflect Them-Us-Us. 5.31 % of the patterns reflect Us-Them-Us. 2.12 % of the patterns reflect Us-Us-Them. These percentages show beyond doubt that manipulative editors strive to emphasize our good properties at the beginning of their patterns and then they shift to the demerits of the Other.

Sónia Santos Alves, *The situational context of computer-based private chat interactions*

This paper aims at analysing the situational context of computer-based private chat interactions, applying instrumental devices for discourse analysis developed within the Geneva interactionist and modular approach to discourse organization. Our *corpus* includes 100 loggings of spontaneous, immediate (given their reciprocity), colloquial, non institutional written exchanges, anonymously collected among Portuguese IRC (Internet Relay Chat) users.
The Geneva Model of Discourse Analysis aims at accounting for complex discursive phenomena through the description of the interrelations established in the various dimensions and forms of discourse organization, enhancing the importance of jointly considering information provided by three levels of analysis situational, textual and linguistic (cf. Filliettaz & Roulet, 2002: 376).
The present investigation focus on the situational level, comprising both an interactional and a referential dimension. The *interactional dimension* accounts for the materiality of the interaction as it constrains discourse organization: all interaction is established through a channel, placing the communicative agents towards each other in time and space, and defining their possibilities of acting and retroacting (cf. Burger, 2001: 139).
In what concerns private chat conversations, specifically, the *interactional materiality* is determined by the fact that they take place as messages exchanged between two personal computers through a central server, admitting written signifiers only. Such a configuration of the communicative situation, which stems from the technological environment in which it takes place, defines the *interactional parameters* channel, mode, and connexion of synchronous online

communication, whose combination institutes a specific *level of interaction*.

The *referential* dimension comprises the schematized representations and the emerging praxeological and conceptual structures of the universes of discourse both the universe in which discourse takes place and the universe it refers to (cf. Filliettaz & Roulet, 2002: 380). Such complex praxeological and conceptual structures are developed through the combination of the sets of prototypical praxeological and conceptual representations that the communicative agents hold *a priori*, and independently from a particular interaction, about what their universe of social relationships consists of (cf. Roulet & Pires, 2001: 73).

We, therefore, describe the interrelations the discursive productions in private chat establish with the social activities they contribute to mediate, displaying the potentialities of *praxeological representations*, *praxeological structures* and *actional frames*, as explicit analysis devices for the study of the referential dimension of discourse organization (cf. Filliettaz, 2001: 104-105).

All the analysed interactions include the joint construction of social activities, both to open and to close the conversation on the private chats and to co-construct the agents identities, even though they deeply vary in what concerns the order and the number of identitary parameters that are actually negotiated.

Accordingly, the praxeological representation of private chat interactions confirms that they activate ritual practices consisting not only of approaching someone and leave-taking, but also of transactions (i) to co-determine the agents name, age, location, occupation, looks, gender, sexual orientation and emotional relationships, (ii) to produce comments, (iii) to share contacts, (iv) to exchange photos, (v) to make invitations for face-to-face encounters and (vi) to insert drawings or virtual actions that offer gifts or make caresses.

This kind of discursive incursions is, therefore, supported by specific planning which stems from substrate elements of the agents former experiences and express some of their expectations (cf. Filliettaz, 2001: 108).

Mohammad Amouzadeh--, *Covert Translation and Cultural Filter: the Case of Persian Academic Abstracts*

The importance of translation for todays globalisation and internationalisation processes points to the necessity of extending translation studies beyond the West to include other regions of the world where the effect of translation activities on the service of globalisation has hardly begun to be investigated. This paper reports the results of an ongoing research on the impact of English as a lingua franca on Persian written discourses through covert translation. In parallel with a similar project at the German Science Foundations (DFG) Research Center on Multilingualism at Hamburg university on how global English impacts on German, French and Spanish texts (House, 2004), the current investigation will extend the research scope to include the language pair English-Persian, thus widening cross-linguistic and translation studies to embrace a typologically distant language. In particular, the contact situation of such typologically distant languages as Persian and English tends to be qualitatively different from the English-German or English-Spanish ones, a difference of potentially great importance from a cross-cultural perspective. The current paper focuses primarily on Persian information structure in academic texts, and in particular on the use of connectives, passivisation and personal deixis. It is with respect to these phenomena that the paper will examine whether (and how) the genre of English academic discourse impacts on Persian academic discourse, adapting formerly linguistically and culturally distinct native Persian texts and formerly "culturally filtered" translations from English into Persian to Anglophone norms.

Linnéa Anglemark, *"Dear Sir or Madam" or "Hey all": Addressing each other in email*

This paper presents an investigation into the use of address phrases in email, including address phrases found in the salutation as well as the body of the email message. The material used in the study is a sub-set of the Enron Email Dataset, including over 1,300 email messages written by or sent to executives in the Enron Corporation between 2000 and 2002. Approximately 82% of the messages are business-related, while the rest are personal messages.

Address phrases are used for a number of purposes in email. Their functions include designating and/or greeting the recipient or recipients, marking which part of the message is intended for which person, and defining and maintaining relationships. The paper presents the distribution of address phrases used in these various functions, and the differences in usage between the business and personal email. The frequent absence of a salutation and the use of certain greeting terms to signal a higher or lower level of formality are also discussed. Finally, a brief comparison is made with the use of address phrases in some other forms of computer mediated communication.

Charles Antaki, *Mental-health practitioners' use of idiomatic expressions in summarising clients' accounts*

This paper is about how some British mental-health professionals (a marriage counsellor, a psychotherapist, and two clinical psychologists) use idiomatic expressions (like for all the world, at the end of the day, once in a blue moon and so on). What caught my attention was that the practitioners tended very strongly to use the expression when desrcribing, or redescribing, the client"s experiences. In the most explicit case, the practitioner inserted the idiom into what they alleged the client would say in direct reported speech. In most cases the implication that the idiom was indeed the

client"s own words was more indirect, but still strong. What institutional interests does such a practice serve? I shall argue that practitioners are exploiting what (Holt and Drew, 1998) report is an interactionally terminal feature of idioms: their supposed universality and unchallengeability. The effect, in these mental-health consultations, is to render "fit for purpose" some aspect of the client"s mental state: to close it down as a problem for current attention, to render it comparatively harmless, or, in at least one case, to problematize it and make it fit for therapy. Minor though the practice is, it is one more example of the way in which the resources of ordinary mundane conversation can be deployed in the interests of institutions: here, in the interests of managing and interpreting the troubling experiences of those who seek the help of mental-health services.

Toshihiko Ashikaga, *Cross-cultural Research on the Discourse of Advertising on the Internet: American English and Japanese*

The Internet has often been described as the biggest communications revolution since the advent of the printed book. In the context of language education, the use of computers and the Internet continues to increase at an extraordinary speed. There has been a growing body of research done on the discourse of advertising in a variety of media, including newspapers, magazines and television (e.g., Cook, 2001). While the most popular new medium for advertising since the mid-1990s has been the Internet, relatively few studies have been published that deal specifically with the discourse of advertising on the Internet. In other words, this area of linguistic research is still underdeveloped.

The purpose of this study, therefore, is to examine advertising in written discourse, specifically, on the Internet in both American English and Japanese. In particular, this study seeks to determine the linguistic forms, lexical features, topics, participants, and functions of advertising as well as politeness strategies. This study also examines similarities and differences in advertising between American English and Japanese to learn what kind of cultural values are expressed through advertising on the Net. Pedagogical application will also be considered.

Hiromi Azuma, *Accessibility and Pronouns in English*

Proximity,or the proximal / non-proximal distinction, has often been used to explain differences between the two demonstratives *this* and *that* in English. This notion has been claimed to explain the fact that the use of *this* is restricted to a referent introduced into the discourse by the same speaker (e.g. Lakoff, 1974, Gundel *et al*. 1993). However, in fact, *this* can be used for a referent introduced by a different speaker, as the following examples show.

(1) a. Horvath: <u>If you wanted to get work or to be published, you had to join</u>.
Helen: Oh, I see.
Horvath: No, because it was not only this. <u>I had to swear an oath that not even one of my grandparents was Jewish. I had to be certified politically unobjectionable</u> .
Helen: You don"t have to tell me all <u>this</u>.
Horvath: No, I must get this right, it was more than this. I had to find witnesses,
what you call them, references, to say I was politically reliable. (the late 20C,
Tales from Hollywood , p.91)
b. Jack. I am---I"ve just been feeding the hungry with good things.
Claudia. How?
Jack. <u>Two little six-year-olds hanging on to our railings, and I gave "em some of the crumbs that fell from the rich man"s table</u>.
Claudia. <u>This</u> looks like your writing on the floor.
Jack. It"s only the first few chapters of my new book, it doesn"t matter. (the early 20th century, *The Law Divine*, p.11)
Examples like the ones in (1) cannot be fully explained by the notion proximity.

The notion accessibility (i.e. the degree to which a referent is assumed to be available to the addressee) has illuminated differences between *it* and *this / that*. However, few studies have focused on differences in accessibility among *it*, *that* and *this* used pronominally. Ariel (1990) is an exception, and she suggests that uses of the demonstrative pronouns like *this* in (1) are accounted for by the accessibility approach (Ariel, 1990, p.51). However, she focuses her attention only on cases with a noun phrase antecedent.

I will primarily examine differences in accessibility among the three English pronouns *it*, *that* and *this*, using examples with these pronouns taking various types of antecedent, using formal and discourse measurements proposed in the relevant literature (see Givon, 1983; Ariel, 1990; Grosz et al., 1995, among others). I will argue that *it* is the highest accessibility marker of the three pronouns, followed by *that*, and then by *this*. I will then attempt to explain this from a diachronic point of view.

Lukas Balthasar, Lukas Balthasar, Michel Bert, Sylvie Bruxelles, Carole Etienne, Lorenza Mondada, Christian Plantin, Véronique Traverso & Daniel Valéro (Groupe ICOR), *CLAPI - a workbench for analyzing corpora of French interactions. Presentation of a sample analysis of discourse particles*

The objective of this paper is to show how large data bases of corpora can be used for the analysis of naturally

occurring interactions. The presentation is based on the *CLAPI Workbench (Plateforme CLAPI, Corpus de Langues Parles en Interaction,* ICAR research lab, Lyon/France, http://clapi.univ-lyon2.fr), an interfaced ensemble of analytic tools which operate on a consistent body of corpora of transcribed and digitized interactional data and which facilitate their description and analytical reconstruction. Features of the data base will be demonstrated on the basis of an analysis of the uses of some discourse particles in French interactions like *enfin.*

The use of data bases and the corresponding query tools has the following advantages:

(1)Introduction of a quantitative dimension in interactional analysis: at least for some classes of phenomena e.g. the uses of word forms , it holds that they are not only quickly accessible through huge bodies of data, but they are reliably quantifiable, individually and in relation to some classes of specifiable contexts.

(2)Maintenance of the qualitative dimension of multimodal interactional analysis: data base informed analyses not only facilitate individual access to the local as well as sequential contexts, but also to a wide array of concomitant gestural and kinetic interactional practices.

Analyses based on tools and resources like the *CLAPI workbench* thus facilitate qualitative analyses in a CA and interactional linguistics tradition*,* by gaining speed, multimodal data access and means for more formal quantitative validations of qualitative analysis.

The analysis of the discourse particle *enfin* with the *CLAPI workbench* will be based on fine grained transcripts of videotaped natural talk-in-interaction, recorded in different contexts. Use will be made of concordancing techniques and query tools allowing for researching clusters of interactional resources. This allows to study *enfin* in different types of local contexts placement within turn (also: neighbouring other identifiable lexical items), placement with regard to concomitant kinetic structures, placement with regard to pauses and silences, placement with regard to overlap , different types of sequential contexts, different types of activity types and interactional situations.

Valentina Bambini, *The biplanarity of Discourse Markers: Illocutionary force and informational value*

In this study it is claimed that, in order to provide a full pragmatic characterization of Discourse Markers (DMs), both the illocutionary and the informational levels should be considered, while keeping them well distinguished from each other. This is possible in the framework of an Information Structure Model in which utterances are evaluated simultaneously on both levels. Within such Model, DMs have (1) an illocutionary value supporting the illocutionary force performed by the Comment, and (2) an informational value signalling the degree of Aboutness displayed by the utterance with respect to the Discourse Topic (Bambini 2002). This approach overcomes the limitations of previous theoretical studies where DMs are characterized only partially (either on the illocutionary level or on the informational level), and provides insights for empirical applications in text/dialog understanding, where the identification of DMs represents one of the most critical challenge.

Most of the descriptions and typologies proposed for DMs are based on the discourse-relations established between text spans (*contrast DMs*, *clarification DMs*, etc.). At a deeper analysis these classifications seem to be essentially based on illocutionary principles, i.e. the illocutionary force of the utterance where the DM appears. However, this point is frequently neglected in the literature, where the principles advocated mainly refer to Coherence and Relevance (Schiffrin 1987; Blakemore 1996). On the other hand, the role DMs play in Topic Management, although commonly recognized, is not well distinguished from the discourse-relation level, being emphasized only when DMs signal a (permanent or temporary) Topic Shift. The default option seems to be that the DM maintains the current Topic under discussion. When the two perspectives are combined, the results are extended detailed descriptions that mix the illocutionary and the informational levels without theoretical motivations (e.g, in Lenk 1998, actually is analysed as a marker of *opinion, objection, self-correction, new topic-shift*, etc.).

The Information Structure Model assumed here is largely based on Cresti (2000) (see also Bambini 2005 for a review). In this Model the illocutionary level and the informational level cooperate in structuring information: the unit of Comment expresses the illocution of the utterance and the unit of Topic express the semantic-pragmatic scope to which the illocution applies. The Comment is claimed to be the only fundamental informational unit. Thus, it is possible to have topicless utterances, which are indeed predominant in spoken language. In topicless utterances, however, Aboutness relations are established at an higher level, between the Comments of the utterances and the Discourse Topic. In this framework, DMs are treated as optional informational units that help the information structuring process in two simultaneous ways. 1) DMs take part in the illocutionary act performed by the utterance, increasing the illocutionary force expressed by the Comment. They tend to have the same illocutionary force as the Comment (e.g. actually in an utterance with objection illocutionary force), but sometimes they have a more generic directive force (e.g. see, listen). 2) DMs have a role in Topic Management signalling how the illocution of the Comment is linked to the Discourse Topic. It is possible to create a spectrum extending from DMs signalling the highest degree of Aboutness to DMs indicating the minimum degree, i.e. the total lack of Aboutness: topic-refocusing DMs (e.g. in fact, indeed, now), topic-maintaining DMs, topic-resuming DMs, topic-ending DMs, temporary topic-shift DMs, topic-shift DMs, new-topic-establishing DMs.

In the approach proposed here the informational function and the illocutionary value emerge as two essential properties of DMs, which are thus a fundamental clue in language processing, not only in terms of construction of rhetorical relations, but also in term of intentions and actions.

Federica Barbieri, *Involvement and social distance in the university classroom: A pragmatic corpus-based study*

With the increased availability of corpora of spoken discourse, the study of classroom discourse has gained momentum and much work has been done to investigate its linguistic characteristics. A great many studies have investigated individual or small sets of features, while a few large-scale corpus studies (e.g., Biber 2006; Csomay 2004) have investigated the relationship between various external factors (e.g., discipline and level of instruction) and linguistic variation in classroom talk. Little is known, however, about how socio-pragmatic variables, such as social distance (Brown and Levinson 1987), might affect linguistic variation in classroom discourse. Social distance is an important factor to consider because it is directly related to one aspect of classroom organization, namely, class size, that has been shown to directly affect class participation (Weaver and Qi 1995). Presumably, class participation, in turn, is directly related to involvement (Chafe 1982; Tannen 1984).

The present study begins to address this research gap by investigating the link between social distance and involvement in a small corpus of lectures in the social sciences (ca. 100,000 words). The corpus, drawn from the Michigan Corpus of Academic Spoken English (MICASE; Simpson, Briggs, Ovens and Swales 2002), includes lectures from small and large enrollment courses. The study was guided by the following hypotheses: 1) class size is directly related to social distance; specifically, large classes lead to more social distance; 2) the use of linguistic features that are associated with the manifestation of feelings and emotions (stance) and involvement is affected by social distance. Specifically, stance and involvement features that are associated with informal registers (e.g., casual conversation) will be more common in classes characterized by less social distance, namely small classes; conversely, stance and involvement features typical of formal registers (e.g., academic prose) will be more common in classes characterized by more social distance, namely large classes. Accordingly, four sets of linguistics features that have been associated with the expression of stance and involvement were selected and investigated in small and large university lectures: intensifiers (e.g., *very, really, completely*), hedges (e.g., *kind of, sort of, approximately*), linking adverbials (e.g., *therefore, though*), and interactive discourse markers (e.g., *you know, I mean*). The use of these features in small and large lectures was then compared with their use in casual conversation and academic prose using frequency data from the Longman Spoken and Written English Corpus (Biber, Johansson, Leech, Conrad and Finegan 1999).

Analyses showed that the use of these features varies systematically across lectures of different class size. Variants that are more common in conversation were more common in small classes; conversely, variants that are more common in academic prose were more common in large classes. These findings suggest that social distance may manifest itself in variation at the lexico-grammatical level, and may be affected by situational parameters such as class size. The findings are discussed in terms of convergence and accommodation theory.

Rebecca Barnes & Duncan Moss, *Contrast structures and the communication of change*

This presentation examines the design features and situated employment of contrast structures in the communication of change in talk-in-interaction. Our collection has been built from a wide range of audio-recorded data including the following: self-help group, psychotherapy, research interview, doctor-patient and everyday telephone interactions. We begin with a brief analytic history of contrast structures fromSacks, Smith, and Atkinson, through to Pinch and Clark, Drew and Wooffitt. We then focus on our own collection and what we have roughly characterised as two different action environments: avowals of personal change and articulated changes of course of thought or action. Drawing on the cumulative resources of conversation analysis, we analyse how speakers communicate these changes through lexical choice, grammar and prosody.

We aim to briefly report on two common formats. In our collection of avowals of personal change, the most easily recognisable format in which contrast structures can be observed may be simplified as *Whereas before X, now Y* where the contrastive classes *then* and *now* are used as an organising device. The second format, commonlyemployed in articulated changes of course of thought or action, is more of an action interrupted format translated roughly as follows: *I was going to do X, but then I thought Y*. Here we also report on some counter instances that may be roughly formatted as *I was thinking X, but then I did Y*. What is interesting about these particular counter instances is that the speaker-feelers thoughts have been abandoned, and this time rather than for another more deliberate course of action, it has been in the face of a more unconscious, irrational bodily experience.

In our analyses we draw attention to the elastic yet robust nature of contrast structures i.e. how they can survive intra-turn pauses, insertions and longer than normal gaps between the first and second parts. We also comment on why it might be that reported private thoughts are a common feature of these devices. Finally we argue that contrast structures might be considered as an important conversational resource for handling everyday rational accountability in the challenge of reporting and explaining past and current courses of action and events.

Mariaelena Bartesaghi, *How the Therapist Does Authority: Six Strategies to Invalidate the Client's Account in the Session*

Though clients see psychotherapy as a chance to be heard on their own terms, recent studies of therapeutic conversation

(Antaki et al., 2004; Buttny, 1996; Buttny & Jensen, 1995; Davis, 1986; Ferrara, 1999; Gale, 1991; Perkyl & Silverman, 1991) have shown that therapists listen selectively, and actively participate in the dialogue in order to transform the clients terms into a therapeutically suitable version. This transformation or reframe is, as Buttny (1996) as well as Davis (1986) argue, possible by means of the therapists conversational control: the ability to formulate the clients account of their own problem in therapeutic terms. Along these lines, Ferrara (1999) examines how therapeutic strategies for achieving and maintaining control in the session construct clients as linguistically incompetent, with the effect of clients talk being overpowered by therapys institutional voice that only the therapist is able to invoke. As is the case with other critics of therapy (Foucault; 1965; Lakoff, 1990; McNamee & Gergen, 1992; Szasz, 1997), Ferraras analysis of therapeutic discourse leads her argument toward a view of therapy as dangerous asymmetry, and attributed power (Thornborrow, 2002). On the other hand, microanalyses of therapists strategies in the successful enactment of the therapeutic agenda have treated the institutional context somewhat unproblematically; its invocation by the therapist in the course of the session has not been examined as a bid for power in the context of a confrontational asymmetry with clients (Sarangi & Slembrouck, 1997).

This paper examines six discourse strategies that the therapist employs during the first session of therapy to exert the control necessary to move toward a reframe of the clients problem in therapeutic terms. These are: metalinguistic speech acts; third-person positioning; speaking for the client; speaking through the client; re-authoring emotions; invoking a notion of communication as a skill or technology. Combining talk and textual data from an ethnography of a family therapy clinic (Miller, 1994), I analyze these strategies in terms of therapeutic authority, that is, in terms of discursive resources that are accessible principally to the therapist as institutional member, and that the therapist can use successfully to close off, redirect, and win the conversation when needed. Bridging an institutional notion of power as social practice (Fairclough, 1989; 1992) and attention to the pragmatic negotiation of institutional relationships, I locate therapeutic authority as an asymmetry of accountability (Blatz, 1972; Buttny, 1993; Shotter, 1984) between therapists and clients. This asymmetry manifests itself in sessions as the therapists warrant to control, reauthor, and disclaim the accounts of clients, while not being held accountable to clients in the same way that clients are continuously answerable to therapists in the process of therapy.

Margarida Bassols Puig, Anna Cros, Ibis Alvárez, Carles Monereo & Guillem Sala, *Styles discursifs de gestion et de genre*

Cette étude en cours de développement, initiée par le groupe inter-disciplinaire EGU de l'Universitat Autònoma de Barcelona en 2005, se donne pour objectif final de caractériser le discours de la gestion universitaire à partir de la définition des différents styles qui la caractérisent et de l'analyse des stratégies discursives mises en jeu. Elle part du présupposé que le discours de la gestion est constitué par un ensemble de genres discursifs ayant en commun une même orientation argumentative, les stratégies discursives utilisées pour en augmenter l'efficacité étant donc essentiellement de type argumentatif. Ainsi, nous souhaitons vérifier l'orientation des stratégies discursives et voir la manière dont les styles de gestions se projettent dans le discours. Une fois que les styles auront été définis, le travail mettra en évidence jusqu'à quel point ces derniers sont associés à la variable sexe, c'est-à-dire qu'on se demandera si l'on peut affirmer que du point de vue discursifs, la gestions des hommes et des femmes est différente dans le cadre universitaire. On tiendra aussi compte d'autres variables, comme l'âge et le domaine de connaissance, si elles sont pertinentes. L'échantillon analysé dans cette étude est constitué par les enseignants occupant des postes unipersonnels de gestion à l'UAB : recteur, vice-recteurs, doyens, directeurs de département. La recherche est organisée en deux phases : 1) Analyse questionnaire semi-structuré (auquel ont répondu 48 professeurs, parmi lesquels 27% sont des femmes) dans l'objectif de catégoriser la représentation de la fonction et du style de gestion. L'analyse de ces données a permis a) de distinguer des indicateurs pertinents afin d'identifier et de caractériser les différents styles de gestion universitaire dans l'échantillon étudier et b) d'identifier des « cas types » dans les extrêmes d'intérêt : styles de gestion collégiaux et managériaux. 2) Etude de cas, afin d'approfondir l'analyse des styles discursifs. Trois sessions sont planifiées : a) entretien semi-structuré focalisé sur la représentation identitaire des enseignants ; b) discussion sur un cas problématique prototypique de la gestion universitaire ; c) session de discussion conjointe (« focus group »). La méthodologie appliquée se réclame de l'analyse du discours et la pragmatique, à la suite de Ducrot (1992), Moeschler (1985), Charaudeau (1992) et Maingueneau (1994); mais aussi des apports à l'étude de la gestion universitaire faits depuis divers domaines, dans notre pays Villela & Gairín (2005) & Lavié (2005), ou à l'extérieur, Meade (1995), Stark & Lattuca (1997), Kezar & Eckel (2000), i Stark (2002). On a aussi pris en compte les travaux portant sur la relation entre le discours et le sexe dans le domaine de la gestion, Loden (1987), Grimwood & Popplestone (1993), Apellániz (1997), Coronel (1999) et Santos Guerra (2000). Dans cette communication, nous nous attacherons à l'analyse des stratégies discursives utilisées par les enseignants pendant le premier entretien, pour justifier leur représentation identitaire, et faisant référence à leur conception de la gestion universitaire, aux motivations qui les y ont amenés et à l'auto-image de leur style de gestion. Ces stratégies constituent une projection des deux styles discursifs que nous avons nommés « collégial » ou « féminin » et « managérial » ou « masculin », et ils se manisfestent essentiellement à travers certaines formes caractéristiques de la polyphonie discursive : la modalisation (positive ou négative), la gradation épistémique et la représentation de l'autre dans le discours. Les données obtenues nous permettent de supposer qu'il existe évidemment une gradation entre deux styles très opposés dans les extrêmes, mais que l'un d'eux prédomine dans la culture universitaire.

Yasemin Bayyurt, *The use of address forms and politeness strategies in face-to-face and electronic discussions in an EFL setting*

The present study examines how electronic medium of communication influences peoples choice of address terms and politeness strategies in a second language. It is a comparative investigation of face-to-face and electronic discussions that take place in English as a Foreign Language (EFL) classrooms. The following research questions are investigated:
1. How do the choice of address forms and politeness strategies compare in asynchronous CMC and classroom environment?
2. How do EFL learners who come from a shared L1 background view the usefulness of asynchronous discussions as opposed to classroom discussions in improving their use of L2 address forms and politeness strategies?
The participants of the study are two EFL teachers and eighty-two EFL students studying in the English Language Preparatory Division of two different English medium universities in Istanbul, Turkey. Data regarding student profiles and the students perceptions of classroom discussions and asynchronous bulletin board discussions are obtained through questionnaires administered in the beginning of the study. Data relating to the use of address forms and politeness strategies are collected through the audio-taping of classroom sessions and tallying the logs of the bulletin board discussion postings.
Data analysis revealed that Turkish students, who come from a culture where there is a highly marked hierarchical structure as far as address forms and politeness strategies are concerned, had a tendency to overuse and/or misuse address forms and politeness markers in English. This overuse and/or misuse was observed more in electronic medium of communication than face-to-face communication. Therefore, it can be said that electronic medium can constitute a valuable source of analysis for EFL teachers to decide where they need to help their students with their L2 as far as their students communication skills are concerned.

Kate Beeching, *Procatalepsis - a figure of speech?*

This paper investigates the role of a traditional rhetorical figure of thought procatalepsis and the manner in which it reflects a more general cognitive tendency, one which permeates everyday conversation, both across utterances in dialogic exchanges and utterance-internally.
The paper explores the relationship between procatalepsis, a figure by which an opponents objections are anticipated and answered (Shorter Oxford), concession and adversativeness. Procatalepsis is generally considered to be an argumentative structure with four constituent parts (Vincent and Heisler, 1999: 29): a thesis, a conceded statement, a rejection of the conceded statement, and a reaffirmation of the thesis. Couper-Kuhlen and Thompson (2000: 387)s Cardinal Concessive comprises three terms, X, X and Y; their exemplification of the manner in which the three terms are played out in a dialogic manner in ordinary conversation demonstrates the extent to which concession is part of our everyday conceptualisation of events. Prolepsis, according to Forget (2001: 1160), is a culturally recognisable script or schema, which, amongst other things, allows the mediation of politeness, by anticipating the face needs of the interlocutor. Adversatives, finally, though they lack a concessive quality, provide the contrast required as part of the conceded statement.
The current paper breaks new ground by suggesting that, at utterance-level, the three (or four) terms which characterise classical procatalepsis may be concentrated in specific lexical items, generally called discourse markers, or pragmatic particles/expressions, which may have a paradoxical hedging and boosting quality and whose function it is to reinforce solidarity between speakers. The possible etymology of such expressions is aired in Beeching (2007: 91-94). Not only concessive but also adversative conjunctions and adverbials can invoke the procataleptic cultural script. Cross-linguistic exemplification of the thesis will be given, from English, French and German spoken corpora, with specific reference to clause-final though, Tyneside/Glasgow but, French *quand mme* (see Beeching, 2005) and German *aber* and *doch*.

Andrej Bekeš, *Structure, Probability and Speaker Hearer Interaction: Modality Based Bracket Structures in Japanese Conversation*

key words: long distance co-occurrence probabilities, bracket-like structures, suppositional modality, Japanese language, S-H interaction 1. Problem. In Japanese, modality can be expressed by (i) sentence final modal form (M), (ii) by sentence initial modal adverb (A) or (iii) by the combination of the two (A-M). The case (iii), comprising a small fraction of explicitly expressed modality, is particularly interesting because of the long distance semantic agreement between the modal adverb A and the modal form M, resulting in semantically redundant bracket-like structure (BS). Statistical behavior of quasi-grammatical co-occurrences of A-M was described by Kud (2000). In this study, focusing on a rather well defined class of suppositional adverbs and their associated sentence-final modal forms, I am examining A-M based BS in the speaker (S) - hearer (H) interaction, from the point of view of (i) the circumstances where they are apt to arise and (ii) their potential in contributing towards disambiguation and Hs projection of Ss utterances. 2. Methodology. The approach is based on the view of language phenomena as essentially probabilistic, with structural aspects emerging from continuously repeated linguistic interaction. The study is thus necessarily empirical, based on

analysis of corpora of spontaneous spoken Japanese. Particular attention is given to the analysis, based on probabilities of long distance co-occurrences of A and M. 3. Results. (i). A-M based BS are more frequent in circumstances requiring more accurate encoding of information. In analyzed corpora, A-M based BS were not attested in the corpus of informal con-versations between familiar participants. On the other hand, in the corpus of more formal conversations between unfamiliar participants with additionally pronounced status differences, A-M based BS occur rather frequently, in particular with those S perceiving their status as lower than Hs. (ii). On the basis of the methodology (sect. 2.) I argue that the contribution of A-M based BS is twofold. The facilitation of Hs projection of incoming discourse. This is because: (1) A-M based BS are pre-structural. A and M being associated semantically, they appear also in utterances which otherwise do not display a particularly high degree of grammatical organization. (2) From the Hs point of view, A-M based BS are probabilistic: occurrence of A implies occurrence of some M with some probability. (3) It is highly probable co-occurrences of A and M that contribute to more efficient Hs prediction of incoming discourse. This can be seen from the timing of Hs interventions, such as aizuchi tags and turn taking. The disambiguation. A-M based BS contribute to Hs disambiguation of the incoming discourse by explicitly delimiting the range of a particular modality. This conclusion is based on a general information-theoretic argument. 4. Conclusion. From 3. (ii) follows that using A-M based BS, S is reducing H"s processing load, being thus more cooperative. Such behavior would be more expected in situations requiring higher reliability of communication and better predictability, i.e., in circumstances where lesser degree of shared knowledge between S and H can be expected or in circumstances, where higher degree of S"s cooperation is seen as contributing to higher degree of politeness. The data seem to confirm this conclusion: Corpus I displays a much higher proportion of A-M based Bs than Corpus II, where A-M based BS were practically not attested. Data Corpus I: Oikawa Terufumi (1998) Jinbunkagaku to kopyt DATABASE vol. 1, Sg kenky daigaku.(Transcribed interviews by 50 Japanese native speakers. Unfamiliar participants, systematic status differences. Size 0.82 MB). Corpus II: Ohso, Mieko (2003) Meidai kaiwa kpasu. Kagakukenkyhi kiban kenkyu (B)(2) Nihongogakushjisho hensan ni muketa denshika kpasu riy ni yoru korokeeshon keny (2001-3). (Nagoya University Conversation Corpus. Unpublished research report. About 100 informal conversations between familiar participants. Size 3.5 MB). Literature Kud, Hiroshi (2000) "Fukushi to bun no chinjutsutekina taipu". In Nitta, Y. & Masuoka, T (eds.) Nihongo no bunp 3: modaritii. 161-234. Tokyo: Iwanami shoten. Szatrowski, Polly (2002) Syntactic projectability and co-participant completion in Japanese conversation. Berkeley Linguistic Society 28:315-325.

David Bell, *"Mind You"*

Using an eight-million word corpus made up of one-million words each of academic writing, newspapers, and fiction, and five-million words of spoken English, together with non-randomized data this paper examines 147 tokens of "mind you", and its elliptical form "mind", hereafter MY. The data confirm the relative infrequency of MY in general and especially its lack of use in formal written contexts: there were no occurrences in academic writing and just one in the newspaper corpus. The data also confirms its much wider use in British as opposed to American English. I describe MY as operating in two ways. First, MY operates in its original source meaning as an emphatic marker or highlighter which summons the hearers attention through its imperative form to a repetition of, or elaboration on, information already presented in the discourse, because the speaker wants to be sure that the hearer understands the full import of the highlighted information. However, this was a very infrequent use of MY yielding just 5 instantiations. Second, in its most frequent occurrence (142 tokens), I describe MY in the form that it has evolved into as a mainly non-concessive cancellative discourse marker, similar to "though". In this function, MY often abruptly shifts the focus of the discourse away from the ideational content of the discourse onto the process of discourse construction itself by making overt the speakers own meaning making processes and his or her shifting commitment to previous arguments. In this way, the use of MY suggests unplanned, spontaneous meaning making. I also argue that the way MY signals cancellation or a weakening of an aspect of information derivable from the previous discourse is often achieved in terms of self-deprecation. I also suggest that the whole process of laying bare those inner workings, and especially the use of self-deprecation fosters interactive warmth by promoting intimacy and solidarity between the speaker and hearer. I further show that the use of"mind you" in sentence-final position and the use of the elliptical form "mind" reduces the abruptness of the shift of focus, and as such operates very similarly to "though".

Diana ben-Aaron, *Trans-Atlantic Voices: The sociolinguistics of migrant accents within English*

The variationist paradigm in sociolinguistics has successfully explained certain kinds of variability within the output of a speaker or a speech community, but has not been extended to speakers whose accents are perceived in folk dialectology as mixed up or difficult to classify. Sociolinguistics has traditionally treated such speakers either by dismissing them as oddballs or by ascribing their accent behavior to situational factors such as audience design or involuntary accommodation.
The immediate object of study is the speech of trans-Atlantic migrants and others who have ended up with accents that sound like Americans to British ears and like British people to Americans (Shockey 1984: 87). Samples were collected of the broadcast interview or monologue speech of approximately a dozen speakers who display a persistent mixture of features from both North American and British accents. The speakers, who are mainly broadcasters, writers and performing artists, include adolescent and adult migrants in both directions between North America and the UK, as well

as a few North Americans who have acquired British accent features through other means such as theater speech training. The samples were played for a diverse set of native English speaking listeners who attempted to guess the geographic origin of each speaker from the voice alone, with no identifying information. Notes were taken of the amount of time it took the listener to make a judgment in each case, their identification of salient sounds that may function as sociolinguistic variables, and their self-description of the classification process.

In general, listeners were unsuccessful at identifying the speaker"s country of origin, although they could often identify some of the regional influences correctly. The bases for their judgments included rhoticity and articulation of /t/ sounds as predicted by earlier studies, but also vowel quality particularly in derhotacized syllable endings (NEAR) and in the LOT vowel. Suprasegmental features such as stress, intonation, speed and rhythm were also important in the process. Listeners felt the voices were idiosyncratic and did not resemble each other much. Based on the salient features identified during the listening exercise, the actual feature profile of each accent sample is being further clarified through transcription and statistical and phonological analysis in light of earlier models (Trudgill 1986, Chambers 1992).

On a more pragmatic level, these accents communicate a detachment or even a transcendence of space and place, which may be related to the speakers" status as media figures and their role in speaking to global audiences. In some cases the accents are clearly assets to those who deploy them, and have been read by audiences as expressing distinctiveness. Referee design may be in play as well as situational design and local accommodation; it seems likely that speakers and listeners from the United States may be accessing speech repertoires such as North American theater speech, the older r-less prestige norms of New England and New York, and Britcom speech styles. Such accents are not representative of actual present-day British speech but are often accepted as good-enough approximations for styling purposes in North American contexts, forming a body of reference accents which are used in a similar way to Southern as a resource both for describing speakers and making meanings (Preston 1989, Johnstone 1999), and thus may influence dialect outcomes of actual contact. The broader findings of this project speak to issues of the discourse of "mid/trans-Atlantic" speech; the question of "neutral" English accents for purposes such as teaching, broadcasting, and global call centers; and the limits of sociolinguistic theory and classification systems in general.

Anna Christina Bentes, *Multimodal resources and the construction of style by brazilian rappers*

The aim of this paper is to discuss how brazilian rappers use a range of multimodal resources to construct different types of context through rthym andpoetry and to construct an specific narrative style in rap.We believe that the styles constructed inside brazilian rap lyrics can be described in terms of the complex relations established by interlocutors inside social fields. These relations can be understood in the following terms: the necessity rappers have to position themselves in relation to their social and individual realities; the necessity to construct different images of themselves and different liaisons with their multiple interlocutors; the development of a special attention to language itself. Our research has discovered that styles developed by and inside rap lyrics proceed from processes of appropriation of local and extra-local multimodal resources which reveal the highly heterogeneous nature of some discourse genres like narrative raps. We also have found out that these styles produce a new movement in brazilian portuguese linguistic market: the legitimation of local linguistic, communicative and social practices. This process of legitimation of popular and vernacular linguistic, discoursiveand social practices can be seen as very important phenomena in the history of brazilianculture mainly if we consider the still huge social inequality which characterizes brazilian society which is responsible for a high prejudice against the production and circulation of local and popular discourse genres. The theoretical perspectives chosen to describe and analyse the stylesproduced by brazilian young rappers were articulated in order to observe the notions of linguistic market (Bourdieu and Boltansky, 1975, Bourdieu, 1982), communicative practices (Hanks, 1996), and the very notion of style (Coupland, 2001;Eckert, 2000; Irvine, 2001).

Erich A. Berendt, *Implications for communicative adequacy: the interplay of preparatory and clarification processes in English and Japanese dyadic exchanges*

This paper examines the processes (preparatory framing and clarification) in the dyadic exchange structures in the context of conflictual discourse from two perspectives: (F. Heider 1958, P. Ehrenhaus 1983, R. Friedle 1979) and the dominant exchange structure found in English and Japanese conversation (Berendt 1982, 1990, 1997; Berendt & Tanaka 1984; Berendt & Takahashi 1988). These perspectives on the underlying nature of the "what" and "how" of dyadic interaction form the basis of adequacy judgments and the resulting compensatory effects in the discourse exchange structure in the preparatory and clarification processes by contrasting conflictual and general phatic discourse. The study utilizes the Talk Day Data Base (Berendt, et al) to examine the distribution of preparatory/framing phases and the follow-up clarification on the dyadic level. Contrasting data blocks in English and Japanese of general phatic goals and conflictual attitudinal ones were selected. While the dominant phases in the exchange structure have been verified (Berendt & Takahashi 1988), the frequency in Japanese and English conversation of these phases did have significant cross-cultural variation in the general dyadic data. E.g. Japanese preparatory utterances had a ratio of 3:1 to English and the frequency of clarification in turns was 81.5% in English whereas Japanese averaged 64%. In this study""s focus on conflictual discourse and the interplay of the ratios of preparatory to clarification utterance occurrences, it was found that they ranged in English from CP1 (2.7:1), CP2 (3.5:1), CP3 (31:1) to CP4 (33:1) with the dominant increases in clarification (C), albeit assertive and defensive in nature. For Japanese the dominant function was preparatory framing

(P) with the ratios PC1 (1.2:1), PC2 (1.3:1), PC3 (3.5:1) and PC 4 (.08:1). First it can be observed that the English complementary roles are reversed to that in Japanese and that the balance between preparatory to clarification phases are roughly equal, whereas in English the role of clarification is very high, probably reflecting the aggressive assertive behavior of the English in contrast to that of the Japanese and the associated behavioral expectations in each culture. This suggests that the underlying processes in achieving comprehensibility through preparatory framing and clarification follow-up, while distorted in the tense conflictual encounters, continue to be depended upon in their primary role of achieving communicative adequacy. This reflects Ehrenhaus""s four implications of "attribution" and Friedle""s structure of cultural expectations.

Marcella Bertuccelli Papi & Gloria Cappelli, *The texture of thought: a corpus-based study in lexical pragmatics.*

In this paper we will tackle some of the problems pointed out by scholars in lexical pragmaticsfrom a specific theoretical angle namely, starting from the assumption that languages are Complex Systems within which different types of structures act as organizers in order to make it possible for cognition to handle the immense amount of information involved in the communicative process, I will claim that lexical items may themselves be viewed as Complex Dynamical Microsystems which organize conceptual material in multiple ways depending on the task at stake. Within this view, I will argue, words act at the same time as cues of mental representations, triggers of ad hoc conceptual constructions, and anchors which hinder meanings from verging on the border of chaos (Bertuccelli-Lenci 2006).
A case study drawn from a corpus-based study of the lexical domain of mental attitude verbs in English and Italian will be discussed to prove that lexical meanings cannot be described as discrete, static, passive and context-free representations: instead, we will claim that meanings are best represented as regions of state in a space, with grammar constraining movements in the space and situational context shaping the region.
Corpora will be shown to provide necessary but not sufficient tools, and some claims will be made as to the type of queries that a pragmatically oriented corpus analysis of the lexicon should be able to provide.

Jack Bilmes, *Metaphorical kinship in a Northern Thai narrative*

This paper examines the metaphorical use of a kinship category in a story told by a villager in Kammuang, the major language of Northern Thailand. The narrative was recorded in 1990 during one of my periods of fieldwork in the village, and was told in the context of a series of stories concerning official corruption. At a certain point in the story, the narrator begins calling a certain character his "child", instead of using the character's name, as he had been doing. I discuss first the meaning of the word luuk in Kammuang, which must be translated as "child" and yet is importantly different from the word "child" in English. Then I consider "child" as a metaphorical categorythe character is actually his son-in-law. I examine the structure of the metaphor, using the formal techniques of taxonomic analysis and membership categorization analysis. The application of these techniques to the study of metaphors-in-use is central to my analysis. The metaphor is created for the occasion, to produce a certain narrative effect. It suggests a motivation for the narrator's actions and, in so doing, lends credibility to the narrative. Moreover, the use of a kinship term rather than a name allows for the use of "my" (as in "my child"), which is produced in Kammuang by placing a first person singular pronoun after a noun. In Kammuang, one may select from an extensive set of first person singulars, and this constitutes an expressive resource. I show how the narrator uses this resource to create a distinctive "voice" as well as an emotional effect. Finally, I show how strategic variation in the use of kinship terms is used to allocate attributions of virtue and blame. The linguistic/discursive analysis is supplemented, where appropriate, with ethnographic data.

Oscar Bladas Martí, *Can formulaic language be indirectly reported?*

This paper examines the alleged incapacity of formulaic language, particularly of conversational routines, of occurring in indirect reported speech. Since Coulmas (1985), there is a common agreement that most conversational routines cannot be inserted into indirect reported speech in English and other languages (Spanish, Catalan, etc.) as their regular illocutive force mismatches the representational illocution of *verbi dicendi* (cf. **I said him that hello*). However, no research based on corpora of naturally occurring data has been done to confirm this general claim.
The present paper contributes to this issue by analysing the indirect reported speech of three corpora of spoken Catalan promoted by the University of Barcelona: Corpus Oral de Conversa Colloquial (COC, a selection of colloquial conversations: 282 minutes, 70.493 words); Corpus Oral de Registres (COR, a collection of samples of 26 (in)formal oral discourse genres: 699 minutes, 154.198 words) and VARCOM (a project on discourse styles containing a range of induced oral tasks). As for the identification of items, the definition of *conversational routine* in the current literature has been followed (see Aijmer 1996, Wray 2000).
The first findings suggest that in (in)formal spoken Catalan most of reported formulaic items occur in direct rather than in indirect reported speech (approx. 80% of tokens), as the thesis mentioned above predicts. However, there are a number of interesting exceptions which advise against over-generalization. The most significant ones are some

interjective particles signalling the illocutive force of the following reported utterance, e.g. *bueno* (1); attitudinal modal forms, e.g. *vale* (2); and exhortative forms, e.g. *voler* [to like to] + *infinitive* (3):

(1)   *Però tothom   diu   que <u>bueno!</u>,   que fa uns passes fantàstics*
          but everybody says that well,   that he makes fantastic [football] passes (COC)

(2)   *Per telèfon em vas dir   que <u>vale</u>*
          by phone   you told me   that [it was] ok (COR)

(3)   *Va dir   que   <u>volia conèixer R.M.</u>*
          He said that   he would like to meet R.M. (COR)

Interestingly, items like *bueno* and *vale* cannot be attached to the reported utterance (cf. **diu que bueno!, fa uns passes fantstics*); rather they must be reported as single utterances, as the two occurrences of the COMP *que* (that) proves. In contrast, items like *voler + infinitive* do not display any remarkable restriction.

This data demonstrates that some conversational routines can occur in indirect reported speech in languages like Catalan or Spanish. Their behaviour, though, seems to be quite heterogeneous, whereas some can be reported *only if* particular syntactical constraints are respected, others can be reproduced without apparent restrictions. This paper analyses such constraints in detail as well as the consequences they involve for the pragmatic characterization of conversational routines.

Regina Blass, *Resemblance strategy in language: Evidence from African language data*

In this paper I would like to show that some languages exploit interpretive resemblance as introduced by Sperber and Wilson 1986, 1995 and Wilson 2000 to such a degree that one can speak about a resemblance strategy that is at work in such a language. It is a cognitive means to facilitate interpretation of diverse language phenomena.

In 1990 Blass introduced an interpretive use marker *re* in Sissala (a Niger Congo, Gur Language)that occurred in hearsay and constructions with propositional attitude, questions and their answers, and echoic use such as in irony. The idea is that the markers indicate that an utterance, proposition or thought interpretively resembles another utterance proposition or thought. This resemblance is defined in terms of logical or/and contextual implications and can be manifested to a higher or lesser degree. Later similar markers were found in such different languages as Japanese (e.g. *dakara* Matsui 2002). The German and English marker *so* were also identified as indicating interpretive resemblance (Blass 2003). In view of the great variety of the uses the term resemblance marker seemed to be more appropriate, this term replaced then the term interpretive use marker.

This paper is especially about Bantu (Niger Congo) languages that seem to make extreme use of interpretive resemblance as a processing aid. Data from Budu with the marker *gu*, a Bantu language spoken in DR Congo and from Swahili and Kikuyu with the marker *ati* and Luya with the marker *ndi* or *kandi*, all spoken in Kenya, will show that in addition to what has been found in Sissala, the particles replace conclusion markers such as *so* and *therefore*, confirmatory markers such as *after all*, *indeed*, *even* parallel markers such as *also* and *even*, additives *in addition to*, *again*, and logical operators such as *and, or, if..then* and *the negative*. It can further occur in comparatives and in discourse as indicating reformulation, exemplification, elaboration, evaluation and can replace text as in an ellipsis. It has further been used to modify or replace lexical meaning. In all these occurrences it can be shown that the communicator uses the notion of interpretive resemblance as a help in interpretation.

Besides giving a unified account of quite diverse linguistic phenomena with this analysis which is in line with Occams razor these phenomena also give insight into cognitive processing itself. It seems that exploiting resemblance interpretively as a help in processing seems to be a more common means to save processing effort and facilitate processing in the interpretation of utterances than hitherto thought.

Barbara Bokus, *Narrator's voice and voices ascribed to story characters:Mental state attributions in child narrative discourse*

Following Bruners ideas, narrative discourse requires: 1/agentivity of its characters, 2/linearization of events and states, 3/sensitivity to what is canonical and what violates canonicality, and 4/something approximating a narrators perspective, i.e., a narrator cannot, in the jargon of narratology, be voiceless (Bruner, 1990, p. 77). The paper focuses on voices of narrators and voices ascribed to story characters of a special kind. These are not heroes of the narrative line but are participants in the narrative field (Bokus, 1996, 2004). They are not engaged directly in changes of referenced reality. Figuring as it were in the background, the field participants do not have visual access to the heroes action.. It can be supposed that they dont know what is really going on in the narrative line. This can incline the narrator to attribute to field participants a misrepresentation of the story events (a false belief).

One hundred and twenty-eight children were studied, 32 in each of four age groups from three to seven. The children recounted to peer listeners the adventures of the heroes in two picture books. Each picture book was in three variants, the difference being the presence or not of a field participant - child or adult. Each narrator recounted two adventures, one which happened in the presence and the other in the absence of this particular field participant. The research design was balanced for age, gender, and order of narration in the two experimental variants.

This paper deals with analyses of mental states attributed by 3-7-year-old story tellers to peer and adult participants in the narrative field. Violation of the principle of proper behavior of field participants, i.e., behaving differently from

what the narrator expects (van Dijk, 1975; Bruner, 1990; Lucariello, 1990) calls for clarification. Three main categories of attribution were found, as follows: a/attribution of perceptual gaps, b/attribution of knowledge gaps, and c/attributions of false (mistaken) beliefs. Attributions of mistaken beliefs ascribed to adults turned out to be earlier than those attributed to children in the background. Our analyses showed interesting dfferences in the content of these attributions to symmetric and asymmetric participants. The mistaken beliefs ascribed to adults were simpler and referred mainly to the location of the heroes actions or to that of the heroes themselves. Ascribed to peers, the false beliefs were more complex and referred not only to the location of the heroes but also to the content of their actions. The main question was: what function is served by attributing false beliefs to field subjects (adult, child) in the process of story-telling?

Attributions of a false belief to the adult participant served more frequently to 1/ explain the course of the main action in the narrative line (by clarifying the lack of desired behavior) and less frequently to 2/ open a new, secondary, narrative line. The false beliefs attributed to child participants in the narrative field served mainly to open one or more parallel narrative lines based on these mistaken beliefs. The results are confronted with the analyses of story-building when the narrative field participants had not appeared in the pictorial material but they had been introduced by the narrators themselves. The present study shows how the child narrator reads the minds of story characters (Zimmer, 2003) and how he or she uses field subjects states of consciousness in order to present the narrators own true or hypothetical representation of the narrative line.

Ramona Bongelli, *Multi-functionality of Pre Term Insertions*

Since 1970s, many researchers have been interested in the study of dialogue overlapping and interruptions considered by conversation analysts as, more or less, deliberate violations (see pioneer research and tassonomic proposals by Schegloff 1973, Zimmerman e West 1975, Ferguson 1977, Bennett 1980).

Leaving aside the kind of terminological and conceptual confusion (Zorzi Cal 1990; Bongelli 2005) that makes it difficult to compare different theoretical positions, today academic debate on this subject is mainly characterized by:

a) the definition of such events as anomalies within regular conversations (see Sacks, Schegloff, Jefferson 1974);

b) the consideration of interruptions in relation to the Addressee (A) able to hush the Speaker (S) -: "A interrupts S"(see Tannen 1984, Roger, Bull, Smith 1988 etc.);

c) the acceptance of the dichotomy: supportive participation vs. competitive participation;

d) and finally, the idea that overlapping is a rare and not so extended phenomenon (cfr. Jefferson 1973, 1984, 1986, 1993, Schegloff 2000).

Our study shows that, in many Italian, spoken, spontaneous and doctor-patient conversations (in our case study, obstetric counselling in particular) collected in our corpus from the year 2000 at the University of Macerata even if speakers understand each other, however they seem to live and move in a chaotic conversational world (Widdowson 2004: 9-10: *Though the interacting parties in the conversation [] feel that they are co-constructing their discourse in a reasonably orderly fashion, the transcription of their actual text usually records it as being fragmentary and discontinuous*).

Although many CA researchers state that, on average, only 5% of the total dialogue flow of every conversation is pronounced in a non-linear way, my research shows that, as already demonstrated by Bazzanellas research (1995), such percentage is often remarkably higher.

Both in daily conversations and obstetric counselling recorded and transcribed according to Jefferson conventional system we find: repetitions, silence, overlapping, interruptions, etc. that often follow occurrences that I have called Pre-Term Insertions (PTI). In my opinion, the analysis of PTI, that is the analysis of completed linguistic actions by the interlocutor on the Speakers words, can contribute to reduce conceptual confusion in the field.

Therefore, in this short paper, I would like to show:

a) high frequency of *PTI* in conversations analysed in our corpus;

b) *causative paradox* present when Speakers dialogue role and power are underestimated when PTI are acted upon such Speaker;

c) intrinsic *multi-functionality of PTI* used to overcome the dichotomy: *supportive participation* vs. *competitive participation*;

d) the use of PTI as *manoeuvres* utilized by interlocutors to make up for the dialogue gap between themselves and the most talkative Speakers.

Elena Borisova, *Political discourse: the toolkit for analysis*

The paper elaborates the methods that enable the adequate description of the texts of various political forces. The discourse of Russian anti-globalists is described to demonstrate these methods.

1. Russian political discourse more then any other demonstrates variability of texts belonging to different political forces. We can speak about:

a. liberal discourse (typical for many newspapers, speeches of the rights) that is characterized by some lexics (mostly of English or Latin origin) and less emotional texts;

b. traditional (nationalist) discourse (typical for some conservative groups and newspapers mostly supported by Russian

Orthodox church) that is characterized by traditional old lexics, appeals as brothers and sisters(in Old Slavic *bratya i sestry*) and some other clichs (e.g. *spasi Gospodi* Lord save you instead of *thank you*);

c. communist red discourse (in communist newspapers as Pravda, their speeches etc.) that includes communist clichs as stronghold of peace, to struggle for the rights of working people etc. though less numerous then in the Soviet period. Texts are highly emotional.

d. discourse of the ruling party, that is the language of bureaucracy fool of clichs though not ideological .

2. The variability of political texts can be explained by several facts. The most important are:

a. ontological basis of political unions. If communists use the term The dictatorship of proletariat it means that there is such a concept in their world representation.

b. rhetoric tradition that prescribes not only clichs but also types of appellation, emotionality etc. The traditional discourse follows the church tradition, the communist discourse the Soviet tradition, the same about discourse of ruling party (with necessary changes in lexicon). And the liberal authors attempt to pattern their discourse on the Western liberal texts.

c. Positioning the Speaker and the audience. For liberals the Speaker (an author of a text) is at some distance from masses, s/he is alien to them. At the same time the Speaker is regarded as a servant of the audience, who brings news. In the totalitarian tradition (the discourse of the 3d Reich) the Speaker is a prophet. And in Russia authors of political texts regard themselves mostly as a part of masses (due to Orthodox religious traditions).

In nowadays Russian Federation we come across liberal positioning (in the liberal discourse but it occurs not always) and the Russian traditional positioning. Some elements of the totalitarian positioning were used by Zhirinovsky.

The involvement of the Speaker, typical for the Russian tradition, makes the text rather emotional.

3. The discourse of the anti-globalists seems to be new, so it is interesting to apply to them the principles of typology cited above.

There are at least two types of anti-globalists in nowadays Russia. One group call themselves alterglobalists just as the majority of the European participants of this movement (that is also called the movement of Social Forums. Another group is a conglomerate of different forces that oppose the new world order from various points of view including social, national, moral and religious aspects. So every part of this movement that adobes the name antiglobalists, has its own discourse (i.e. communist or traditional, see above). Still there are some common texts that have no peculiarities of each discourse but some new ones.

The further development of this movement can demonstrate us whether our toolkit can be used in new circumstances or not.

Jana Bressem, *Systematic distribution of form features in gestures – applying corpus linguistics in gesture research*

The leading assumption in gesture research assumes that the formal execution of gestures must be considered a random implementation of individual speakers. The varying hand shapes and orientations of the hand, movement patterns and positions in space speakers use when gesturing are thought of as creations based on individual preferences. By using a corpus linguistic approach to the study of co speech gestures, I will challenge this belief in chance and show that speakers of German dispose of basic standardized gestural form parameters on which they fall back in gesturing.

To this day, a large part of analyses on co speech gestures conceives of gestures as on line and ideosyncratic creations of speakers (McNeill 1992, 2005). Contrary to language, gestural forms do not follow standards of form but are rather created based on individual preferences. [Neither] gesture in fact obeys constraints within a system of forms []. The hand shape and position are creations of the moment and reflect the speakers imagery (McNeill 2005:8). However, as research has shown, constant form-meaning pairs also occur in co speech gestures (Becker 2004, Kendon 2004, Ladewig 2006, and Teendorf 2005). Accordingly, Mller was able to show that the flat hand in combination with the palm facing upwards and differing motion patterns is used to present an abstract, discursive object as a concrete manipulable, and visible entity (2004).

Taken from a sampling frame of 10 conversations of German speakers, the research was carried out based on two 25-minute videotapes of naturally occurring conversations in dyadic situations. A close description of the formal features of 623 gestures produced by four speakers set up the basis for a detailed analysis of the use, combination and clustering of hand shapes, orientations, positions and movements used. The results show that speakers of German not only fall back on basic standardized gestural form parameters, but also that the combination of specific hand shapes with other form parameters is not random. Further, I will show that speakers use form clusters, which depend on particular hand shapes and their combination with other specific parameters. The use of a lax flat hand in combination with the palm facing upwards or a clockwise wrist movement is just one example for the systematic linking of formal features which I will address. I will thus demonstrate that German speakers use particular formal features recurrently, combine them systematically, form clusters and therefore possess a stock of gestural form parameters of which they make use when gesturing.

The talk will therefore support the idea of using larger amounts of data to discover new insights and it furthermore shows that a corpus linguistic analysis is just as well able to detect structures and regularities in co speech gestures as it is in speech. Furthermore, the analysis suggests a necessary combination of both quantitative and qualitative analyses in the field of gesture research to discover the intrinsic characteristics of co speech gestures. Additionally, the analysis

prepares the ground for further research on possible form-meaning pairs of gestural parameters and is thus a necessary complement for analyses on the interaction of gesture and speech in constituting meaning.

Lucien Brown, *Alternation between "Polite" and "Deferential" Speech Styles in Korean Public Discourse*

As part of its highly developed honorifics system, Korean has six speech styles (plain, intimate, familiar, blunt, polite, deferential) expressed in the sentence-final ending of the predicate. Usage primarily indexes power and solidarity relationships between the speakers. However, the fact that the style being used may vary within a single interaction suggests that other factors also come into play. In this paper, I use a corpus of over five hours of public discourse to examine the reasons behind such alternation, focussing on polite and deferential styles. I review two previous theories: (1) the strategy hypothesis and (2) the information status hypothesis. I then present a new explanation, which I dub the framing hypothesis. Finally, I integrate these theories to provide a fine-grained analysis of speech style variation.
The strategy hypothesis explains speech stylealternation as the volitional switching of styles in order to pursue personal interactional goals (Lee 1999, Yoo 1997). Put simply, the speaker may choose to vary his speech style use in order to manipulate the power and solidarity relationship with the hearer. Included in my data is the example of a TV talk show host dropping from the deferential to the polite style when asking personal questions to studio guests. The host uses the polite style to signal friendliness and intimacy, thus legitimising the discussion of personal subjects and also making the guest feel more obliged to comply.
The information status hypothesis posits that speakers use the polite style to index shared information and the deferential style to index new or non-shared information (Eun and Strauss 2004). Examples in my database from academic presentations generally support this claim. Furthermore, I expand my analysis by examining instances of co-occurrence between these speech styles and modal suffixes which also index information status, adding further support to Eun and Strausss claim.
My new proposal, the framing hypothesis, suggests that deferential/polite speech stylealternation also indexes shifts between formal and informal frames (see Tannen 1993). Formality refers to the level of structuring of the scene (including activity type, subject matter, physical/temporal setting and presence of others Brown & Fraser 1979, Irvine 2001). In public discourse, speakers use the deferential speech style to index that what they are saying is on-topic and within the formal frame. However, even within the most formal situations, speakers may step outside of this frame to deliver personal comments or information removed from the focus, similar to what Goffman dubs back stage behavior (1959) or time outs (1974). Speakers thus use the polite style to indicate that they are shifting away from the central focus and that what they are saying represents personal aside, joke or prologue/epilogue.
I conclude my talk integrating these three hypotheses. I look at how formal frames may necessitate the upkeep of psychological distance and the provision of new or factual knowledge. On the other hand, if a speaker aims to promote solidarity or convey common knowledge, he/she may first of all be compelled to depart from the formal frame.

Åsa Brumark, *The use and functions of youth language in student's council meetings*

The language created and used by young people living in urban areas has attracted considerable attention during the last decades. Youth varieties have been analysed as situational styles, social dialects, pidgins or creoles and research has focused on lexical-structural features, interactional discourse or social interaction, depending on the theoretical perspective taken. Considered as in-group markers or codes, youth varieties have been assumed to appear only in informal practices (Kotsinas 1997), implying an individual access to different registers and a deliberate choice depending on the situation (Stenstrm 2001). However, recent research suggests that features of youth language are more or less consciously opted and appearing in formal, e. g. pedagogic, situations as well (Bucholz 2001; Brumark 2006).
The study to be presented here focuses on the students switching between spoken standard Swedish, formal meeting jargon and youth variety during chaired council meetings in Swedish secondary schools. The question was posed whether features of youth varieties appear in this semiformal speech situation, governed by pupils but supervised by tutors, and, if so, what functions youth language may serve in this context. A corpus of video recordings comprising around ten hours of class council meeting discussions between students aged 15-16 years was collected from secondary schools in the inner city and surrounding suburb areas of Stockholm. The discussions were transcribed and analysed according to sociolinguistic method and CDA from a social constructivist perspective.
Some interesting findings emerge from the data. First, quantitative analyses show that certain features, namely lexical markers turned into a kind of pragmatic or grammatical particles (Andersen 2003), such as typ (like) and sr (like that), appear more frequently than for example slang words and lexical loans from immigrant languages. The use of these markers seems less conscious and thus not sensitive to change with the formality of the situation.
Second, the students differ with regard to language use in this context, displaying youth variety and formal meeting jargon to a varying extent along a polar scale. Some youngsters avoid youth varieties, whereas others exaggerate them. This gradual differentiation seems to some extent related to socio-cultural background but the kind of pragmatic markers mentioned above appear spread across socio-cultural groups.
Third, qualitative analyses (CDA) suggest that choice of code, whether conscious or not, fulfil positioning functions in the context of student councils. Students who possess a repertoire of formal registers and youth varieties exploit their ability of switching between codes, thereby gaining power and control over the discussion and the decisions to be made.

On the other hand, students who disregard formal rules, producing a large share of youth variety features, may gain estimation from in-group peers but become marginalized in the meeting context (through passive positioning) as trouble makers unable of supplying serious contributions to the discussion. The result may be that some students take command over important collective decisions. This in turn may lead to frustration of the purposes of council meetings, namely to promote school democracy and foster youngsters into a democratic citizenship.

Silvia Bruti, *Politeness phenomena in film translation: complimenting and insulting*

The aim of this paper is to explore some politeness phenomena in audiovisual texts and in their dubbed versions. The data consistsof several British and American films and their dubbed versions into Italian. The films have been eitherpartially or completely transcribed for the purpose.

The problems at stake in transposing interactions in audiovisual texts are manifold: first of all they depend on the complexity of the medium, which entails several technical constraints (e.g. the various requirements imposed by the different types of synchronism); second, the necessity of making images and dialogues fit the target culture, a task that is not always easily achieved. The linguistic habits established in a certain language and culture may not work in the target culture and may therefore be perceived as unnatural.

The focus of the paper is on compliments and insults, two speech acts belonging to the same category, i.e. that of expressives (Searle 1969), yet characterised on the whole by an opposite polarity. Compliments (Holmes 1986, 1988, 1995; Golato 2005; Wolfson 1981, 1983, 1984; Wolfson & Manes 1980) are controversial speech acts in themselves, in that even though it is universally accepted that they are primarily aimed at maintaining, enhancing, or supporting the addressees face (Goffman 1967) and are usually employed to express admiration or approval of someones work/appearance/taste, they pose the addressee a severe problem, i.e. how to reconcile the need to be supportive with the speaker and to avoid self-praise (Pomerantz 1978). In fact, although they are predominantly recognised as polite speech acts or face flattering acts (cf. Manno 2005), they can make complimentees feel uneasy or embarrassed, thereby creating a threat for their negative face (Bruti 2006). Furthermore, language-specific sociolinguistic and cultural variations (Blum-Kulka *et al.* 1989) have a direct bearing on the giving and accepting of compliments across languages and contribute to make the picture even more confused. It follows that certain cultures are considerably more prone to complimenting than others, or they may prefer more indirect means of expressing praise.

Insults, on the other hand, are normally considered face-threatening acts, in that they are targeted and reciprocal, i.e. they have an identifiable addressee and presuppose an emotional reaction from both sender and addressee (differently form swearing that is instead automatic, non-reciprocal and neurologically motivated; cf Azzaro 2005: 2). But interestingly enough, in specific contexts, insults can also take on an aggregating function and become expressions of appreciation, solidarity and in-group vicinity.

The cross-cultural pragmatics issue concerning the expression of compliments and insults in English and Italian is further complicated by the fact that the language we analyse is audiovisual language, i.e. one that is meant to reproduce the features of spoken interaction but that is actually "written to be spoken as if not written". Comparisons with real spoken languages are drawn whenever there is available comparable data. Furthermore, apart form the general interest that the fuzzy borderline between face-enhancing and face-threatening actsdeserves, this aspect acquires special significance in the realm of audiovisual language, where a pronounced tendency towards creativity has extensively been observed (Azzaro 2005; Bruti and Perego 2005, Bruti 2006; Nobili forthc).

Jörg Bücker, *How to cross-linguistically identify constructional patterns: Sequential positioning, speech genres and the case of Incredulity Response Constructions*

Over the last 20 years Construction Grammar has turned out to be a promising enterprise in the field of grammatical studies that aim at systematically bringing together semantic, morphological, syntactic and pragmatic findings in linguistics (cf. Goldberg 1995, 2006; Croft 2001). Reintroducing the traditional concept of grammatical constructions into linguistic theory Construction Grammar replaces the notion of universal formal principles which are supposed to generate syntactic structures (cf. e.g. Chomsky 2000) by form-meaning pairings that are taken to form the basis of natural languages" architectures. This by no way means that the conception of compositionality is being discarded. Quite the contrary, Construction Grammarians emphasize that compositionality needs not to be given up but rather newly discovered in terms of construction-specific principles being part of the constructions" semantics.

In my paper I intend to show that compositionality in fact strongly depends on language-specific characteristics (cf. Croft 2001). The subject of my study is a construction known as "freier Infinitiv", "Infinitival Exclamative", "Mad Magazine Sentence" or "Incredulity Response Construction" (cf. Fries 1983; Grohmann 1999; Lambrecht 1990; Fillmore et al. 1988), such as "Him marry my sister? Never!". Starting from a pragmatically extended notion of "meaning", comprising not only lexical semantics but oral and written genres (cf. Gnthner/Knoblauch 1996), sequential positioning and register as well, I will first propose an empirically based analysis of the German IncredulityResponse Constructions (my corpus consists ofabout 200constructions that have been systematically collected in the usenet, a dialogic genre in the internet).The German IncredulityResponse Constructionwill be analysed as a bi-partite construction consisting of a reference part A (e.g. "Him") and a predication part B (e.g. "marry my sister"). Its basic function consists in signalling reflection needs in respect to a certain preceding utterance.

The results of my analysis will be cross-linguistically compared with the forms and types of the IncredulityResponse Constructions in a small set ofEuropean languages. Special attention will be paid to cross-linguistic differences with regard to the following morphosyntactic domains:
- morphological properties of anaphoric pronouns in A
- restrictions on the use of conjunctive elements between A and B (take, for example, "Du *und* kompetent?" in German or "Jij *en* aardig?" in Dutch, but *"Him *and* marry my sister?" in English)
- particularities concerning the use and form of verbs in B
- coded dependencies between A and B
The investigated cross-linguistic differences implicate substantial differences between the principles of compositionality of IncredulityResponse Constructionsin different languages. Instead of treating them as surface representations of universal principles linking together independently generated structures of form and meaning (cf. Chomsky 2000; Pinker 2000), it turns out to be more adequate to analyze IncredulityResponse Constructions as language-specific manifestations of "syntactic and semantic space" (cf. Langacker 1987, 1991; Croft 2001). This, of course, gives rise to the question whether it is actually possible to subsume the discussed syntactic structures under a single constructional pattern or not, irrespective of their identical functions.
In my paper I will bring forward the argument that there is convincing sequential and genre-based evidence for doing so. I will show that, as for Incredulity Response Constructions, the formal and functional relationship to certain text and speech genres, register and sequential positioning is cross-linguistically identical, notwithstanding cross-linguistic morphosyntactic differences. This holds true for genre- and register-dependent variations of function and meaning of IncredulityResponse Constructionsas well. Hence it is shown that constructions need to be systematically described not only in terms of morphological and syntactic properties but also with respect to sequential positioning in discourse and speech and text genres respectively.

Dogan Bulut, *Pragmatic Awareness of a Foreign Language in a Gender-Segregated Society*

This study investigates how Saudi male and Saudi female learners studying English at a Saudi University judge native and non-native complimenting expressions. Saudi society is gender-segregated, and there are cultural limitations for interaction between males and females at many levels of social life. Tertiary education is not exempt from this, and male and female students study on different campuses and are taught by professors of their gender only. It has been reported that men and women employ different levels of politeness (Holmes, 1986), use different communication norms (Tannen, 1990), and that all-men and all-women groups use different patterns of interaction (Coates, 1986). According to Turjoman (2005), such differences may be reflected even more in a gender-segregated society. Thus, it was hypothesized that Saudi male and female learners of English would differ in their judgments of native and non-native complimenting expressions in English as they are exposed to different norms and have different channels of interaction in English, and that Saudi male students would be better in their judgments as the male-dominant structure of the society would give them more opportunities to interact with others. The students who participated in this study were junior students in the English Department of the College of Languages and Translation of King Saud University during the spring semester of the academic year 2005-2006. The researcher collected the data from the male students, but had to ask for the help of a female MA student to collect data from the female students. 36 male and 55 female students participated in the study. A ten-item pragmatic judgment test, which was originally developed and used by Bulut and zkan (2005) for a study conducted with Turkish learners of English, was also used for this study. In developing the instrument, native speaker baseline data were collected from 28 American native speakers of English at Indiana University-Bloomington, and the instrument was cross-culturally validated. Each item includes a situation and five complimenting expressions. One of these complimenting expressions is from an American native speaker of English, and the other four come from a corpus of non-native complimenting expressions which were ranked for their appropriateness by the American native speakers of English. None of the four complimenting expressions included in the items had the same level of appropriateness as the native speakers. Students who participated in this study were asked to identify the native speaker complimenting expression and rank the other four from the least to the most appropriate. Spearman Rank-order correlations (Rho) were used to find out whether there were significant correlations between Saudi male and female learners rankings, and whether Saudi males or females were more convergent to the American native speakers of English in their judgments of the expressions listed for each situation. The results showed that Saudi female learners had a better perception of the native speaker complimenting expressions compared to Saudi male learners. Similarly, in ranking the complimenting expressions, Saudi female learners had positive significant correlations with native speaker rankings for 3 situations at p<.01 level and for 3 situations at p<.05 level. There was one significant but negative correlation between Saudi male learners and native speakers. A further study is needed to find out what exactly contributes to these differences.

Grace Burke, *Using MCA to look at smoker''s talk*

This paper represents an exploration of smokers talk taking a conversation analysis approach to the data. The talk is transcribed according to the conventions of CA (as outlined in Jefferson, 1984) and particular attention is given to category work within the talk using the model of MCA, Sacks, 1992 (membership categorisation analysis). Silverman

(1998) suggests that Sacks treated MCD (membership categorization device) analysis and CA as two sides of the same coin; and recent MCA research has revealed the unique insight that the approach offers to analysts interested in the study of everyday interaction and how individuals construct themselves as certain types of people in the context of their routine encounters.

Smoking and smokers offer a particularly interesting area of research, both for those interested in the physical affects, or repercussions of smoking, and researchers within the social science field. From a social scientific perspective, there seems to be a pre-occupation among researchers to identify persons/ groups likely to smoke; and to label smokers under various types e.g. popular, trendy, glamorous, rule breaker (Lloyd et al 1997).

In the main, smoking research has tended to view smokers as an all-inclusive category; however, this paper demonstrates that smokers themselves hold alternate categories of smokers. This research indicates that further investigation on the analysis of smokers talk (using CA and MCA) could prove particularly valuable for all interested parties (those from the health sector and those from the social science field). This paper offers an insightful way of studying how a smoker talks about his own smoking experiences and, specifically, how he deals with his problematic categorization as a smoker. The data discussed here is an excerpt taken from an informal exchange between a smoker and a (non-smoking) student. The author documents the intricate and implicit interactional moves where the speaker (the smoker) is heard to resolve a conflict concerning his relationship to smoking which emerges in the talk. The speaker claims, I dont want to justify smoking, and then proceeds to explain his own smoking in terms of predicates of smokers. The consequence of invoking predicates and implicitly attaching them to, or constructing, membership categories is that the term smoker is renegotiated as a Membership Category Device. Sacks, 1992, discusses how speakers invoke alternate categories to refer to some outsider or to describe themselves in relation to others; and using this notion it can be argued for this speaker the production of alternate predicates implies the production of alternate categories: i.e. good smokers and bad smokers, both belonging to the MCD smokers. Watson, 1978, identifies how speakers can, through the introduction of predicates, be heard to transform a membership category in to a MCD, as witnessed in this exchange. This paper outlines the discursive practices the speaker employs to characterise himself as a certain type of smoker and consequently how he deals with a potential contradictory stance evident in his talk. This paper is significant because it develops upon previous MCA studies and further demonstrates its effectiveness at highlighting how activities become category- bound not through some social scientists assertion but through the way members actually invoke particular categorizations members own categories. (Silverman, 1998, p139).

Mareike Buss, *Performativity of Language and Theatricality: The Theater Metaphor in Contemporary Discourse on Language*

Western discourse on language has been deeply influenced by various metaphors ever since Greek-Roman antiquity. This also holds for modern linguistics. Structuralist assumptions concerning the nature of language have largely been guided by the chess metaphor (Birk and Buss 2005), whereas generativism has been influenced by the calculus metaphor of language. Recently, the rise of another metaphor can be observed: the metaphor of language as theater. For instance, in the discourse on linguistic performance and performativity, the theater metaphor is used to highlight the subversive potential of voice in the process of speaking. This potential derives from the symbolic surplus, which is linked to the corporeal co-presence of all participants in the process of (theatrical) communication (Weber 2004; Kolesch and Krmer 2006). Linguistic anthropology, on the contrary, refers to the connection between ritualized performances, theatrical practices, and language to point out the parallels between cultural processes of conventionalization (Duranti 1997). Finally, research in interactional linguistics elucidates the structure of everyday communication by pointing to its theatrical dimensions. The use of certain grammatical constructions, e.g. elliptical or anacoluthic, is explained with reference to their function of staging or enacting conversational episodes in larger narratives (Gnthner 2005).

The first part of this paper is dedicated to the analysis of the theater metaphor in contemporary discourse on language. A central result of the analysis is that this metaphor shows a fundamental conceptual heterogeneity. On the one hand, the theater metaphor relates to different target domains, such as language (as structure) and talking or speaking (as processes). On the other hand, its source domains are heterogeneous as well. Language is not conceptualized in terms of a general idea of theater, but in terms of specific historical forms of theater, such as classical stage theater, puppet theater, commedia dellarte, improvisation theater, or performance art.

In the second part selected epistemological and theoretical consequences of the theater metaphor are discussed. In this context two questions are raised: Which new insights are gained by analyzing language in terms of theater? Which aspects of language are obscured? Such a critical evaluation of the theoretical impact of the theater metaphor is impossible without comparison to alternative metaphors of language, such as the structuralist chess metaphor or the generativist calculus metaphor.

Beatrix Busse & Nicholas Smith, *Obligative hedged performatives in 19th-c. and 20th-c. British English texts*

According to Frazer (1975), a hedged performative is a mixed form between an indirect and a direct illocution. The

illocutionary force is expressed directly by a performative verb, but it is also given an indirect illocutionary force by, for example, modalization or subordination. Examples are (1) and (2) (from Fraser 1975: 187):

(1) I must warn you that your permit expires shortly

(2) I can promise you that well be there on time.

Hedged performatives are interesting to examine for a number of reasons, e.g. they are at the higher end of the scales of pragmatic uses of language that can be reliably identified in a corpus (cf. Kohnen 2000: 180); they show subtle differences from standard (direct) performatives in the types of expression they co-occur with (see e.g. Leech 1983: 215); and intuitively, we predicted that they are rather constrained in their social and textual distribution, and possibly declining in use.

In this paper, we investigate the use of hedged performatives of the obligation type, as in (1) above (henceforth obligative HPs) in 19th-c. and 20th-c. British English (texts), focusing first on the perspective of synchronic variability. We shall investigate their variability in terms of the speech-act verb used, the position of the hedged performative in the utterance (e.g. initial or final), the choice of pronoun of either *I* or *we* and the possible inclusion of adverbs and negatives between the modal and the clause. Allied to this structural investigation is that of functional import: one goal of the study is to investigate whether meanings of obligative HPs are fixed, conventional or formulaic or whether and when they are situationally constructive or reflective. We investigate the frequency, types and function of obligative HPs across text types of the BNC, and, in spoken texts, in relation to sociolinguistic variables (e.g. sex, age, and social class of speaker and hearer), exploring the way in which they construe and reflect their pragmatic meanings.

In the second part of the paper we analyse diachronic changes in the degree of structural variability and function, using a subset of the ARCHER corpus and a corpus of 19th-c. narrative fiction. With a few exceptions (e.g. Kohnen 2000), existing studies on performatives and related topics have made little use of diachronic corpus data, particularly in the last two centuries. Accordingly, within a broader framework, this paper discusses the ways in which the investigation of hedged performatives in 19th-c. and 20th-c. British English (texts) contributes, through its pragmatic orientation, to what Trudgill and Watts (2002: 3) have called alternative histories of English. At the same time, it will enhance, both diachronically and synchronically, the view of the neglected analysis of 19th century English.

We argue that the development of obligative HPs can be explained in part by social changes that have been claimed to affect usage of expressions of obligation more generally. It has been argued in Myhill (1995) and Smith (2003), for example, that forms perceived as more authoritative, such as must, have given ground to alternative forms such as have*to*, (have) *got to* and need*to*, in reflection of a tendency for Western society to become more democratic or individualized (see e.g. Fairclough 1992).

Annamaria Cacchione, *The acquisition of Reported speech in a spoken Italian as L2 conversation corpus*

This contribution summarizes the main results of a research aiming to discover the way learners of Italian as L2 acquire and use reported speech (henceforth RS) in their everyday spoken conversations.

Carrying out this study there have been three main points and problems, all, in the same time, theorical and practical:

1) building up an adequate theorical frame and an operational definition of RS, to apply to a spontaneous spoken conversation corpus: the difficulty was that, at least in Italy, RS has been studied with regard to almost only syntactical features, on written corpora and always in Italian as L1;

2) finding a way to observe the production of RS by learners without losing spontaneity: it seemed right away that the elicitation tests usually adopted (for example: show the learner a set of pictures and ask him to tell something) were not adequate, since they forced the results in predetermined directions;

3) reconstructing the acquisitional sequence of RS without any support from the literature that, for Italian language as L2, includes only phonological and morphosyntactical topics.

The solutions found regarding the three mentioned questions led to a pragmatical and conversational frame, within which RS has been defined primarily as a discursive function, strictly related to the metalinguistical faculty of language, fulfilled by an open series of forms, sometimes very far from the classical ones (i.e. direct/indirect speech).

The collection of the corpus has been carried out putting on four session of focus group, with young foreign learners in Italy with the Erasmus programme. At the end of the data collection phase, twenty two learners in all have been observed, using CLAN tools for transcription and analysis. The results of this research have been many and very interesting, and allowed to formulate a well-grounded hypothesis of RS acquisition. This sequence is composed by three main phases, (meaningfully very close to the ones found for RS in L1) but, even if there are no direct evidence of it from the corpus, another one has to be postulated as the phase of RS "incubation". It seemed clear, in fact, that RS is a high level structure: it cannot come out until the interlanguage has developed adequate lexicon and morphosyntactical structures and the learner is able to carry on a complex conversation as a focus group - .

In the first phase only the most elementary types of RS appear: direct speech without any introductory element. Then learners can use more articulate forms of direct speech, and, rarely, indirect forms with basic temporal relationship. In the third phase all RS forms are possible, fulfilling many different sub-functions (narrative, rhetorical, exemplifying ect.).

Cemal Cakir, *Eye contact varieties in the oral presentations of the trainee teachers of English*

Oral presentations are widely used in foreign language teaching and other disciplines (Boyle, 1996; Hill and Storey, 2003; Mennim, 2003; Haber and Lingard, 2001; Wiese et al., 2002). Various criteria to evaluate the oral presentations are set (Pauley, 2006; Surratt, 2006; Langan et al., 2005; Akar, 2001; Noyes and Tatli, 2006; ekioglu and Kutevu, 2003; rkn, 2003). Of them, non-linguistic cues (Owens, 1988; Knapp and Hall, 2002) that include gestures, body posture, facial expression, eye contact, head and body movement, and physical distance are evaluated under the same heading. Eye contact plays a central role in communication between individuals (Droney and Brooks, 1993; Napieralski, Brooks and Droney, 1995). Attracting and holding the audiences attention (Hill and Storey, 2003: 372) is very crucial for successful presentation, whichrequires the presenter to make regular eye contact with the audience, and connote confidence via body language (Surratt, 2006: 3), and to use his/her voice effectively. The present study investigates (a) whether or not 207 trainee teachers of English use eye contact effectively in an oral presentation activity, (b) where and how they concentrate/direct their eyes in pauses and silent periods. Each student as a member of a team was assigned to prepare a 7-minute oral presentation comparing/contrasting a pair of mass communication channels (two TV channels, two newspapers, two magazines, etc.) in various aspects. He/she presented it to an audience of 25-30 classmates and used technical equipment OHP, projector, TV etc. The assessment criteria for the presentation were given to the students before they started. An oral presentation evaluation checklist was followed while the students were presenting. It was found that only 32 presenters (%15.5) made effective eye contact, speaking naturally to the audience. They showed no physical sign of mentally following a memorisedtext. On the other hand, 175 students revealed in various eye concentrations and directions that they were not mentally present in the classroom. They were acting as if they were following a *mental whiteboard, or a cue-board*, on which there was the text to be presented. This case can be labeled as *Whiteboard Syndrome (WBS)*. 26 (%12.6) saw the mental whiteboard on the OHP/screen, 15 (%7.3) on their cue cards, 11 (%5.3) up in their front to the right diagonally, 5 (%2.4) up in their front to the left diagonally, 6 (%2.9) up in the ceiling, 13 (%6.3) up in their front both to the right and to the left diagonally, 8 (%3.9) both on the screen and cue cards, and 13 (%6.3) on diverse locations and directions. The rest of them had various combinations of eye concentration and direction, which are different from the ones above. It is suggested that special training for eye management can be given and that video-taped rehearsals can also contribute to effective use of eyes in oral presentations.

Mark Campana, *Parametrized prosodic cues*

What are the prosodic cues that lead listeners to search for implied meaning? Do speakers of different languages exploit the same devices, and if not, is their repertoire predictable? These are the questions that we address here. The data consist of recorded conversations between native speakers of English and Japanese, both within and across linguistic peer groups (no English between Japanese native speakers, no Japanese between native English speakers). Recordings were made in MD format beginning in 2006. Key exchanges were selected as examples of perceived implied meaning, where one speaker might reply in a way that is inconsistent with preferred responses. Speaker A (distracted): Now where did I put my keys? Speaker B (mildly offended): How should I know? Speaker A (somewhat chastised): Take it easy. Ill find them. Far from subtle, this exchange is a good example of how prosodic features bear on affect, which in turn colors the response. What is it in/about As utterance that causes B to be offended? How does A discern offense? These data contain specific audible cues to which the following speech-act is addressed, as in e.g. Wichman (2000). The voice samplings of each speaker were separated into tracks showing rhythm, pitch and other prosodic units, and a base mean was established for each one. This is crucial, since any deviation can alert the listener to an impending implicature. Reassembled on a time-line, sound spikes provide a benchmark for isolating (perceived) intended meaning. Following Tannen (2005), participants were given the opportunity to hear their utterances during playback and answer questions such as As a listener, why did you respond that way? (drawing attention to a prosodic peak) or As a speaker, why did you modulate your voice here? Typical answers are of the form Because I assumed that s/he meant X (for listeners), or Because I wanted [the listener] to know that Y (for speakers). Over 40 sound-meaning correspondences were collected by comparing the audio record with the recollections of participants. The results of the experimentessentially a test of Hirschberg (2002) show very clearly that inferred implied meaning can be traced to acoustic features of the input that deviate from mean frequency, rhythm and intensity. For English speakers, peaks of intensity (volume) and higher frequency were the major vehicles for instigating a search. Japanese speakers, on the other hand, showed a propensity for increased lengthening of segmentsalso accompanied by higher pitch levels. These patterns are not accidental: English makes extensive use of stress in word- and phrasal units, whereas Japanese exploits timing (morae, reduplication) at the deepest levels. Interestingly, native prosodic features are often carried over to second-language: in Japanese conversation, English speakers relied on stress to signal non-lexical meaning, whereas Japanese speakers exploited length when conversing in English. The nature of the relationship between essentially paralinguistic and linguistic devices is the topic of further discussion.

Piotr Cap, *Proximization in the discourse of politics: legitimizing the 'war-on-terror.*

In this paper I argue that some of the best legitimization effects in political discourse are accomplished through the use of what I term proximization (cf. Cap 2006). Proximization is a rhetorical strategy that draws on the spakers ability to present the events on the discourse stage as directly affecting the addressee, usually in a negative or a threatening way.

In my approach, there are three aspects of proximization. The spatial aspect involves the construal of events in the discourse as physically endangering the addressee. The temporal aspect involves presenting the events as momentous and historic and thus of central significance to both the addressee and the speaker. The axiological aspect involves a clash between the system of values adhered to by the speaker and the addressee on the one hand, and, on the other, the values characterizing the agent(s) whose actions make up the (undesirable) events on the discourse stage. Although the tripartite model of proximization is very complex when it comes to the interplay of the three aspects and, importantly, the pragmalinguistic input (i.e. assigning the concrete language constructs to each of the three dimensions), its starting assumption is rather basic: the (political) discourse addressee is more likely to legitimize the pre-emptive actions aimed at neutralizing the proximate threat if he/she construes it as personally consequential. I shall illustrate this claim, as well as the more specific claims regarding the interplay of spatial, temporal and axiological meanings, with samples of the US rhetoric of the war-on-terror.

Robert Carlson, *Focused and non-focused genitives in Supyire discourse*

Supyire (Gur, Niger-Congo, spoken in Mali) has two genitive constructions, one marked with a particle *wu,* the other unmarked:

> *u   wu   bagé*
> his   GEN   house.DEF
> 'HIS house'

> *u   bagé*
> his   house.DEF
> 'his house'

Carlson (1994) claimed that the *wu*-marked genitive encodes contrastive focus. However, Carlson (to appear) demonstrated, on the basis of a small corpus of texts (about 25,000 clauses), and using the operational definition of contrastive focus suggested by Myhill and Xing (1996), that the *wu*-marked genitive correlates with contrastive focus only in a slight plurality of cases. The present paper examines the remaining cases and compares their discourse-pragmatic function with that of the unmarked genitives. It is shown that the *wu*-marked genitive may be used to introduce a focused topic, as well as for other types of focus. The type of function (including various types of focus, or topic) cannot be said to be marked by the construction, but must be construed pragmatically, making use of other elements in the context. The genitive particle *wu* is thus best seen as a processing instruction to search in the immediate discourse context for such elements.
The present study is based on a slightly larger corpus (35,000 clauses, about 250,000 words). The paper aims to show that by operationalizing definitions, it is possible to make claims which avoid the circularity of much discourse work.

Elisabet Cedersund & Anna Olaison, *Positioning and identity construction in home care assessment talk*

This paper reports results from a study of meetings between old persons,
their relatives and the care managers who work with assessments of home care. According to the Swedish Social Welfare Act old persons who are in need of care are entitled to apply for home care. The formal decision concerning home care is made by the assessment managers who handle these type of applications within the municipality. Old persons and their family members - such as spouses or children - are moreover supposed to have influences on how home care is organized. The issues related to home care may often comprise conflicting interests - both within the family, and between the old persons, their family members and the case managers.
The data consist of 20 Swedish home care assessment meetings. The assessments were studied, as institutional practices in which the participants used discursive positioning in order to argue for
their version in the decision-making.
The results show that the home care assessment meetings functioned as a situated practice in which old persons were positioned both by care managers and their relatives as potential home care receivers.
Although the old persons had the final saying in the decision process family members were prominent in constructing the old person as in need of care. This highlights further questions about old persons
individual rights within the decision-making in this type of situation. It also poses questions about relatives and their needs in the caring practice for the future development of the old age care system.

Angela Chan, *Meeting Openings and Closings in a Hong Kong Company*

Many business manuals and handbooks emphasise the importance of a clearly structured opening and closing in a business meeting, and offer advice on how to achieve effective openings and closings. However, empirical research on how meeting openings and closings are actually accomplished in business settings seems rather limited and mainly draws on English data collected in Western countries. The literature on culture has suggested that peoples behaviour, including the use of language, is significantly influenced by their cultural values. As a hybrid society of the Chinese and

the British cultures, Hong Kong (HK) provides an interesting background for research.

This paper aims to contribute to the literature on business meetings by examining the opening and closing sequences of meetings at a HK company and by exploring the influences of socio-cultural norms on these practices. This study draws on video and audio recordings of meetings at the company, complemented by data collected through interviews and questionnaires. In order to analyse the dataset from different perspectives, the study employs a combination of three well-established approaches to the investigation of institutional talk, namely, conversation analysis, social constructionism, and the community of practice framework.

The examination of meeting openings and closings reveals that the sequential structures of these meeting practices at the HK company are consistent with those reported in the literature on Western business meetings, suggesting that meeting openings and closings are orderly and routine practices in the business setting.

Moreover, the study also suggests that the discourse of meeting openings and closings reflects the norms of the wider social context in which the participants are embedded. The literature on HK culture and organisational practices suggests that HK is a society of large power distance and moderate individualistic; company owners tend to adopt paternalist leadership styles while employees tend to be obedient and prefer to be told what to do. Although these characteristics should be treated as somewhat stereotypical and over-generalised patterns, the current study suggests that to a considerable extent these cultural norms are reflected in meeting interactions at the Hong Kong company.

Brian Hok-Shing Chan, *Cantonese-English code-switching in Hong Kong radio: Revisiting "contextualization cue"*

Gumperz (1982) proposed that code-switching acts as a contextualization cue which achieves two tasks; first, highlighting contextual assumptions or presuppositions, and second, conveying pragmatic inferences against these presuppositions. In his data, the assumptions highlighted seem to be more macro in nature, in particular, the social status and function of the participating languages (i.e. we-code vs they-code), and the inferences conveyed are essentially propositional attitudes associated with the macro status of these languages (i.e. request vs order, making a statement vs stating an objective fact, etc.).

This paper examines some extracts of radio conversations in Hong Kong. The data show a number of patterns which shed new light into code-switching as contextualization: First, code-switching (more specifically, the English words/phrases) highlights co-text, a possibility which has received relatively little discussion in previous literature, and, second, the language being code-switched into, English in this particular case, may or may not point to an English stretch in previous discourse. Third, these English words/phrases do not appear to convey particular propositional attitude or other inferences other than"commenting on" parts of previous discourse.

Whereas these examples are most similar to discourse insertions as suggested by Auer (1998), they do not exactly mark the whole conversational move (e.g. repair, formulation, dispreference, etc.) as those data that have been intensely studied by conversational analysts in most recent literature on code-switching (Auer 1998 (ed.), Li Wei 2005 (ed.)). The ways in which macro (social, e.g. immigrant vs non-immigrant setting) and micro (genre, i.e. radio) factors may have contributed to these differences between the datasets are discussed.

It is suggested that code-switching is best characterized textualization cue (Chan 1003, 2004), which highlights a continuum of contextual (social/cultural), co-textual (linguistic context) and textual assumptions (Chan 2004), bringing in the guest language as meta-talk.

Li-chin Chen, *A corpus-based approach to investigate the question functions and forms employed by participants in distance higher education*

There has been an abundance of research concerning the application of Computer-Mediated Communication (CMC) in education (e.g. (Pew & Miller, 2005) and (Rilling, 2005) , etc.). The current study, however, focuses on the pragmatic and social aspects of interaction in text-based asynchronous CMC, the Domino Discussions, a teaching and learning medium in the University of Lancaster . It differs from the traditional Pragmatics research which tends to focus on spoken data. I am particularly interested in the use of question functions and forms (Archer, 2003) , owing to the fact that questions and answers highly pertain to the constituting of classroom interaction (e.g. Levinson 1992).

This is a corpus-based study. The CMC corpus examined contains about 108,000 words of discussion between students and lecturers in seven different modules. This corpus is tagged with pragmatic annotation in order to explore the relationships among the contextual variables such as the roles of speakers and addressees, the contextual information (various stages of the Domino Discussions), and question functions. The rationale is that the changes to any of the variables can potentially affect the social meaning of the interaction, in terms of question functions. In addition, the elicited data, both questionnaires and interviews with the participants are employed to support and/or refute the results of the textual analysis.

Activity Type (Levinson, 1992) , the theoretical framework, enables us to reconstruct the context of the Domino Discussions and to interpret the participants behavior within this particular context. Regarding the analytical framework, Thomass (1985) categorization of illocutionary acts and Freeds (1994) taxonomy of question functions are adopted to

deal with the multi-functional characteristic of question functions.

It is found that a taxonomy of ten question functions distributes between two poles: information sought and information conveyed. Lecturers tend to employ questions to convey information, while the questions functions used by students are both functions of information sought and information conveyed. However, the frequencies of other question functions like clarifying information in talk and phatic information are relatively low. The elicited data reveal that most students admit that learning via discussions and lecturers feedback is one of the main purposes and advantages of taking part in the Domino Discussions; however, in reality, to fulfill the requirement of the courses appears to be the main reason. This may explain why lecturers tend to make students contributions in the discussion compulsory.

Fabienne Chevalier, *Unfinished Turns in French Conversation: Projectability, Syntax and Action*

The turn-taking system described for conversation (Sacks, Schegloff and Jefferson, 1974) provides for an obligation to complete a turn. Yet, incomplete turns are relatively frequent in conversation, at least in French conversation, e.g., .hh oui enfin bon on veut pas non plus euh:::: (.hh yes except that well we dont want to uh::::). Despite their syntactic incompleteness, unfinished turns are regularly treated as interactionally complete and are responded to appropriately with responses that show a clear understanding of the action(s) that unfinished turns accomplished. This paper uses a conversation-analytic approach to explore how it is possible for turns to be left unfinished in conversation and to examine the resources that enable unfinished turns to receive such unproblematic and appropriate responses.

Data extracts from two-party telephone conversations reveal how interactantsdraw upon the ability of the beginning of a turn to project roughly what it may take for the turn to be completed (projectability) and how aspects of French syntax may contribute to such projectability. In turn, interactants monitor both the progressive development, and the sequential placement, of turns for the ways in which they contribute to the actions that these turns accomplish (action projection). The data reveal that disruption to the progressivity of unfinished turns is not random.

Isabella Chiari, *Pragmatic aspects in spoken language transcription*

The object of this contribution is the exploration of pragmatic aspects governing errors in the transcription of spoken language. Transcription practices (common in spoken corpora processing, in administrative, parliamentary and judiciary acts) are often driven by different transcribers strategies, leading to specific error typologies (e.g. Lindsey & OConnell, 1995; Chiari 2006a, 2006b, 2006c)[1]. How does the transcriber contribute to the reconstruction of the spoken text? An analysis of common errors derived from experimentally induced transcriptions and from spoken reference corpora of the Italian language are analyzed quantitatively and qualitatively in order to observe different patterns, relative frequencies, and motivations for the occurrence of these errors. Most errors observed both in experimental and natural (corpus-based) data involve a reinterpretation of the spoken chain that does not lead to complete mis-reproduction of the original spoken sequence (42.7% meaning fully preserved; 18.8% partially preserved; 38.4% meaning not preserved). Examples of these errors are utterances where *un profondo cambiamento* [a deep change] is transcribed as *un grande cambiamento* [a big change];*parla ad un convegno di* (speaks in a convention) > *parla a un congresso di* (speaks in a congress);*rendere flessibile il patto* (make an agreement flexible) > *rendere possibile il patto* (make an agreement possible); *scegliere apparecchi di classe A* (choose appliances of A class)> *scegliere elettrodomestici di classe A* (choose of household-electricA class). Simple structural categories common in slips and error research were applied: substitution, addition, deletion, movement. The most common type of errors were substitutions (205 cases, 45.1%) and deletions (199, 43.7%), while cases of addition (40, 8.8%) and movement (11, 2.4%) were fairly rare. In this contributions we will try to show how pragmatic elements influence listening processes inducing fully motivated deviations in transcription from the original spontaneous speech. Specifically, we will observe how context (and co-text) in actual spoken dialogue can lead transcribers to plausible interpretations manifested by errors. Context, linguistic competence, entailment and implicature, explicitness and ellipsis, encyclopedic knowledge all play a role in producing transcription errors that reveal not only insights on human listening and comprehension processing but also on meaning reconstruction in offline reproduction tasks. From this point of view we can see repair strategiesas: 1) as coherent re-creations of the spoken text (often involving pragmatically and semantically-driven lexical substitutions, deletions and additions); 2) as textual tentative of reproducing artificially written conventions applied to the spoken material (deletion of repetition, especially those representing hesitation); 3) as error correction(as in the redundant expression *a me mi dispiace* becoming for the transcriber *a me dispiace*); 4) a consequence of the volatility of the form of the utterance (short term memory). Even when explicitly asked (and trained) to concentrate on form (and on the sequence of exact words to reproduce), the attitude of the transcriber turns toward meaning-centred and pragmatically oriented practices. Errors in these cases derive from understanding rather than misunderstanding and from pragmatically plausible interpretations of the original spoken material heard by the transcriber.

Jonathan Clifton & Sigurd D'hondt, *Identity and the socioepistemics of a management team in action.*

Organisational research has recently been taking the so-called linguistic turn. In a review of discursive approaches to organizational research, Putnam and Fairhurst (2001: 12) announced that the study of discourse and organizations has

come of age and that a significant number of organizational scholars have recognized the importance of how language use and communication represent a promising path for knowledge about organizational life. However, organizational research is still lacking a fine-grained analysis of the linguistic constitution of organizational reality and the identities of organizational players within that reality. In order to explore how talk reflexively contributes to the process of sensemaking/organizing and identity construction in a management team, this paper combines recent work on socioepistemics in conversation analysis (CA) and social constructionist notions of organization. Using transcripts of naturally-occurring talk taken from video-recordings of a management team, this paper relates recent CA work on socioepistemics to the general constructionist question: how are organizations produced (and refashioned) in interaction? Social constructionist notions of leadership regard leaders as managers of meaning: the leader is the person who achieves, or people who achieve, most influence in the process of the negotiation of organizational reality. CA teaches us how the establishment of an intersubjective, mutually intelligible version of the organization is a practical, in situ and public achievement. Intersubjectivity is achieved through members exploitation of sequential and categorical resources that are accountably available to them. It is through talk that an authorized and legitimized reification of the company emerges, because the joint authoring of organisational reality in a management team is shot through with category work which reifies the hierarchy of the organisation. Drawing on recent CA work on socioepistemics (Stivers 2005, Raymond 2000, Heritage and Raymond 2005) and Sacks (1986) notion of duplicatively organized membership categorization devices (teams), we analyze how an intersubjective reification of organizational reality is achieved.

Results indicate that participants orient to the idea that each of them holds a specific position within the team (and more widely the organization) and that each position accountably caries with it specific rights and obligations. These rights and obligations involve questions of epistemic authority which is asymmetrically distributed within the team so that the process of negotiating organizational reality is skewed. Consequently, certain team members are able to achieve more influence in the negotiation of organizational reality and so display incumbency of the category leader within a duplicatively organized categorization device. However, at the same time identities and the ensuing category-bound socioepistemic rights and obligations are also up for grabs and this entails a subtle negotiation of identity in the process of sensemaking. In this way, the analysis proposed here allows us to differentiate between leadership and hierarchy, thus providing a non-determinist take on the reproduction of institutional realities which acknowledges diffuse forms of non-institutionalized power.

Charlotte Cobb-Moore, *Justifications in young children's language in an early childhood classroom*

This paper examines the interactional phenomenon of justification as it is produced in young childrens language. A justification provides a reason for ones position and can be produced in childrens language at an early age. There are various pragmatic reasons for justifications. For example, justifications may be drawn upon by members to compensate for the disruption of the existing social order or to explain something that is possibly questionable. Justifications are also drawn upon to extend or close disputes. This study uses the analytical techniques of conversation analysis and membership categorisation to analyse video-recorded and transcribed interactions of young children (aged 4-6 years) in a preparatory classroom in a primary school in Australia. The focus is an episode that occurred within the block play area of the classroom that involved a dispute of ownership relating to a small, wooden plank. In analysing this dispute, justifications were frequent occurrences and the young participants drew upon justificatory devices in their everyday arguments. As the turns surrounding the justificatory language were examined, a pattern emerged: in each excerpt observed, a justification arose in response to a challenge. This pattern provided the basis for developing a model that helped to discern where, why and what type of justifications occurred in the interaction. To depict this interactional phenomenon, the model of if x, then y was used, x referring to the challenge or prompt, and y referring to the justificatory response.Justifications related to the concepts of ownership and were used as devices by those engaged in disputes to support their positions and provide reasons for their actions. The children drew upon these child-constructed rules as resources to use in disputes with their peers, in order to construct and maintain the social order of the block area in the classroom.

Jean-Marc Colletta & Ramona Kunene, *Exploration of multimodal narratives*

In all languages of the world, children are required to relate to the forms and functions of language (Hickmann, 2003). The process of acquiring the semiotic nature of language is a process that is gradual and on-going. It has also been highlighted that language acts are not only verbal in nature but multimodal. Willingly or not, humans when in co-presence, continuously inform one another their intentions, interests, feelings and ideas by means of visible bodily action (p.1, Kendon. 2004). Gestures, postures, eye-gazing and other body movements have been proven without doubt that they are a part of the communication process (McNeill, 1992; Streeck & Knapp, 1992).
How is this demonstrated in children? At what point do children perform the complex pragmatic function that is performed by the adults? Is the development universal, i.e. what role does culture play in the acquisition from a multimodal perspective? Whorf (1956) noted that specific language structure can influence cognitive organisation.
It is from this premise that our interest is focused on understanding the acquisition of discourse in the form of interactive narratives of typically developing children between the ages of 6 and 12 years. Departing from the extensive research of pragmatic development of this period in children development by, to name a few, (Colletta, 2004; Guidetti,

2003) we seek to observe the multimodal principles of discourse organisation of isiZulu and French children during the developing years of 6 to 12 years.

We examine the multimodal development of narratives of children who speak the agglutinating language isiZulu and the roman language of French (Colletta, 2004). Our data (Kunene , MA dissertation 2005) showed that Zulu children from as young as 9 years produce narratives with similar bodily movements of that of adults. Most striking in the Zulu productions was the production of gestures for almost each word, a feature not observed in the French children productions. In order to understand this cultural particularity, we explored the reasons leading to this find.

The main questions we pose ourselves are:

1. What impact do language properties in the form of spatial, temporal, aspect, word order have on gesture organisation?
2. What narrative aspects are universal and which are culture specific?
3. At what age do Zulu children produce narratives similar to adults?

We selected primary school children, between the ages of 6 - 12 years, from the Kwa-Zulu Natal region in South Africa . The subjects were given a narrative task. In order to perform the task, the child was shown a short speech-free cartoon of 7 minutes twice and then requested to give an account of what he/ she had seen. The interactions were audio-visually recorded.

The same cartoon was shown to 9 adults (age range of 22 24 years) of the same language and the subjects were requested to give an account of what they saw.

From these performances, we aim to show how Zulu children regulate linguistic and non-linguistic devices to formulate, convey and regulate discourse flow as well illustrate the cultural influence on linguistic performances from a multimodal perspective.

Martin Connell, *Figuring answers: The social production of value in classroom responses*

How is the value of a student"s answer in a classroom figured? What are the ways in which the significance of an answer is constituted? In this paper I explore some interactional resources in classroom behavior by which the relative worth of individual performance is determined in a collaborative process among coparticipants. I am interested in the contingent constitution of the value of student answers by students and teachers to known-answer questions posed by teachers and the manner by which the significance of a student contribution emerges in the social interaction among participants. In particular, I consider with reference to two examples from video data collected during one classroom exercise how in a matter of only a few moments the potential value of a yet-to-be-spoken answer from a student to a teacher query is organized. That is to say, my analysis considers how the value of a student"s answer to a teacher"s question is subject to imminent contingencies and circumstances. The two examples that I consider demonstrate how the unfolding interaction among coparticipants provides the resources for valuing/disvaluing individual student contributions. The examples illustrate two ways in which a teacher"s known-answer question can be constructed as "easy." The first example looks at a gesture by the teacher linked to his question and the ensuing reaction of the students. The second looks at an instance of teacher self-initiated repair (a correction) as he poses a question to a student and the immediate reaction of the other students to the added information shared as a result of the repair. In both instances, the known-answer question posed by the teacher gets constructed as "easy" such that the individual student answer if correct is worth less (not a great success) or if incorrect is worth more (a bigger failure). McDermott (1993) notes that "Learning does not belong to individual persons, but to the various conversations of which they are a part." More than the acquisition of measurable skills, learning involves the transformation of our ability to use objects and symbols in mutual engagement with others. Social relations are always already implicated in learning. This close analysis of classroom interactions provides a means to begin to consider at least in part some ways in which students in American schools are "drilled in cultural orientations" (Henry, 1963); in particular, the ways in which such interactions maintain notions of knowledge as a commodity and provide resources for valuing or disvaluing the knowledge thus "held" by an individual.

Ann Copestake & Marina Terkourafi, *Conventionalized illocutionary force: corpus analysis meets formalization*

In this paper, we discuss the formalization of conventional speech act formulae, grounded in empirical corpus evidence. We propose an approach whereby conventional illocutionary force is regarded as adding to compositional meaning to provide a possible interpretative shortcut (Morgan 1978). The essential idea of our formalization is that formulaic utterances have a compositionally derived interpretation, but that conventional illocutionary force is represented separately. It can be regarded as guiding a hearer to an interpretation that might potentially have been reached by full inference about the speakers desires etc. The compositional interpretation is not replaced, as it might be on an idiom theory of speech acts, and its availability is taken to license dual responses (Clark, 1979).

This work is based on a corpus of over 2,000 spontaneous exchanges in Cypriot Greek collected by Terkourafi (2001). Conversations between native speakers were tape-recorded in various settings and later transcribed. Utterances realizing offers or requests were selected for analysis. Definitions of offers and requests commonly appeal to the dimensions of speaker vs. hearer agency, or hearer vs. speaker benefit. However, these definitions are difficult to apply since in many

contexts, an activity involves several agents cooperating to achieve a mutually beneficial outcome. A ddressee uptake was thus used as the primary classification criterion.

Terkourafi argues that many offer and request utterances involve conventional formulae (see Terkourafi, 2001, for details). In particular, she classifies the three examples below as offers involving the formulaic *thelis* (want.2sg: phonologically reduced in (2)).

(1) *thelis na valumen kanena pataki mesa?*
Do you want us to put an insole in?
(2) *lis kafe? (.) indalos in o kafes su?*
Do you want coffee? How do you take your coffee?
(3) *thelis na skepastis?*
Do you want to cover up?

In examples such as those above, the link between compositional semantics and conventional illocutionary force is non-trivial. To provide a unified analysis of these and similar examples, we use as our starting point the plan-based axiomatization of illocutionary force proposed by Perrault and Allen (1980). We represent (1) as directly linking the compositionally derived semantics to an argument position of OFFER. Schematically: OFFER(S,H,put-insole-in(s)). But in (2), this direct link is not possible since the argument to *thelis NP/VP?* is an NP. We argue that the interpretation involves conventionalized metonymy and the argument to OFFER can be fleshed out as OFFER(S,H,TRANSFER(S,H,NP)), where TRANSFER is a generic predicate.

(3) is more complex still: to judge by the hearers uptake, it realizes an offer but the formal OFFER requires that the agent of the action is the speaker. Thus (3) cannot be treated as OFFER(S,H,cover-up(H)). We distinguish between the cases where *thelis* takes a VP with the speaker as the subject, which can be construed directly as conventional offers, and the cases where the subject is the hearer, which we treat as conventional offers with an indirection between OFFER and the specified action. Schematically: OFFER(S,H,ACT?(S)) PRECONDITION(ACT?(S),cover-up(H)). That is, there is some implicit action ACT? which is offered, which is a precondition to the explicitly mentioned action of the hearer. Thus the use of conventional formulae is seen as allowing more constrained inference on the part of the hearer, rather than removing the requirement for inference completely.

Bert Cornillie, *Source-evidentiality vs. evidential (inter)subjectivity. The case of Spanish parecer ""to seem""*

Evidentiality is most often understood as source-evidentiality, i.e. the encoding of source of information (e.g. direct evidence, hearsay, cf. Aikhenvald 2004)) or the reference to modes of knowing (e.g. induction, deduction, cf Chafe 1986). More recently, another evidential dimension has been observed, namely that of shared or non-shared access to the evidence described in terms of (inter)subjectivity or Self/Other (cf. Nuyts 2001, Squartini 2006, among others). The paper shows that this (inter)subjective dimension is a welcome complement to a source-evidentiality account of the *parecer* constructions in (1) and (2).

(1) *Todo **parece indicar que** el gobierno se inclina por aceptar únicamente las deudas tributarias.* (Notic:Perú:Caretas:1427)
'Everything seems to indicate that the government is inclined to only accept the debt subjected to tax'
(2) *Decidí respirar un poco y viajar fuera del país por unas semanas. **Parece que** el viaje me hizo mucho bien; según ellos, tenía mejor semblante.* (Notic:Perú:Caretas:1451)
'I decided to breathe a bit and travel abroad for a couple of weeks. It **seems** that the journey did good to me, according to them, I had a better face'

An in-depth corpus analysis based on the *Corpus del español* indicates that *parecer* + infinitive is almost absent in spoken Spanish, whereas *parece que* is far more frequent in spoken than in written Spanish. The notion of (inter)subjectivity can account for the difference between the constructions in (1) and (2), and their different frequency distribution. Intersubjectivity corresponds to shared access to the evidence, while subjectivity refers to non-shared or individual access. The claim is that *parecer* + infinitive stands for a subjective evidential statement, while *pareceque* expresses an intersubjective statement.

An (inter)subjectivity account fills the gap in the literature on *parecer* + adjective/infinitive (1) and *parece que* (2). Hernanz (1982) argues that the raising construction of *parecer* + adjective/infinitive is an optional extension of *pareceque*, which has two readings (i.e. doubt vs assertion). But the different frequency distribution calls into question the applicability of notions such as raising and optionality. Porroche (1990), for her part, contends that a construction like *él parece inteligente* 'he seems intelligent' should be analyzed in terms of non-factivity, while *parece que es inteligente* has a reading that is close to a factive one. Yet, it is not clear how we should clearly differentiate between non-factivity and near-factivity.

In my evidentiality analysis, I first show that the different modes of knowing used for the statement can differentiate between some but not all readings of *parecer*. *Parecer* + infinitive is based on an inferential process, whereas *parece que* can involve either inference or reported knowledge. Yet, the fact that inference is usually associated as closer to reality than hearsay contrasts with the observed difference in factivity. Alternatively, the alleged near-factivity can be explained in terms of broader (intersubjective) backing for the statement, while the proposed non-factivity then relies on the speaker's (subjective) impression only.

Maria Josep Cuenca, Montserrat González, Maria Josep Marin & Marta Payà, *Compound pragmatic markers in Catalan and Spanish Oral Texts*

The analysis of oral corpora shows that two or more discourse markers frequently co-occur. In the framework of the research project Pragmaestil, we have identified the cases in which two or more discourse markers co-occur. The corpus consists of texts of different types (narrative, descriptive, expository, argumentative and directive) produce by a group of multilingual speakers (Catalan-Spanish with knowledge of English) in three languages each: Catalan, Spanish and English. The present analysis focuses on narrative texts in Catalan and Spanish.
The study of the corpus highlights that Catalan and Spanish informants make a profuse use of different combinations of two or even more markers in the Catalan and Spanish texts. In our corpus, Catalan combinations such as *però clar* 'but of course', *llavors bueno* 'then well, *vale doncs aviam* 'Ok then let's see', have been identified. Similarly, Spanish texts include combinations such as *y entonces* 'and then, *entonces bueno* 'then well', *ah vale bueno pues* 'oh Ok well then'.
The basic criteria considered to identify and characterize combinations of markers are: (i) the grammatical pattern, (iii) the prosodic pattern, and (iii) the pragmatic function(s) of the markers. The analysis of the combinations at the three aforementioned levels (grammatical, prosodic, and specially at the pragmatic one) leads to differentiate simple addition of markers from what González (2004, 2006) has called Compound Pragmatic Markers (CPMs), that is, "functional cooccurrences of two or more pragmatic markers whose combinatory functions result in a change of attentional state of the speaker, or shift in cognitive frame, and/or a remarkable emphasis on the illocutionary point of the segment" (2004: 297).
CPMs markers mainly operate in the pragmatic discourse structure and play a decisive role in discourse coherence relations. Our approach departs from Redeker's (1990, 1991) framework in terms of pragmatic structures as well as Sanders's (1997) semantic versus pragmatic source of coherence. Following these authors and González's (2004) proposal, we analyse the CPMs found in the corpus taking into account four components of discourse coherence: ideational, rhetorical, sequential and inferential.
The research puts forward that CPMs are relevant in oral discourse and offer a special interest for two main reasons: a) CPMs show a regular structural pattern (pairing of two or more pragmatic markers) with a special value, since they combine structural and modal functions, and b) CPMs present a one-coherence-type functional coocurrence. Finally, their use facilitates the shifting from one component or contextual realm to another (i.e., ideational, rhetorical, sequential, inferential), lowering down the processing cost of information.

Carmen Curcó, Rocío Guzmán & Chantal Melis, *From concepts to procedures: the case of "siempre" in Mexican Spanish*

It is generally accepted that certain words and constructions change over time from encoding concepts to encoding procedures, for instance, in processes of grammaticalization. Although this tendency is to be expected in communication systems that tend to optimize the balance between coding and inferring, the precise nature of this shift of meaning and of the kind of contexts that promote it is not yet well understood. In this paper we trace the development of the time adverb "siempre" (*always*) into a discourse marker that encodes constraints on context selection in Mexican Spanish (e.g. "*Siempre* no quiero lo que me ofreciste" – "I *siempre* (≈ in the end) do not want what you offered"). We discuss data ranging from the Thirteenth Century to present day use, and we find a number of stages that can shed light on how the conceptual meaning encoded by the time adverb gave rise to the procedural meaning encoded by the current discourse marker. Crucial stages in this development are found in the Seventeenth Century, where the conjunctive phrase "siempre que" emerges with a conditional-like meaning to relate two events. In a later period, we find constructions where a single event is depicted, introduced in the subordinate clause preceded by "siempre que". In our data, the first uses of "siempre" as a discourse marker appear around 1858 in written documents (e.g. "Pues *siempre* me resuelvo que *'sí'*, pero no se lo vaya usted a decir a nadie..." –So, I *siempre* (≈ finally) decide that 'yes', but don't you tell anyone…"). We suggest that this widely used marker now encodes a procedural constraint on context selection, indicating to the hearer that the utterance must be processed in a context containing changing specific assumptions marked by a degree of uncertainty at an earlier temporal point.

Monika Dannerer, *Written and oral narrative development of 10 to 14 year-old children*

Narrating is one of the basic forms of human communication, it is central to building up community as well as personal identity. This is probably one of the reasons why quite a lot of research in the field of language acquisition dealt with story telling (Bamberg 1997). It seems to be consensus, that children achieve the ability to tell a coherent story at the age of about 6 to 9 years differences are more or less due to different concepts of a minimal story (Boueke et al. 1995, Schmidlin 1999). Contrary to this intensive research the further development of narrative abilities has not been under investigation too much. There is still a lack of extensive empirical work dealing with the progress between 10 and 14, when narrative texts play an important role at school and students are taught different forms of written narratives. We still know little about the influence of the acquisition of written storytelling on the oral capacities and vice versa. How

do the two varieties differ from one another, how do they develop during these years? And what influence does the everyday reading, writing and narrative habits of the students have on this process?

To answer these questions I started a (partly) long-term study collecting and collating a large corpus of not only oral and written narratives from students between the ages of 10 and 14, but also their communicative habits. Over 2-4 years about 120 students from three different secondary schools in Austria (Real-) Gymnasien were interviewed once a year and they produced oral and written stories on the basis of cartoons (in total about 550 narratives).

In my presentation Ill give an overview of a qualitative analysis for about 10 students out of this corpus. The oral and written narratives of the different stages get compared with each other along selected linguistic dimensions by the use of a data driven approach, which combines text linguistic, discourse analytic as well as functional pragmatic viewpoints and research questions. Ill focus on the differences between oral and written language, stylistic variations, the functionality of different verbal means, the capacity to create tension, describe the emotions of the protagonists, or work out unexpected twists of the story. Moreover, the abilities of the students are matched with their reading, writing and narrating habits.

Dennis Day, *Peace, Love and Lingua Franca Interaction*

In this paper I will demonstrate how interlocutors in naturally occurring interaction may orient to the linguistic code of their interaction as a "non-native" language. One may understand this, I will argue, as an attempt to co-construct the interaction as lingua franca discourse. Thus I wish to see lingua franca as an interactive, endogenous, and ideological phenomenon. Rather than view the use of a language as a lingua franca as a result of, for example the analyst"s ascription of "native" or "non-native" language speakership, I will explore the lingua franca status of an interaction from the perspective of interlocutors themselves. Such a change in perspective, familiar in ethnomethodology as distinguishing between "topic" and "resource" (Zimmerman & Pollner, 1970), has proven quite fruitful in studies of related interactional phenomena, such as ethnicity (Day, 1998).

In the view taken here, lingua franca discourse has ideological affinities to the notion of so-called artificial languages. Supporters of languages, such as Esperanto or Edo, have had as a point of departure, the idea that the world would be a more peaceful place if people could speak with each other in some sort of neutral language (see for example Jespersen, 1928; Fettes, 2000). Similar notions have arisen in discussions of the use of English as a lingua franca (see for example Balboni, 2004;House, 2002; Nickersen, 2005). I suggest there is an in-common ideological foundation for languages such as Esperanto or Edo and for natural languages used as lingua franca. The foundation is linguistic ideological, which in this case is the belief that the language of discourse is in some sense neutral. I will also suggest that the notion of neutrality at play here is premised on the notion that languages, as well as other cultural resources, can be owned.

Furthermore I relate my discussion of lingua franca to a discussion of interculturality, likewise seen as an interactive and endogenous phenomenon whereby interlocutors co-construct their interaction as intercultural interaction. Interculturality can be seen as a cover term for the work interlocutors do to identify themselves and each other as members of different cultural groups (Day 1994, 1998; Nishizaka 1995; Mori 2003; Hansen 2005). I will attempt to show that interlocutors" may orient to their interactions as lingua franca interactions such that those interactions constitute a context of linguistic and cultural neutrality. I will also attempt to show how this can used in intercultural identity work, though as a means of neutralizing intercultural distinction. My claim will be that although interlocutors may establish distinct cultural identities, the lingua franca status of their interaction provides a normative constraint against their use.

The analyses presented in the paper use data from sociolinguistic and ethnomethodologically inspired ethnographic studies of workplace interactions in Europe.

Barbara De Cock, *The role of negation and person marking in the interpretation of Spanish deontic modality*

Deontic modality in Spanish can be expressed with various linguistic categories, such as particles, adverbs and verbs. This study deals with a selection of deontic verbs and focuses on their combination with a negation marker, as related to person expression. On the basis of corpus evidence (Davies and CREA), I will show that specific combinations of negation and person lead to semi-idiomatic expressions with an interpretation that deviates from the basic meaning traditionally associated with the deontic verb in question.

First person forms allow for a coinciding of the modal source ("the entity responsible for making the assessment encoded by the modal expression") and the modal agent ("the person expected to carry out the action") (Verstraete 2005: 1409-1410) and can therefore give rise to new meanings, e.g. from obligation to intentionality (*he de darte una sorpresa* 'I have to > intend to give you a present'). It is also in these first person forms that some deontic verbs occur very frequently with a negation marker (e.g. *no obligo* 'I don't oblige'), which also leads to shifts in interpretation, e.g. from absence of obligation to positive encouragement;. Furthermore, some deontic contents in the first person are more frequently expressed by means of a negation of the opposite than by means of the verb prototypically associated with the specific deontic content. For instance, *no permito* ('I don't allow') is the preferred way to express prohibition, rather than *prohíbo* ('I forbid').

In this paper, I will try to show how these negated deontics occupy a slot of their own within the deontic domain and I will propose a re-evaluation of the distribution of the means of expression in the deontic domain in Spanish in first person forms. I will not only identify the cases where specific person-negation combinations give rise to interpretations that differ from the basic modal meaning of the verb, but I will also try to explain the pragmatic mechanisms that underly these shifts in interpretation.

Beatriz De Paiva, *New frameworks in interlanguage pragmatics? The case of requests in Brazilian Portuguese*

This paper examines the development of pragmatic abilities in a second language by means of a study of requests among learners of Brazilian Portuguese.

It will present hitherto unpublished data from a series of empirical studies conducted among learners of Brazilian Portuguese as a second language interacting with native speakers of different social status. One of the most salient patterns which emerged from these interactions is variance in learners use of conventionalised material in Brazilian Portuguese.

It has often been argued in the literature that research on the learning of pragmatic abilities in a second language hastended to lack a more substantial explanatory framework which would incorporate theoretical models of both second language acquisition and pragmatics as constitutive elements of Interlanguage Pragmatics. To remedy this,analysis of subject performance of routinized expressions in a range of interaction scenarios will be discussed with a threefold aim: 1. to incorporate an account of the cognitive processes of control and analysis of knowledge (Bialystok, 1993); 2. to account for the communicative aspects of the interactions, examining the context-dependencies of the production of conventionalised material in the target language(Sperber & Wilson, 1995) and 3. to offer a developmental profile with a discussion of the patterns related to conventionalised material across proficiency levels.

My findings suggest that as pragmatic abilities develop, distinct patterns in pragmatic interactions emerge: 1. control and analysis of knowledge can actually constrain the learning of culturally specific pragmatics; 2. in accordance with the principle of relevance, the development of pragmatic abilities in a second language seems to be dependent on learners ability to use contextual information available to them; 3.contrary to Sperber and Wilsons account, the construction of relevance is not reducible to a reduction in the processing of effort. There seems to be a stage of advanced proficiency where the use of resources actually requires greater hearer effort:interactions with advanced learners seem to reflect heightened awareness of cultural context with an accompanying increase in processing effort. Pragmatic overload seems to be the price of the learning of pragmatic abilities in culturally specific contexts.

The conclusion of the current research is that there is no universal *translation* of pragmatic abilities from first language settings to second-language contexts and that theoretical accounts of such abilities need to be examined empirically in local contexts.

Edson Rosa Francisco de Souza, *The analysis of Discourse Markers in Functional Discourse Grammar*

The aim of this paper is to analyze the Discourse Makers (DMs) under the Functional Discourse Grammar perspective (Hengeveld 2005; Hengeveld & Mackenzie fc; Mackenzie & Gmez-Gonzlez, 2004), taking into account their formal features and their textual and interactional functions in Brazilian Portuguese (IBORUNA *Corpus*). In general, the DMs can be defined as sequentially dependent discourseunitswhich are associated withdifferent groups of parts-of-speech. The DMs are terms or locutions that operate in the textual arrangement of the information that are liberated progressively along the speech, and in the direction of perspectives assumed in relation to the matter, during the verbal interaction (Risso, 1996).

The use of Functional Discourse Grammar (FDG) framework is pertinent here because, according to Hengeveld & Mackenzie, there are several grammatical phenomena that can only be interpreted whenunits wider or smaller than the sentence are taken into consideration. The FDG is a major development from Simon Diks Functional Grammar which takes the discourse act as the basic unit of linguistic analysis and places the grammar more firmly in relation to the conceptual and contextual components of a model of the language user. I n FDG, pragmatics governs semantics, pragmatics and semantics govern morphosyntax, and pragmatics, semantics and morphosyntax govern phonology. This organization (top-down) furthermore enables FDG to be a discourse grammar rather than a sentence grammar, once the relevant units of communicative behaviour form its point of departure, whether they are expressed as sentences or not.

The main idea that I defend in this paper is that the different types of DMs in Brazilian Portuguese which include several parts-of-speech are distinguishable and classifiable according to the different levels of the language organization, especially due to the textual and interactional functions that they assumein the language. As well as Penhavel (2005), I understand that DMs express textual functions when they act in the articulation of the informational content of the discourse, operating in a superior hierarchically level of the sentence. According to Risso *et alii* (2002), Jubran *et alii* (2002), Koch (2004) and Souza (2005), these elements can function as cohesive mechanisms, establishing some types of semantic relationships among different discourse units, fact that has been taking the Functional Grammar theorists to verify the influence of discourse and pragmatic factors in the grammar of natural languages. DMs can propitiate, for instance, opening, expansion and closing of topics and distinction of background and foreground structures in narrative texts, and introduction-argumentation-conclusion structures in argumentative texts. Yet the interactional functions refer

to the organization of the conversational activity, especially to those functions coming directly from the relationship of verbal interaction between speaker and addressee, as illustrated by specific kinds of DMs that act in the maintenance and in the change of conversational turns, and in the confirmation strategies (*n?*, *t?* and *certo?*, which are very used by the speakers to make requests).

The conclusion of this paper will be that the systematization of the different types of DMs in Portuguese can indeed be formulated in accordancewith their functions.

Elwys De Stefani, *Reading as a situated activity in customer-to-customer interaction: packing texts as interactional resources in decision-making sequences*

Although the analysis of written texts has interested ethomethodologists as well as conversation analysts, there are few studies up to date that focus on how reading sequences are employed within interactional activities. Research in the field of workplace studies has shown that reading practices occurring during social encounters cannot merely be understood as information retrieving procedures. detailed analysis of interactional data shows that participants accomplish a variety of interactional tasks through the reading. Customer-to-customer interaction in supermarkets is one setting in which reading sequences are recurrent. Drawing on our corpus consisting of video-taped spontaneous interaction of couples shopping in a supermarket of the Italian speaking part of Switzerland we will compare two sequences, in which two different couples are engaged in choosing a toothpaste. The reading occurrences emerging in these sequences are configured as multimodal activities and demand as such an analysis which takes into account the verbal as well as the non verbal interaction (gaze, manipulation of objects, body positioning). We will show that reading the texts printed on the packing of commercial objects is an analytic activity which the participants accomplish among other kinds of analytic practices (e.g. sniffing the toothpaste cap). Participants can configure their reading in different ways, for instance with regard to the degree of collaboration (collective reading vs. individual reading), or in relation to the temporal deployment of the reading (in case of an asynchronous reading, participants read a portion of text first silently and then aloud, whereas online reading is accomplished through an immediate reading aloud). The main focus of our paper will emphasize these interactional features of the reading activities. We will argue that reading a portion of text is used as a resource for accomplishing interactional tasks, such as categorizing and assessing the related extra-linguistic referent. Moreover, we will show in what way the placement of the reading within the ongoing turn contributes to exhibiting the positive or negative orientation of the participant towards the commercial object. On a more sequential level, the analysis of our data illustrates that reading sequences occur in an orderly way, which allows the participants to use them as a resource for creating a list of (analyzed and rejected) referents. Additionally, reading sequences can be seen to be employed in the constitution of a laughable. As we will show, when participants read and thereby segment into portions of text the information printed on the packing, they are not just retrieving already "existing" information: they are actively constituting the meaning of the text by imbedding it in the ongoing interactional activity and by indexicizing it with regard to the contextual contingencies of the on-going interaction.

Geneviève de Weck, Anne Salazar-Orvig, Cristina Corlateanu, Juliane Ingold   & Séverine Gendre, *Mother-child interaction in a guessing game situation : comparison of SLI and normally developing children dyads*

During interactions with their child, mothers display different scaffolding strategies to support them in the accomplishment of the ongoing linguistic activity. Many researches have shown the importance of these strategies in standard language development. The question when dealing with children presenting specific language impairment (SLI), would be to see if mothers adapt their strategies depending on the language difficulties of the children. Previous researches end up in contradictory results : some show that SLI childrens mothers present strategies comparable to those of normally developing (ND) childrens mothers, others stress on their specificities. One factor that could explain this apparent contradiction lays on the variety of situations in which the dyads have been observed. Another important issue concerns the way children react to these strategies. Are they able to draw on them in order to accomplish the ongoing activity ? The research presented here, which is a part of a larger program, deals with this issue. Mother-child interactions are studied in a guessing game situation where mother and child, each one in her or his turn, have to make the other participant guess an object drawn on a card by giving the relevant clues. In this type of activity mothers can display two kinds of scaffolding : on the one hand, when it is their turn to give the clues, they show a model of riddle to their child ; on the other hand, they help the child to carry out the guessing game. Thus our research aims to study both aspects of the mothers scaffolding strategies as well as the way children react to them, in order to seize the specificities of co-construction in this kind of mother-child dialogue. This research is carried out on a sample of 28 mother-ND children dyads aged from 4 to 7 (7 children per age group) and 21 mother-SLI children aged from 5 to 7 (7 children per age group). In all, 49 dyads are observed. Mothers contributions are analysed in terms of definition type, questions, commands, child discourse repetition; the analysis of the childrens speech concerns aspects such as definition types, degree of adjustment to the interlocutor, reactions to the mothers speech, particularly by the means of repetition. Results confirm the difference of strategies depending on children population : we find not only that mothers of children with SLI are more directing that ND childrens mothers but also that they have a greater difficulty to adapt to their child,

particularly when this one shows comprehension difficulties. On the other hand, SLI children have more difficulties than ND children to take over the riddle models given by their mothers, even if they seem aware of the gap between their own formulations and those of their mothers. The results of this research have to be interpreted 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.

Kamila Debowska, *Towards the construction of the extended pragma-dialectical model of argumentation*

The paper presents a study on argumentation. The study has been carried out on the basis of the recorded material of eleven discussions held between English native language users and the equivalent number of the discussions held by Polish native language users. In both cases the discussions were held among the speakers of similar educational and social background.

The pragma-dialectical theory of argumentation is applied to the study of the argumentative discourse. The model of a critical discussion introduced by Eemeren and Grootendorst (1984) serves as a tool for the analysis. The theoretical model provides a series of norms by which it can be determined whether a discussion is aiming at the resolution of a difference of opinions. The reason for the preference for the pragma-dialectical framework over the logical framework for evaluating argumentation in this paper is twofold. First, it is assumed that pragma-dialectics offers a more appropriate framework for the analysis of discussions as it joins rhetorical, dialectical and pragmatic features of the argumentative discourse to analyse the standards of reasonableness of arguers. The logical framework deals only with evidently true premises and logically valid inferences. Second, contrary to pragma-dialectics, formal logic and informal logic are not concerned with empirical investigation (Eemeren -- Grootendorst -- Snoeck Henkemans -- Blair Johnson -- Krabbe -- Plantin Walton Willard Wood -- Zarefsky 1996: 163-189, 213-246). Pragma-dialecticians (Eemeren -- Garssen -- Meuffels 2002: 275-278) carried out a comprehensive research which was concerned with the violation of the rules of a rational conduct on the micro-level. The aim of the current study is to show that implicit meanings must be taken into account while evaluating arguments in terms of their reasonableness on the macro-level. As the study of the real-life corpus shows, the pragmatic features Eemeren and Grootendorst (1984, 1987,1996, 2002) take into consideration are not sufficient for the analysis of four stages of argumentation (the confrontation stage, the opening stage, the argumentation stage , the concluding stage) in the relatively natural context. The perspective Eemeren and Grootendorst adopt (1984, 1987,1996, 2002) relates only to the moves which are propositionally relevant to standpoint on the micro-level and treats all other moves as fallacies. The current study shows that implicated assumptions, namely the macroproposition of argumentation (van Dijk 1977), the gradual inference rule (topoi of both the doxal type and the non-doxal type) of an argument (Raccah 1995) and the warrant of an argument (Toulmin 1969/2003), may validate the argumentative moves which appear to be fallacious on the micro-level. The study shows that the argumentative moves are not to be considered as fallacies on the macro-level if the the "macroproposition" of argumentation (van Dijk 1977), the topoi of an argument (Raccah 1995) and the warrant of an argument (Toulmin 1969/2003) fulfil the speakers commitment to the burden of proof incurred by the expression of the standpoint on the common prepositional content.

Alessandra Del Ré, *The role of the father in the language socialization of the child: the matter of the explanatory practices*

There has been a growing interest of the researchers regarding the similarities and differences in the linguistic exchange of the child with his father and mother (Tomasello et al., 1990; Kornhaber-Le Chanu, 1995, etc.) According to Le Camus (2002), there are few researches in Psychology that have the father as their main subject. Although we can name the work of Gleason (1975), Kornhaber-Le Chanu (1995), Marcos and Ryckebusch (1998) in (Psycho)Linguistics, none of them has been dedicated to the study of the contemporary father, the one that shares the responsibility of child care with the mother, or even assume alone this function. We consider the language a social activity or event, and therefore it is by the language socialization process that a child learns how to talk and to become integrated to the community (Ochs, 1998; Ochs and Schieffelin, 1984). Regarding that subject, we present in this work the verbal interaction of a child (A., 20-25 months old, living in So Paulo - Brazil) with his parents, studying the role of the father in the process, focusing on his proposed explanations as well as on the demands coming from the child. These explanations guide the children, specially concerning the patterns of the social behavior, cultural values and the relations among the facts. The acquisition and internalization of these knowledges occur, basically, in communicative and dialogical situations, where pragmatic information is transmitted. We start, therefore, from a social interactionist approach, which considers the exchanges with the other (Bruner, 1998; Vygostky, 1985; Wertsch, 1991), involving the relation among the interlocutors, the context and the situation of communication, and the articulation of the speech. All of this is taken in the search of an understanding of the acquisition process of social knowledge by the child, embedded in the family environment, regarding fundamentally the pragmatic functioning in interactive situations. We must mention that these data are part of a wider cooperation project between France and Brazil, named Diversity of language socialization according to the culture: place and role of the explanation, still under development. These data show the probable occurrence of a knowledge or expectation, by the child, related to the former communicative experiences with his father and mother. In this case, in the interaction with each of them, the child will make a precocious use of its reservoir of social knowledge, elaborating different representations. In the specific subject of explanatory manners, since the father

usually applies them more often than the mother in our data, the child tends to explain and ask more explanations to him. The explanatory practices play a significant role in this process (Veneziano, 1999), considering that the adult stimulates the child to the exercise of the dialogue and to an active participation in the practice of formulation and reformulation of its verbal production. The study of these conducts can bring relevant traces and contributes, in a certain way, to a better comprehension of the cognitive process that involves the construction of the language by the child.

Gusztav Demeter, *An analysis of pragmatic competence in the apology strategies of Romanian learners of English*

Understanding and producing apologies seem to be among the most difficult aspects of sociopragmatic competence for learners of a second or foreign language. The importance of apologies in second language acquisition is reflected in the numerous interlanguage comparative studies that have been carried out over the past few decades. Most of these studies analyzed learners of English who spoke different native languages such as Danish (Trosborg, 1987), French (Harlow, 1990), German (Olshtain, 1989), Hungarian (Suszczynska, 1999), Japanese (Sugimoto, 1999), Korean (Jung, 2004), Polish (Lubecka, 2000), Russian (Savina, 2002), Spanish (Mrquez-Reiter, 2000), and Thai (Bergman & Kasper, 1993). However, there are no studies that compare apologizing in Romanian to apologizing in English.
The presenter hopes to fill in this gap by analyzing the pragmatic competence of Romanian learners of English insofar as apologizing is concerned. The present study compares the way Romanian learners of English apologize in their native language in situations involving interactions among friends to their attitudes towards the way native speakers of English apologize in the same situations.
One of the difficulties of speech act research consists in choosing authentic situations for collecting data, and in the appropriateness of the instruments used to elicit them. In order to address such concerns, two surveys containing ten situations taken from the TV show Friends that required an apology was administered to 158 students from a university in Romania. The reason a TV show was chosen is that even though such a show is the product of a pre-written script, the language used is close to naturally occurring speech and is generally inspired from situations occurring in real life. Another reason is that this kind of TV show is what Romanian learners of English are exposed to and what might influence their pragmatic competence since the overwhelming majority of the subjects have never been to an English speaking country. The first survey asked the subjects to apologize in Romanian to each situation. The second one presented the subjects with the apologies given on the show to the same situations, and required them to rate these apologies in terms of necessity, severity, and appropriateness. The responses to the first survey were coded into the following ten categories: avoiding or postponing an apology, illocutionary force indicating device (IFID), intensified IFID, providing a justification, acknowledgment of responsibility, offer of repair, blaming someone else or denying responsibility, promise of non-recurrence, attacking the complainer, pleading for understanding.
The findings have shown that the strategies the subjects used most often to apologize in Romanian were different from those in the show in all but two of the situations. One of the most important differences was that even though on the show four of the situations produced apologies with a single category, and six produced combinations of categories, in the survey data the most frequently used strategies in all the situations consist of combinations of categories. These differences appear to suggest that the subjects have pragmatic competence that would allow them to function successfully in English. However, in the second survey the findings are different. In some cases when the provided apology in Romanian is different than the one on the show, the subjects consider that the apology on the show was not appropriate, which would suggest pragmatic transfer from their own language.
The results of this study are important in raising awareness among Romanian EFL learners regarding the differences in apologetic strategy use in Romanian and English and in addressing methodological concerns in speech act research.

Kevin Demiddele & Leon Horsten, *The cancelability test for implicatures*

Grices claim that all conversational implicatures are cancelable is generally agreed to be true in pragmatic literature. If cancelability is a necessary feature of conversational implicatures, it is possible to construct a negative cancelability test for implicatures: all non-cancelable meanings that are rightfully inferred from an utterance cannot be implicatures. The test is typically used to distinguish a pragmatic part of the meaning of an utterance from its core, semantic meaning. However, in a recent article Matthew Weiner argues that some conversational implicatures are *not* cancelable and that, therefore, the negative cancelability test for implicatures is untrustworthy. We argue that Weiner overstates his case when he claims that the implicatures in his examples are uncancelable. His examples show that there are cases in which the literal, explicit denial of an implicature, typically formulated as but I do not mean that *p*, is insufficient to effectively cancel the implicature. But this does not mean that it is *impossible* to linguistically cancel these implicatures. Moreover, apart from literal cancelation, contextual cancelation must be considered. Next, we investigate the pragmatic role that irony plays in both of Weiners examples and argue that it provides reason to be suspicious about the theoretical importance of the alleged counterexamples. The final critical remark consists of the observation that, contrary to what Weiner claims, both of his examples are cases of *particularized* conversational implicatures. This gives the defender of the implicature test a fall-back position, should the refutation of Weiners counterexamples nevertheless appear unconvincing. Namely, it can be granted that the test is invalid for particularized conversational implicatures, but stands firm for generalized ones. We go on to read Weiners article charitably as a challenge to formulate the cancelability test

for implicatures accurately. It is then argued that the test should not be interpreted as an algorithm or decision procedure, but rather as a helpful tool for language users, already provided with certain intuitions. This appeal to intuitions does not preclude, *pace* Weiner, that the negative implicature test is in good shape. Next, we examine whether a positive test is possible, i.e. one that can tell us which inferences *are* implicatures. A formulation of this test should be based on other essential features of implicatures, like non-detachability, non-conventionality and rational reconstructibility. To conclude, the idea of an implicature test is situated within the context of the ongoing debate on the pragmatics-semantics distinction.

Giovanni Depau, *Pragmatic-functional aspects of Italian-dialect code switching: evidence from the Sardinian urban context (Cagliari)*

We will present an analysis of the *Italian dialect* codeswitching phenomena selected from a 20-hour corpus.

This analysis is part of a larger PhD project aiming to describe the bilingual repertoire in a Sardinian/ Italian contact situation, and more particularly, how codeswitching is realised in spontaneous speech in the urban area of Cagliari, Sardinias capital city.

Sardinian has a particular status in romance studies, for it is the language closest to Latin, and from a social/ political and linguistic point of view, for it is the most important minority language spoken in Italy.

We have focused our research on Cagliari for the following socio-linguistic reasons:

Traditionally, according to Sardinian studies, Cagliari is renowned for its major use of Italian compared to that of Sardinian.

Moreover, the dialect spoken in the capital city is considered as the most innovative in the island, seeing that the proximity of use with Italian favours lexical (but also morpho-syntactic) transfer.

The goal of our contribution is to highlight the interactional value of codeswitching in a functional-pragmatic perspective. To investigate the latter, we will focus on the role of codeswitching in the discourse strategies, based on Auers distinction between codeswitching depending on speakers and codeswitching depending on discourse (Auer 1995).

From this functional perspective we shall focus on a further distinction between inter- and intra- phrasal codeswitching, from which different expressive discourse strategies emerge.

Given the specificity of the Italian sociolinguistic context, our methodology and our perspective integrate those of the main works undertaken in the same research field (for example Alfonzetti 1992).

We will present some examples of codeswitching depending on discourse, which we consider the most interesting in our Italian/Sardinian corpus. Furthermore, we will focus on the pragmatic role played by codeswitching to satisfy strategies of convergence toward the partners in conversation. Another aspect which shall be tackled is the analysis of codeswitching found in reported speech, paying particular attention on the occurrences of the verb *to say* in such constructions.

Louisa Desilla, *Implicature in Subtitling British Romantic Comedy for the Greek Audience*

Translation and interpreting activities have increasingly provided a rich source of data for pragmatic research, with an entire special issue of *Journal of Pragmatics* (38/3, 2006) recently dedicated to this field. However, the pragmatics of Audiovisual Translation (AVT) has attracted very little attention so far. Within the thus far limited volume of available literature, not a single study has addressed the phenomenon of implicature in audiovisual translation, let alone within a Greek context. Given the importance of the concept of implicature *per se* within pragmatic enquiry and the fact that its use and interpretation are significantly culture-bound, this presentation examines the way(s) it is cross-culturally relayed in subtitling.

It has often been claimed that explicitation is a translation universal (cf. Baker, 1993; Blum-Kulka, 1986). Explicitation can be defined as the process whereby the translator expands the original in the TL, *inter alia*, by adding explanations and spelling out implicatures. By focusing exclusively on how different types of implicature are treated in the Greek subtitles of two British romantic comedies, the presentation elucidates the extent to which explicitation is opted for as a technique in this mode of AVT. The data set consists of 70 instances of implicatures identified in *Bridget Jones Diary* (2001) and *Bridget Jones: The Edge of Reason* (2004). The instances along with their subtitled versions are analysed in the light of *Relevance Theory* (Sperber & Wilson, 1995) and compared and contrasted in terms of their implicatures and explicatures.

The case-study shows that the overall tendency is to preserve rather than explicitate implicatures in the subtitles. Moreover, features intrinsic to subtitling, such as the polysemiotic nature of films, have been found to play a pivotal role in deciphering, and possibly catering for, implicatures. In particular, the data suggest that information which is readily retrievable from visual and/or acoustic channels can facilitate the recovery of implicatures hence making explicitation less urgent, even redundant. For instance, prosodic features (e.g. tone of voice) as well as kinesic action (e.g. gestures) can considerably smooth the comprehension procedure. Ultimately, this presentation seeks to address and discuss the reasons why the multimodal nature of subtitled films favours the preservation of implicatures across languages.

Doris Dippold, *Applying relevance theory to explain pragmatic behaviour: A comparison of L2 German and NS German speakers' performance*

From the perspective of relevance theory, speakers retrieve, construct and process information against a constantly changing background and set of assumptions, using them to search for the most relevant interpretation of the information available to them (Sperber & Wilson 1986).

This paper seeks to explain differences between L2 German learners and NS German speakers pragmatic performance in an argumentative conversation task through the eyes of relevance theory. Data were gathered from L2 learners of German (mostly L1 English) at three levels of proficiency as well as native speakers of German by means of an argumentative conversation task and a retrospective interview conducted with some of the learner dyads after the completion of the task.

The following research question was asked:

What strategies do L2 learners of German at different proficiency levels and native speakers of German use to do facework in spoken argumentative discourse? How can the differences in their facework strategies best be accounted for?

The analysis of the data suggests that learners to different degrees depending on their level of proficiency and native speakers approached the tasks with a very different set of assumptions. While native speakers of German conceptualized the task as an argument, learners perceived of the event as a language learning activity. These different assumptions shaped the conversational strategies of the different groups. For example, learners would try to avoid complex facework relating to their task identities. They opted for introducing a new topic rather than react to a disagreeable turn, and they preferred strategies that eased the processing load, e.g. they used downgraders such as ich wei nicht or ich denke as time gainers. In contrast, native speakers strategies were geared at making their arguments heard, which lead to long argumentative sequences and the use of a higher number of upgraders.

Although the reasons for these differences may be linguistic problems and cognitive processing constraints, there is also evidence to suggest that the institutional context in which the research took place as well as different cultural perceptions shaped learners discursive strategies. The research was conducted at the same institution at which learners had their language classes, and the researcher was also the language tutor of most of the learners that took part in the data collection. Furthermore, earlier research suggests that native speakers of German tend to argue issues out, while native speakers of English emphasize common ground and harmony (Byrnes, 1986). The underlying reason for learners linguistic behavior was therefore a striving for optimal relevance with what was perceived as a language learning activity. Comments given by learners in the retrospective interviews support this interpretation.

This suggests that both learners and native speakers choice of facework strategies can be subsumed under the notion of an internal context, shifting the emphasis in (interlanguage) pragmatics research from external factors (e.g. power, distance, imposition) to an individual and cognitive perspective on pragmatic behavior (De Paiva & Foster-Cohen 2004).

Anatolij Dorodnych, *Scientific discussion and the pragma-dialectical theory of argumentaqtion*

The goal of my study was to find out if the argumentation theory as developed by van Eemeren and Grootendorst can be used as a descriptive tool in the analysis of real discussions involving differences of opinion.

The pragma-dialectical model of a critical discussion developed by Frans Eemeren and Rob Grootendorst (2005) is claimed to be "dialectical because it is premised on two parties who try to resolve a difference of opinion by means of a methodical exchange of discussion moves" (the discussants are understood to behave "rationally" and "honestly"), and "pragmatic because these discussion moves are described as speech acts that are performed in a specific situation and context." (2005:21). Also, a set of rules is formulated,and every violation of any of the rules is considered to be a potential threat tothe resolution of the difference of opinion.

The "pragmatic" part of their model consists in incorporating the Searlean (1969) version of the Speech Act Theory, and the modified Gricean (1975) maxims. The idea of "complex speech acts" (E &G, 2005:2) is rather welcome, but Eemeren and Grootendorst"s (2005:67-68) attempts to find correspondence between certain types of speech acts and the different stages of a critical discussion do not appear consequential. When they undertake to redefine the Cooperative Principle as Communicative Principle, and go on to replace the Gricean maxims with their "principles" of clarity, honesty, efficiency and relevance (E &G,2005:76), they do not seem to offer a convincing alternative.

Eemeren and Grootendorst (2005:11) express the belief that scientific writing is a good examle of sound argumentation. To find out if that is so, I chose the discussion on relevance and coherence in the *Journal of Pragmatics* between Rachel Giora and Deirdre Wilson. Giora"s aim was to show that relevance cannot account for "speakers" intuitions as to coherence and degrees of coherence", and in the attempt she appears to commit a "fallacy" labelled "straw man", that is, she (1997:18) reformulates the Sperber and Wilson relevance in a way that makes it easier to atack. On her part, Wilson (1998:58) points out that she andSperber wrote about two relevance-based principles - cognitive and communicative (optimal) relevance, and that Giora missed that. This might be a legitimate way of defense. On the other hand, she may have done that with the aim of damaging Giora"s face of a scholar. From that angle, she would have committed a fallacy called "ad hominem".

When Giora does not give up and writes a reply (1998) to Wilson, the latter prefers to ignore the challenge, obviously

thinking that she has said enough. Yet, in the sense of Eemeren and Grootendorst (2005:139), she seems to have broken Rule 3 from the Rules for a Critical Discussion, which states that "the discussant remains obliged to defend the standpoint as long as he does not retract it." Now, the question is, did the discussants know the rules? If they did, they flouted them. If they did not, they committed fallacies.

It seems that the Eemeren - Grootendorst model may have a significant normative value, but there are difficulties withits application to naturally occurring discussions, even those observed in the academic world. The word *audience* is rather important here. As is apparent, Eemeren and Grootendorst talk only about two participants in a critical discussion, while the analysis of Wilson and Giora"s discussion leads one to think that both of them are engaged in promoting their own ideas among the potential readers.

Inke Du Bois, *Indexicality and Person Deictics: How Belonging is Expressed in Immigrant Narratives*

How is it possible to interpret the idioms of illness, which are linguistically and culturally distant from the idioms of medicine? This is the endeavor of a group of transcultural psychiatrists who provide mental health support and expertise in cases of immigrant and refugee patients in Montreal. This paper is part of an ethnographic study conducted at the Cultural Consultation Service (CCS) of the Psychiatric division of a Montreal Hospital, Canada. It analyzes the cultural consultation service as a discursive site where psychiatric knowledge is bracketed in phenomenological sense, in order to understand culturally and linguistically diverse idioms of distress through the use of translators, cultural brokers and mental health practitioners. I argue that the cultural consultation provides a processual and hermeneutic frame within which participants co-construct the illness/life narrative of the patient case. The CCS offers mental health support to an increasingly multicultural population composed by immigrants and refugees, whose mental distress more often than not is misevaluated by medical practitioners who lack linguistic understanding and cultural references vis--vis the patients background. Spear-headed by a multi-disciplinary, multilingual and multi-cultural team, the service provides a unique space that integrates psychiatry with alternative systems of knowledge, which are valued alongside biomedical approaches. At the cultural consultation, a patients case is introduced and discussed by the principal therapist with the co-participation of health practitioners, cultural brokers, translators and students. Participants share a strong focus on framing the lived experience of the patient in emic terms, in which the patients subjectivity, her own webs of cultural meanings and expressions are central. Although the patient is not present, the principal therapist maintains efforts to not impose prestructured meanings on the case by re-telling/reporting about the patients distress using minimal medical jargon. Each participant adds a layer in the construction of the patients narrative from her own personal interaction with the patient and/or through an hermeneutic approach. In so doing the patients selfhood is produced rather than discovered. (Capps and Ochs 1995; Burck 1997). The co-produced narrative is therapeutic, not only for the patients assessment but also for the co-participants, who, in this way, can validate and reinforce the professional community of belonging. At the end of the consultation, the leading therapist writes a cultural assessment emerging from the consultation which is sent to the patients principal caregiver. Drawing on an interactional narrative approach (Bauman 1986; Bruner 1990; Sacks, 1974, 1992; Jefferson 1978) and Critical Discourse Analysis (Fairclough and Wodak, 1996) I analyze fifteen consultations I attended, which were tape-recorded and transcribed. By asking how the narrative of the patient case is interactionally produced, this paper looks at the genres used to construct an intersubjective consultation-narrative. It also examines the rhetorical strategies implied by the leading therapist both in facilitating the consultation and in the writing up of the evaluation. At stake is the positionality of the psychiatrist who embodies an institutional and ethical role and has to protect the vulnerable patient in the political economy of structural violence, poverty, immigration and refugee status. Keywords: narrative theory, immigrants, mental health, consultation, critical discourse analysis.

Markus Egg & Gisela Redeker, *Predicting discourse structure from syntax*

While it is obvious that discourse structure is determined by semantic and pragmatic factors in addition to syntactic cues, some recent studies suggest that syntax alone can go a surprisingly long way toward predicting hierarchical relations between discourse segments (Marcu 2000, Polanyi et al. 2004, Reitter & Stede 2003). This is encouraging for the development of semi-automatic discourse analysis systems, as there are wide-coverage syntactic parsers available for, e.g., English, German, and Dutch, while comparable resources for semantic information are still lacking. As a preliminary step in developing a semi-automatic discourse-structure annotation for Dutch texts, we are investigating to what extent the hierarchical relations between discourse segments can be predicted on the basis of syntactic information. Our model of discourse structure is based on *Rhetorical Structure Theory* (Mann and Thompson 1988) and describes the admissible discourse structures for a particular text in terms of underspecified constraints (Egg et al. 2001). In this way, we can represent partially determined structures without enumerating the possibilities left open by incomplete information, in our case information available from syntax. In this paper, we will report a pilot study in which we use only syntactic surface phenomena such as subordination, parallelism, cleft sentences, and word order to predict whether two discourse segments will be coordinated or subordinated (i.e., have nuclear or satellite status) in the RST-analysis. As an example, consider the following fragment from a fund-raising letter:

(1) Want om deze dieren een beter bestaan te geven, (C_1) is er natuurlijk geld nodig. (C_2) Voor inentingen en

sterilisaties. (C$_3$) Voor uitbreiding van het aantal onderkomens. (C$_4$) Voor extra medische zorg wanneer noodzakelijk. (C$_5$)

'Because in order to better the lot of these animals, (C$_1$) there must, of course, be money. (C$_2$) For vaccinations and sterilisations. (C$_3$) For an increase of the number of shelters. (C$_4$) For extra medical care when needed. (C$_5$)'

The parallelism between C3, C4, and C5 indicates that they form a list. Together with the fact that C1 and C2 are linked directly by the subordinating conjunction *om* ('in order to'), the hierarchical structure of (1) is almost determined, except for the question whether the list C3-C5 should be related to C2 alone or to a discourse segment consisting of C1 and C2. We have analysed 15 texts (fund-raising letters, advertisements, and film reviews) with a total of 249 relations between atomic or larger (combined) segments. The percentage of correct predictions averaged 39.5 %, and was highest for the film reviews (51.8 %) and lowest for the fund-raising letters (31.9 %). Precision was very high, with only two incorrect predictions. To increase the percentage of predictable relations, we will identify further discourse-relevant syntactic phenomena and intend to include shallow semantic information such as provided by WordNet.

Sibonile Edith Ellece, *The Discursive Construction of Gender and Cultural Identity in a Television Show in Botswana: A Discourse Historical Approach*

This paper seeks to analyse the intersection of gender and culture in the discursive construction and attempted fixation of the Tswana identity in a television talk show in Botswana. Using Critical Discourse Analysis (CDA), and, in particular, the Discourse Historical Approach (Reisigl and Wodak 2001, Wodak 2001, Van Leuwen and Wodak 1999), the paper examines the presentation of social actors in the TV show as well as argumentation patterns that are used to construct the Tswana identity through the legitimation of specific cultural practices, values and beliefs on gender relations.

The data used in this paper come from a television debate on the Abolition of Marital Power Bill of 2004 (Botswana Parliament Bills) and form part of my larger project on marriage discourse in Botswana. The data comprise two TV debate sessions each about 50 minutes long (aired on 12th and 19th December 2004 respectively) which have been transcribed and translated into English.

I argue that the representation of social actors in the talk show and the speakers argumentation patterns and legitimation strategies offer and (de)legitimate specific ways in which men and women should relate and this proffers certain cultural subject positions by which the participants define the Tswana identity and pit this Tswana identity against invading foreign cultures. However, I also show how the different speakers offer contesting and often contradictory constructions of the Tswana identity which is often fluid and illusive.

J. Michael Emmison & Susan Danby, *Avoiding giving advice in calls to Kids Help Line*

This paper investigates the work of counsellors who answer the telephones at Kids Help Line, an Australian national helpline that caters specifically for callers aged approximately 5 21 years. We focus, in particular, on how the counsellors avoid giving advice when responding to the callers even when such advice has been implicitly or explicitly requested. For example callers will typically conclude the announcement of the trouble which has occasioned their contact with the helpline with utterances such as I dont know what to do, can you give me some advice, Im thinking of maybe doing [x] or dyu reckon thats a good idea?. Despite their different formats these utterances all appear to be heard as specific reasons for the call for until they are produced the counsellors refrain from any substantive contribution to the exchange. However rather than responding to these utterances with advice or opinion, counsellors will typically initiate a new activity such as asking a return question (have you talked to anyone else about this?, (how do you feel about this?) or providing information (there are many different ways to start a conversation). These next turns effectively replace the 2nd pair part of the advice sequence with the initiation of a new conversational activity. They work, we suggest, to skip the move or by-pass the slot of giving advice without making the sought-after advice noticeably absent. This avoidance of advice giving is not a common interactional pattern between adults and young persons in that adults often tell the young person what they should do. The avoidance of advice giving is a delicate interactional matter where the counsellors way of listening and responding captures an important philosophical and procedural dimension of their work and the organizations culture of empowerment: we listen, we care rather than we can solve your problems.

Franca Erlich, *The role of the mediator inN Venezuelan televised debates*

While much attention has been paid in past investigations to the analysis of participants interaction in debates, little has been said about how the mediators intervention can be crucial in leading the conflict to a resolution. Televised debates provide useful data for examining the role of the mediator, especially when these debates display a highly confrontational character that reflects a context of socio-political polarization, as has been the case of Venezuela in recent years. Preliminary observation of these particular communicative situations has indicated a verbal behaviour on the part of the mediator that departs from an ideal attitude of neutrality. Based on a theoretical framework drawn from

the pragma-dialectical approach to argumentative discourse (van Eemeren et al, 1993; van Eemeren & Grootendorst, 1996, 2002, 2004) and from some key concepts developed in politeness theory (Brown & Levinson, 1987), I set out to describe how the critical discussion was directed in the debates under study and, more precisely, how (im)politeness mechanisms were used by the mediator in supporting or rejecting particular standpoints. Specific discourse strategies that are used by mediators were analyzed in the transcriptions of the corpora; these include assertive and interrogative speech acts that fulfill the function of identifying points of view as well as points of agreement and disagreement, clarifying or asking for clarifications, summarizing, allocating turns and, generally, managing the debate according to the norms and constraints of television programs. These speech acts were also used by the mediator in the analyzed data to express his own opinions. The analysis of debates in the particular socio-political context in which they were produced has shown that far from avoiding argumentative speech acts that would reflect an ideally impartial conduct, the mediator frequently seems to align himself, subtly or overtly, with one of the positions, thus affecting the flow and/or the content of the discussion. The final discussion deals with the socio-pragmatic inevitability of such consequences.

Marta Farré Capdevila, *The identity of the schizophrenic ill person and its discursive construction. Field work study in a Catalan psychiatric hospital*

The present study is intended to be a contribution to the oral discourse analysis as applied to medical institutional settings. Following our hypothesis, discourse analysis in everyday interaction (Kerbrat-Orecchioni, 2005) makes it possible to describe better the particular way in which the mentally ill person perceives the world. This particular perception of the world is discursively expressed through specific expressive and discursive means. As a secondary hypothesis we propose that the mentally ill community identifies itself with a social group which is highly discriminated against. Our study began with a participant observation (Duranti, 2000) as a first approximation to the therapeutic context of the psychiatric hospital as well as to the participants of the research: professional staff and ill people, most of whom suffer from schizophrenia. The observations, the field notes, the recordings performed in the hospital institution and the transcription of the data constitute the corpus of oral interactions in our study. In the analysis that we propose, we study the discursive procedures that the schizophrenic person uses to create, recreate or destroy her/his identity in three predominant topics of her/his discourse. A systematic discourse analysis of the corpus leads us to state that, in spite of the enormous heterogeneity of the schizophrenic person, her/his discourse is characteristically represented by some common traits. The most significant traits are the display of an extrinsic control which dominates her/his life, the display of a self with no-agentivity, a significant absence of modalization and the presentation of the facts as universal truths. The interpretation of the analysis reveals firstly how helpless the schizophrenic feels, secondly how her/his thoughts subject her/him to a kind of slavery, and thirdly how she/he is at certain moments vaguely aware of the abnormality of her/his feelings.

Virginie Fasel, *The structuring of explanations-in-interaction in the second-language classroom*

The organization of talk-in-interaction constitutes a central component of communicative competence, while being a particularly challenging object for second-language learners, even at an advanced level of proficiency. The resources involved in organizing talk-in-interaction can be situated at the intersection of 1) the structuring of information, 2) the sequential organization of activities and 3) the linguistic system. For the purpose of analysis, these dimensions need to be precisely pinned down in terms of concrete observables in order to better understand where the learners" difficulties lie. Explanations in interaction constitute a privileged place for such an itemization:
- They are complex sequences and thus require the mobilization of many different resources.
- They are omnipresent in talk, as autonomous or subordinate activities, planned or unplanned, and are typically interactionally organized.
- They may focus on linguistic or non-linguistic objects: thus the study of explanations enables to compare different kinds of focuses from the same angle.
- They contain a double relation to learning: they are an object of learning (one can learn to explain) and they are a potential site of learning (one can learn by explaining). Both of these learning and explaining are interactionally enacted activities.
The present analysis is based on a corpus of 30 hours of audio- and video-taped classroom lessons of French as a second language. The learners are Swiss-German teenagers (about 17 years old) that have been learning French for 5 to 6 years. The lessons focus on communicative activities, such as discussions of a piece of literature or of a newspaper article and debates of all kinds. All the lessons were fully transcribed using the conventions of Conversation Analysis.
Qualitative analyses of the interactive explanations enabled to itemize the resources mobilized by the students and to identify the particular difficulties they encounter:
Sequential organization: an explanation typically involves integrating both form and content into the sequential context of the interaction; it is a clearly delimited sequence; the *explanans* and the *explanandum* are closely interconnected. Results show that the learners have no difficulties in initiating an explanation adequately to the sequential context. They do however have difficulties in closing the explanation sequence, more specifically in marking the final boundary of their turn at talk; they also have troubles in keeping a close link between the *explanans* and the *explanandum*.

Internal organization: an explanation typically involves stages connected in a coherent way. Results show, confirming previous researches on other types of discourse such as narrations, that learners have difficulties in choosing the anaphoric pronouns, which results in problems of reference, and in choosing the discourse markers, which results in elements that are only coordinated instead of being subordinated.

These results clearly manifest that explanations are structured <u>both</u> in terms of the mapping of linguistic forms to functions (e.g. anaphora) and in terms of the sequential organization of activities. The competence to explain includes both of these dimensions.

In my presentation, I will describe in more details the resources mobilized in the elaboration of interactive explanations, the obstacles that the learners encounter with this regard and the procedures they use to overcome these obstacles.

Cesar Felix-Brasdefer, *Intra-lingual pragmatic variation in Mexico City and San José, Costa Rica: Relational work and the negotiation of requests in female discourse*

This study focuses on intra-lingual pragmatic variation, in particular, the effect of region on speech act production. It examines the interactional patterns and the realization of requests in two varieties of Spanish that of Mexico City (Mexico) and San Jos (Costa Rica) in symmetric (-Power) and asymmetric situations (+Power) with different degrees of distance (+/-Distance). Sample: 34 female university students: 17 Mexicans, 17 Costa Ricans. Data were collected in each country using unscripted role plays. Each participant interacted with two female native speakers of Mexico or Costa Rica (one for formal and one for informal situations) to perform six different requests. The data were analyzed according to the three face systems proposed by Scollon and Scollon (2001): solidarity (-Power), deference (+Distance), and hierarchical (+Power). The 204 interactions (102 Mexicans; 102 Costa Ricans) were analyzed using descriptive and inferential (*t*-tests) statistics, followed by a sequential (qualitative) analysis of the requests across the interaction. Data were classified according to request head act: direct, conventional indirect (CI), and non-conventional indirect (NCI). An analysis of external and internal modification was also conducted. Watts (2005) framework of relational work was adopted to examine various manifestations of face, politeness, and relational work in the Mexican and Costa Rican societies.

Results: Among the Mexicans, requests were more elaborate, less formal, and were realized across various turns, whereas the Costa Ricans performed requests that were less verbose, more formal, and realized in shorter turns. In particular, in hierarchical (+Power) and deference (+Distance) face systems, the Costa Ricans were more deferential and respectful with a professor or a boss (using the formal address term usted [you formal]), than the Mexicans who were less formal and often addressed a boss using the informal t (you informal). In a solidarity face system, the Mexicans were more direct than the Costa Ricans who favored CI requests. Although both groups showed a preference for conventional indirectness in situations featuring a +Distance relationship, conventional indirectness was more pronounced among the Costa Ricans. Differences were also found in the internal structure and external modification of the request. Results are discussed in light of previous studies in pragmatic variation that compared requests in other varieties of Latin American and Peninsular Spanish (cf. Barron 2005; Mrquez Reiter & Placencia 2005; Placencia and Garca 2007). In addition, aspects of face, politeness, and relational work are examined in these two societies. This study contributes to the limited field of intra-lingual pragmatic regional variation by analyzing two varieties of Spanish that have not been examined contrastively to date.

Milan Ferencik, *(Im)politeness as intersubjective achievement: A cross-cultural study of two radio phone-in programmes*

One of the serious issuesof theorizing about politeness that has recently been raised (Eelen 2001, Watts 2003) is whetherthe current politeness$_2$ models devised by researchers adequately account for concepts and procedures to which social actors adhere when engaging themselves in real-life interactions. As an alternative to the core politeness theories with considerable tradition and volume of research that they have inspired and which conceive of politeness as aset of strategies designed to achieve harmony, avoid interpersonal conflict, enhance mutual co-operation, attend to face-wants, stay within the terms of the current Conversational Contract etc.,a newly emerging paradigm of politeness conceptualized as discursive struggle approaches (im)politeness issues as being discursively struggled over by the interlocutors themselves in the course of on-goinginteraction. Informed by the theoretical and methodological underpinnings of this novel conceptualization of politeness and usingauthentic data from two radio phone-in discussion programmes from twodifferent socio-cultural settings the paper discusses those instances of authentic interaction in which interactants appear to be engaged in the struggle for the achievement of mutually shared understanding of what constitutes (im)polite behaviour.

Silvia Fernandes, *L'acquisition du langage : le mouvement discursif et la dynamique du dialogue*

D'après François (2006), si nous prenons en compte l'organisation dialogique du langage et de la pensée, nous ne pouvons pas discuter sur le langage et l'analyser à partir de la dichotomie forme-substance. Nous devons nous intéresser à une théorie du mouvement discursif. Selon l'auteur, il n'y a pas de médiation du signe entre la pensée et l'expérience

mais plutôt une médiation du discours de l'autre. C'est pourquoi il serait intéressant de substituer à une théorie de l'acquisition du langage, une théorie des "modes de fonctionnement du langage". À partir de l'idée de Vygotsky (1985), selon laquelle le développement de la conscience de l'enfant est impossible sans l'utilisation du langage dans un contexte interpersonnel où se déroule une tâche; de l'approche de Bakhtin (1988) au sujet du rôle des mouvements dialogiques dans le processus d'acquisition du langage, en soulignant que ce n'est pas l'activité mentale qui organise l'expression mais, au contraire, que c'est l'expression qui organise l'activité mentale, qui modèle et détermine son orientation ; et à partir du point de vue de Bruner (2004), quand il indique que le développement du langage implique fondamentalement, deux personnes qui négocient; ce travail a pour but d'interpréter et d'analyser les productions verbales de quatre enfants, dans des situations spontanées d'interaction dialogique avec les parents et dans un environnement qui leur est familier. Les enfants sont âgés de 20 à 30 mois, c'est à dire la période au cours de laquelle, selon Vygotsky, les structures construites externement sont internalisées en représentations mentales, étant donné que l'enfant commence à contrôler son environnement et son propre comportement avec l'aide de la parole. Pour développer cette recherche, nous assumons l'idée que l'interaction verbale constitue la réalité fondamentale de la langue (Bakhtin), en considérant qu'il y a une substitution, une adaptation et une reformulation du déjà dit dans le dialogue, en fonction du discours de l'autre. En outre, nous insérons dans notre réflexion, les concepts de Bruner en ce qui concerne les processus interactifs : au début, l'enfant dépend de la conscience de l'autre, jusqu'à ce qu'il devienne capable de représenter ses propres actions avec l'aide d'un système de signes. Nous avons élaboré alors, un modèle et une grille d'analyse pour détecter des indices et expliciter les procédés de construction du langage chez l'enfant. Ainsi, nous pouvons mieux comprendre son développement linguistico-cognitif: il ne s'agit pas seulement de l'incorporation de mots et de phrases mais, plus sûrement, de l'appréhension des rôles sociaux et des valeurs culturelles. L'adulte offre à l'enfant des formes possibles d'aide et au moyen de la dynamique dialogique, l'enfant apprend comment dire, où, pour qui, dans des circonstances déterminées. Dans ce modèle, l'observation détaillée et minutieuse du discours de l'adulte et de celui de l'enfant et plus encore, les interférences mutuelles entre ces discours devient indispensable. Un tel type d'analyse a effectivement contribué, à partir de données empiriques, à démontrer l'idée qu'il existe une relation intrinsèque entre la perception du monde, l'articulation de la pensée et la manifestation linguistique.

James L. Fidelholtz & Rosa Montes, *Presence and absence of the first person subject pronoun in Puebla Spanish*

Spanish is apro-drop language. Sentences needing pronominal subjects in English often appear with no subject in Spanish. Studies (Barrenechea/Alonso, Rosengren, Bentivoglio, Silva-Corvaln, Haverkate, Montes, Davidson/Stewart, to mention a few studies of Spanish in recent years) have shown that there are conditions favoring/disfavoring pronoun elimination, even sometimes requiring the subject pronoun to be present. Most studies show similar overall percentages for the elimination of the pronoun; usually the pronoun is deleted *except* when certain conditions are present.

This work examines the appearance and functions of the first person singular pronoun yo (I: 1PP) in childrens spontaneous conversations, and compares this to similar adult data. The childrens data are taken from the "*Corpus de habla infantil de Puebla*", acorpus of dyadic interactions between children or between them and adults, participants in a recreational computer workshop. Conversations examined were from 12 children 6 to 12 years old, and an approximately equal number between young adults (all from Puebla).

In Spanish, pronominal sentence subjects appear optionally and their deletion never affects sentence grammaticality. Their occurrence/absence in the speech of adults has been studied by many researchers interested in variation in Spanish, especially those who question that this is free variation. These studies suggest that pronoun appearance is due to diverse discourse or pragmatic factors, such as *emphasis, contrast, topic introduction* or the use of certain mental state verbs (*yo quiero, yo pienso, yo creo* [I want, think, believe]), which appear to favor 1PP appearance, for example. Some suggest considering both the sentence discursive structure and pragmatic function to predict presence or absence of the 1PP for adults. Eg, in narrative discourse structure, the speaker tends to use 1PP at the first self-reference within an episode, afterwards dropping the pronoun. Pragmatically, its use may indicate intersubjective speaker positioning, often occurring with acts where the interlocutors positions are compared or contrasted. Thus the pronoun may be absent if the speaker expresses an opinion but present if that opinion appears to contradict or reject that of another participant.

Results indicate that school-age child speech is already governed by very similar discourse/pragmatic factors to those found in adult interactions. Thus children use yo when contrasting an action or opinion with that of others, emphasizing their agentive role, or when rejecting something said by others. Here the presence of yo seems to act to increase the sentences force. However, in some cases, especially with older children and adults, 1PP is a limiting or mitigating factor, similar to Stewarts adult observations, and to our adult data. By limiting the affirmation range (eg, yo creo ...), its degree of generality is reduced or restricted and it loses the character of a law or universal postulate.

We seek to contribute to the growing group of studies on Spanish pragmatic development and try to document the interrelation of linguistic, discourse and socio-pragmatic factors in childrens construction and development of communicative competence, while showing that, at least by school age, children act in quite an adult manner.

Anna Filipi, *Mm and mm hm in talk between parents and the very young.*

Using the findings of Gardner 2001 for adult usage of *mm* and *mm hm*, the study to be reported in this paper examined

the use of these tokens and the speakers orientations to them in the interactions of a parent and his daughter aged 0;10 to 2;0. Close analysis, using the methods of Conversation Analysis, showed that the fathers use of *mm* accomplished a range of functions based on its sequential placement and its prosodic features. These included the rising *mm?* used to initiate repair, either by pursuing a response or by requesting a repeat, the falling *mm.*used to minimally acknowledge a previous turn or to mark completion of a sequence, or the prosodically stretched *mm*::: uttered in reaction to a pleasurable activity such as that of eating, described by Gardner (2001) as degustatory. The dominance of particular usages is noted over the period studied, in line with the childs developing skills, as is the childs actions in response to their deployment. The fathers use of *mm hm* was much more restricted to its use as a continuer.

With respect to the childs use of these tokens, there were no instances of *mm hm* in her talk. Her use of *mm* included the degustatory *mm* in pretend talk about eating, *mm* used to accompany the physical action of an offer such as food or *mm* working as a repair initiator to request a repeat. The latter two were uttered with a rising intonation, while the degustatory *mm* was prosodically stretched.

Beyond examining the work that these tokens were deployed to do in these interactions, another analytic concern was to describe how the child treated them in third turn position. It was found that she was able to verbally display her acceptance or rejection of the response and that she had acquired a stock of conversational resources to do so. Included in the stock were the ability to initiate self and other repair, and to correct. It is argued that through these actions the child was offering a display of her understanding of sequential connections and appropriateness of fit, and importantly how she intended to have her utterance understood. The paper ends with a discussion of the ability of the child to make her intentions clear and what this might show about her emerging knowledge based on her participation in talk. It also discusses the importance of close analytic study of these tokens which have attracted little interest as a focus of research in child/adult interactions, and indeed have often been deliberately excluded from any kind of analysis.

Pierfranca Forchini, *The functions of get in corpora of spontaneous and written-to-be-spoken language: from syntactic versatility to semantic similarity*

Several interesting observations have been made about the multiple facets of get. Interest has however mainly been focused on the degree of difference between structures such as get passive and be passive (cf. Hatcher, 1949; Gee, 1974; Haegeman, 1985; Collins, 1996, inter alia). Less frequently, contrastive studies between get and other verbs like have (cf. Kimball, 1973; Johansson and Oksefjell, 1996; Gilquin, 2003), give (cf. Cattel, 1984), become (cf. Quirk et al. 1991), be and keep (cf. Johansson and Oksefjell, 1996) have been put forward in order to investigate some specific features of get. Little attention seems to have focused on what this study calls the get-unit, namely, the framework determined by get and the environment in which it occurs. The aim of the present paper is to explore the syntax and semantics of the get-unit with particular regard to the functions it displays in spoken language (both spontaneous and written-to-be-spoken cf. Gregory 1967, Nencioni 1976, Rossi 2002, Pavesi 2005). The primary aim is to demonstrate that, despite its syntactic versatility (cf. also Quirk et al. 1991 and Biber et al. 1999), get can be depicted semantically as a general result marker, on the basis of the resultative quality of the sentences in which it locates. Secondly, the paper aims at providing an explanation for these semantic similarities. Hence I suggest two interrelating and complementary meanings on which the semantics of the get-sentence may exclusively depend: the core and the peripheral meaning of the get-unit. The underlying theory is based on Lindstromberg (1991) and Johansson and Oksefjell (1996). Lindstromberg (1991:285) suggests that get should not be seen as a polysemic verb in the common sense of the term, but as a verb which displays different shades of meaning which stand in a non-complex, semantically motivated relation to each other. Johansson and Oksefjell (1996:73) maintain that despite the variety in syntax and semantic content, there appears to be a prototype to which all get constructions conform more or less closely. Thirdly, the paper investigates whether the features and functions which the get-unit displays in spontaneous spoken language are reflected in written-to-be-spoken conversations. Particular attention is focused on the language of movies. The analyses, which are based on authentic data retrieved from the US spoken subcorpus of the Bank of English (i.e. about 30 million words) and on transcripts of dialogues from American movies produced from 2000 on, are conducted according to both corpus-based and corpus-driven methodologies (cf. Tognini-Bonelli 2001): first, the uses of get described in various reference grammars (cf. Quirk et al. 1991 and Biber et al. 1999) are verified and illustrated by data from the Bank of English US spoken subcorpus; secondly, movie transcripts are used as a database from which occurrences of get are retrieved, and the syntax, semantics and pragmatics of the get-unit are explored.

Katerina T. Frantzi & Marianthi Georgalidou, *Conversational strategies in written political discourse: A corpus linguistics approach*

This paper examines the discourse strategies employed by Greek candidates for the local municipal and prefectural elections in the construction of texts that appear in the personal leaflets they distribute during their pre-electoral campaigns. It deals with the analysis of linguistic structures that stereotypically appear in more or less formal written and spoken registers, by analyzing the texts within a corpus linguistics approach (McEnery et al. 2005).

The texts are examined within a multidimensional perspective (Biber et al. 1999), as linguistic means are related to different communicative functions in the specific context of local elections. The purpose of the analysis is twofold.

Firstly, we use a corpus linguistics approach that permits the processing of collections of texts in electronic form in order to produce precise, complete and quick results that cannot be achieved manually (Sinclair 2004). In the process, we tackle methodological questions concerning the tools of computational analysis and their usefulness for the analysis of pragmatic and discourse related parameters of texts. Secondly, we attempt a critical approach of texts produced within specific political contexts (Faircough 1995), therefore dealing with issues of Political Discourse that is produced within the micro level of local- as opposed to central- political procedures. The application of the automatic approach is based on texts that were produced and circulated by candidates, in both years 2002 (Georgalidou 2003) and 2006, with particular focus on the short CVs and the letters contained in the leaflets. The texts are organized within a dynamic database that is periodically growing as new resources are obtained. Language resources from the database are used for the construction of the corpus for the automatic process.

Based on the analysis it will be shown that the parallel use of contrasting linguistic devices in the texts serves two goals, a) the use of language typical for formal written registers enhances the negative face of candidates, therefore promoting their social status, and b) the use of first and second person address terms, informal language and direct speech acts projects their positive face and establishes a link with potential voters. It will also be shown how the dynamic database and corpus, combined with the computational techniques, give the advantage of continuous processing and analysis, resulting to dynamic conclusions that are updated as new language data is added.

Maximiliane Frobenius, *Hyperbole, counter-factuality and inference*

This paper analyzes hyperbole in everyday conversation, based on data from the Santa Barbara Corpus of Spoken American English, the Wellington Corpus and the London-Lund-Corpus. In particular, it explores those hyperboles that may not immediately be classified as such, because there is not necessarily any substantial exaggeration or obvious counter-factuality contained in them.

Whereas some hyperboles are easy to detect and their identification as such seems fairly unproblematic because of their obvious counter-factuality, as in: "So I have this pair of suede pants that I got, you"ve seen them probably ninety million times", others allow identification either as hyperbole or as a literal statement. Thus, in example (1), Sharon makes a statement, spread over three turns, whose truth value may be positive. However, the formulation "I can *ever* remember," and the fact that Carolyn's contributions are highly emotional, containing repetition and hyperbole, indicate that the conversation has generally become rather emotionalized and thus calls for more intense expressions.

(1)   SHARON: ... (H) Mister ~Samuel .. had like,
                              .. the [most]
          CAROLYN: [What a j]erk, man.
          SHARON: ... unethical
          CAROLYN: (SIGH)
          SHARON: classroom,
                              [I can ever re]member,
          CAROLYN: [He was a fool].
                              He was an absolute fool.

Example (2) exemplifies legal discourse, in which, ideally, everything said is a conscientious representation of the truth. The turn under analysis is elicited by a question that immediately precedes it. "The whole entire time" is a conventionalized phrase that, by its use of the synonymical *whole* and *entire* alone, suggests hyperbolic function. Rickie's subsequent specification, however, suggests that even though the answer hasn't been completely truthful with respect to the action "looking," it probably is an accurate account of the situation in regards to the time dimension.

(2)   REBECCA: Was he looking at you at [all during that time].
          RICKIE: [Ye=s.
                              The] <who=le .. enti=re .. ti=me>.
          REBECCA: Okay.
          RICKIE: I mean,
                              (H) not looking,
                              (H) at ((paper rattling)) first he would go like this,
                              even,
                              .. with the paper.
                              ... And look at me.
                              ... You know,
                              trying to get my attention ((paper rattling)).

My paper will investigate the nature of such borderline cases, elucidating where and when they occur, responses to them, and possible inferences derivable from them.

Chie Fukuda, *Construction of Otherness: Who is entitled to practice Japanese culture?*

The present study will explore the construction of Otherness in interactions between native speaker and non-native speaker (NS and NNS) of Japanese in seemingly harmonious conversations. The construction of Otherness can take

various forms that are recognized as superficially apolitical. However, as Said (1978) clarified in his concept of Orientalism, the fundamental framework underlying such practices is the dialectic relationship or binary categorization between superior Self and inferior Others. In other words, Self necessitates Other in order to establish and maintain its superiority. This categorization tends to be revealed in intercultural or NS-NNS interactions, although participants do not necessarily recognize it as such.

By mainly adopting conversation analysis (CA) as an analytic tool, the study will illustrate how NNSs are discursively constructed as cultural and linguistic Others through the phenomenon of ethnolinguistic ideologies (Kasper and Rose, 2003: 200). Ethnolinguistic ideology indicates auto-exoticizing (Coulmas, 1992: 300) views of a certain culture and language (in the case of this study, Japanese ones), which seems to be identical to racially exclusive possession of culture (Yoshino, 1992: 149), the ideology that most Japanese people seems to hold. This phenomenon is often revealed in the form of foreigner talk and overemphasis of the uniqueness of Japanese culture.

By utilizing Moris (2003) framework of interculturality, categorization, and identity construction based on a CA approach, this study will delve into how the NNS subjects are constructed as who through the development of interactions. By so doing, the present study will illuminate covert power exercises of NSs over NNSs in seemingly harmonious conversations. More specifically, the present paper will address the following questions:

1. How do the participants make interculturality/exoticization relevant in the development of talk?
2. What kind of categorizations and identities are constructed, assigned, or asserted in such interactions and how?
3. What kinds of linguistic and para-linguistic resources are used to construct such identities?

The data of this study illustrates how NSs alienate NNSs from Japanese language and culture by unconsciously assuming racially exclusive possession of culture. In other words, NNSs consider that only Japanese people are entitled to practice Japanese culture and language at an unconscious level, which manifests their word choice and the kind of questions they ask.

This study also raises a question toward the concept of idealized NSs/experts in so-called traditional theories of second language acquisition (SLA) and language socialization (LS) that have neglected socio-political issues in the areas . Recent studies of SLA and LS embrace more diversity, complexity, and fluidity in identities of NS/NNS and/or learning/socializing environments than argued in traditional theories. As Zuengler and Cole (2005) assert, LS is a framework that allows for explication of ideological issues in the host societies. Inversely speaking, examining socio-political issues that are manifested in NS-NNS interaction will contribute to the consideration for better socializing/leaning environments for NNSs in the areas of SLA and LS.

Anne Furlong, *A relevance-theoretic account of verbatim repetition in literary and non-literary contexts*

In Furlong (1996, 2006) I argue for a distinction between spontaneous and non-spontaneous interpretation. This distinction permits us to differentiate literary texts and interpretations from non-literary ones on a principled basis. Verbatim repetition would appear to be necessarily wasteful of cognitive resources; its appearance in literary texts typically makes highly manifest the writers intention to produce positive cognitive effects (whether these result or not). In non-literary contexts, however, we might assume that verbatim repetition will be non-productive: ie non-relevant in the strict reading of the term. In this paper, I will examine instances of verbatim repetition the exact reiteration of whole texts and propose that both types of verbatim repetition can yield rich effects in interpretation.

The divisions between the categories are not to be drawn, however, on the basis of inherent qualities in the text itself. Instead, relevance theory supplies the notions of descriptive and interpretive language use. These suggest that literary and non-literary verbatim repetition can be viewed in two quite separate ways: as points on a single continuum, or as separate stylistic devices. Drawing on examples of verbatim repetition from literary and non-literary contexts, I will demonstrate that while the effects of repetition may be open-ended (cf Persson 1974), we can nevertheless recognise broad categories of productive repetition. In particular, spontaneous and non-spontaneous repetition, and literary and non-literary repetition, are shown to have large, but principled areas of overlap.

This paper, part of a larger ongoing project that applies pragmatic stylistics (relevance stylistics) to repetition, thus examines a ubiquitous phenomenon, discriminates between communicated and accidental (or incidental) repetition, and makes the case for the specific features of productive repetition. Moreover, it is informed by the general literature on repetition, and by relevance-theoretic work in stylistics, repetition, and language use.

Pilar Garces Conejos, *The "new" news in America: emergence of a genre*

The aim of this paper is to argue for the emergence of a new genre in Americas broadcast news media. Clayman and Heritage (2002) state that the defining characteristic of the news interview genre is the elicitation of talk expressly produced for an overhearing audience by an interviewer who should maintain a neutralistic posture. The highly constrained turn taking system, the interviewer should only ask questions while the interviewee should only answer the questions, has traditionally defined the boundaries of what can(not) occur in news interviews. Recently, however, interviewers have abandoned this old deferential style to become adversarial - not allowing the interviewee to make false, deceptive or self-serving remarks (Clayman 2002). Consequently, interviewers must walk a fine line, balancing neutrality with adversarialness, avoiding overtly expressing their opinions or explicitly (dis)agreeing with the interviewees statements.

With the advent of cable news emerges a new, often loud, often conservative news show format. Foxs *The OReilly Factor* and *Hannity and Colmes* follow this format and are currently number one and two in cable news. Other channels are reacting to their lead. For example, CNNs Headlines News hired opinionated radio talk show host Glen Beck to start his own news show, as they did with Nancy Grace, another strong TV personality. These four shows make up the corpus of this study.

The corpus, recorded during 2006, contains forty hours of news shows. Twenty interviews (five per program) were transcribed and analyzed, using a multidisciplinary approach based on tenets from conversational analysis (Schegloff 1992, 1996), (im)politeness (Brown & Levinson 1987; Culpeper 2005), social identity (Barker & Barek 2001; Gumperz, 1983; Joseph 2004) and linguistic stance theories (Biber & Finegan 1989; Johnstone 1986, 1996).

The results indicated that these shows did not follow the conventions of the news interview genre. The interviewers frequently held or monopolized the floor, engaging in discussion and debate. Far from maintaining a neutralistic stance, they expressed their views by (dis)agreeing openly with the interviewee. The fine line between *adversarialness* and neutral stance was often disregarded as the interviewer blatantly attacked the interviewees face. Impoliteness (Culpeper 2005) became the essence of the show and performed a double function at the individual and interactive levels. The interviewers presented themselves as self proclaimed advocates of the common American people, defending traditional American values against the perceived liberal slant of mainstream media or victims rights against the unjust leniency of the court system. The tribune of the people stance (Clayman, 2002) was brought to a new level as interviewers used impoliteness as their weapon of choice and constructed their public identity (Bucholtz & Hall 2005; Joseph 2004) as angry populists. Also, the interviewers use impoliteness strategically (Beebe 1995, Kienpointer 1997) to position themselves against the interviewee and show alignment with their audience (Haddington 2004).

Thus, the results strongly suggest that a new genre has emerged. Also, the fact that *The Colbert Show* (Comedy Channel) has evolved as a parody of these shows supports the thesis that the new genre format is established and recognizable.

Gregory Garretson, *Not so simple as good guys and bad guys: Semantic prosody and the portrayal of people in the news*

Journalists, perhaps more than any other group of writers, are aware that they must carefully manage the stance they take toward their subject matter. In the United States, where journalists have long been accused of bias, they are conscious of the demands on them to present a balanced and impartial view of the people and events in the news. It is perhaps not surprising, therefore, that many studies by scholars in media studies and political science (e.g., Niven 2002), using measures such as amount of coverage and impressionistic ratings of the favorableness of coverage, have failed to find convincing evidence of bias in newspaper reporting. Linguists too (e.g., Garretson & del 2005), using measures such as analysis of whose voices are given prominence in newspaper reports, have found in general little evidence of bias.

Nevertheless, a writer"s attitude may be conveyed in ways that are more subtle--perhaps even unconscious--than those studied so far. One such mechanism involves the effects of what Louw (1993) calls "semantic prosody", and Hoey (2005) calls "semantic association". We refer here to the tendency of a word to occur in contexts that convey favorable or unfavorable meaning, and the concomitant tendency in the language user to associate that favorable or unfavorable meaning with the word itself, even if it is not part of the word"s core semantic meaning. For example, the verb "cause" has been shown to associate almost exclusively with unfavorable things (disease, war, etc.), which gives "cause" an unfavorable semantic prosody (Stubbs 1995).

This study examines a corpus of US newspaper reporting to analyze the effects--possibly intended, possibly unintended--of semantic prosody on the overall impression created of different people in the news.

A corpus of 1.7 million words of news reporting was created, drawn from eleven widely-circulated US newspapers and centered on the topic of the 2004 presidential election. The key figures in the news were identified using word frequency lists, and algorithms were developed to find references (including pronominal references) to these entities in the corpus. Then the words that collocated with these references were found, using mutual information scores and excluding other proper names. Next, the favorable or unfavorable semantic prosody of these words was evaluated by multiple measures, including the judgments of experimental subjects and the words" tendency to collocate with other words known to have a strong preference for favorable prosody (e.g., perfectly) or unfavorable prosody (e.g., utterly) (Partington 2004).

An analysis was performed of the favorable and unfavorable semantic prosody of the collocates of each discourse entity (each "person in the news"), with each entity ultimately receiving a score showing whether the overall impression created was favorable or unfavorable. The results are further broken down by newspaper, looking at the different ways in which the entities are presented in different sources. In addition, further analysis shows that subtler patterns emerge when factors such as reported speech and negation are taken into account.

This paper will present the methodology used, which is argued to be applicable not only to news reporting but to any type of text, and the results as they relate to the people in the news during the 2004 US election, showing that when prohibited from including more obvious markers of stance, journalists are still capable of presenting evaluative information in subtler ways.

Jaime Gelabert, *Metaphors of Confrontation in Contemporary Spanish Parliamentary Debate: A Corpus Based Pragmatic Analysis*

Interest in metaphoric language and, in particular, in the context of political language, has been a growing area of research since the publication of Lakoff and Johnson"s (1980) seminal cognitive approach to the study of metaphors. According to their theory, the metaphoric conceptualization of certain social and political phenomena (e.g., the war on drugs) not only illustrates ideological stances of political actors but may also produce specific tangible actions. Following this line of research, this paper examines the metaphoric representation of political confrontation in the context of contemporary Spanish political language, examining a large corpus of approximately two million words from transcripts from parliamentary sessions. This research is designed to understand how standards of personal and professional etiquette prevent harsher direct exchanges between Members of Parliament (MPs), forcing confrontation to be conveyed instead through metaphoric language. This example is part of a larger strategy of indirectness through which politicians engage in the struggle for power that characterizes parliaments. The metaphors employed by Spanish MPs tend to be cultural (referencing imagery from bullfighting and soccer) but may also be created more spontaneously. The different types and functions of these metaphors are discussed in detail.

Marianthi Georgalidou, *Negotiating identities through narrative in the bilingual Greek and Turkish muslim community of Rhodes, Greece*

The aim of this paper is to discuss narrative contributions to conversations and life story interviews with members of the bilingual in Greek and Turkish Muslim community of Rhodes. It is based on research conducted in an ethnographic framework and aims at discussing the construction of minority identity through the verbal and non-verbal action presented in the narratives. The questions addressed concern the structure of narratives, their position within conversational sequences, and the linguistic choices made by the participants ([3], [4], [5], [6] a.o.).
Muslims of Rhodes are people of Turkish origin who have become Greek citizens after the annexation of the Dodecanese islands in the aftermath of World War II. The community is divided into two sub-groups, one residing in rural and the other in urban settings. Also, a considerable number of Rodian Muslims have moved to Turkey where they live permanently.Data for the present analysis was obtained during ethnographic observations of all three groups, which have been going on for about four years. It comprises of recordings produced during coffee-time conversations with and between members of the community, both in Rhodes and Turkey ([1], [2]).The goal of the present study is to discuss narratives produced within life story interviews and unstructured conversations, as far as their structure, their position within conversational sequences, and the linguistic choices made by the participants are concerned. More specifically, we investigate the variability of narrative structures found in the data, with special reference to *minimal narrative* contributions to conversations referring to repeated incidents in the life of the participants. Also, the phenomena examined involve the linguistic construction and positioning of *self* and *other* through referring terms, and reported and direct reported speech.
Based on the analysis, it will be shown, a) that the narration of episodes in the life of the informants has an explicative function as, through reference to action -verbal or non verbal- produced by members of both communities, the speaker highlights contradictory identities and attitudes towards aspects of the minority identity, and b) linguistic choice and conversational integration of narrative contributions further contributes to the construction of minority identities through the juxtaposition of reference terms and verbal action

Zargham Ghabanchi, *Contrastive instruction in learning grammatical forms passive/active voice: A pragmatic approach to language awareness*

Most of the scholars in the fields of language learning and teaching assert that, when confronted with difficult grammatical forms, learners often conduct an L1 - L2 comparison and since this comparison is implicit, it may result in the formation of wrong rules due to an incomplete L2 knowledge or due to misinterpretation of pragmatic situation(s). Here, it was intended to evaluate one specific approach pertained to the findings of contrastive analysis referred to as contrastive instruction. It provides a kind of inter-lingual comparison on the basis of contrastive analysis database (plus considering the pragmatic situation in some cases).
It is assumed that such an approach may facilitate the learning process especially if the structures are difficult with respect to the learners L1. Here, an attempt was made to induce contrastive data in the classroom. Testing the null hypotheses (Ho) demanded an experimental research. The sample consisted of some 450 female high school students of Sabzevar. To do first, a validated proficiency test was given. Here, two structures; active/ passive voice and conditional sentences provided evidence for our supposed scale of difficulty. The supposed difficult forms were elaborated through the due contrastive instruction approach performed by two groups of high school teachers. Data collection was conducted via two controlled recognition and production, tasks administered during two subsequent post tests. The t-value needed for our selected significance level of 0.05 for the two-tailed t-test was 1.64. The result of this comparison revealed that the application of contrastive linguistic input (CLI) to Iranian EFL high school students would improve their status as to internalizing those mentioned difficult structures (Ho1). In additoin, it has been realized that using

contrastive analysis in pragmatic situations can also facilitate learing and understanding the target language structure.
A subsedery research concerning maturation (age) and realizing pragmatic meaning and contrastive analysis was carried out. Again, an independent sample t-test was selected for the statistical measurements. The t- observed for these groups showed the predominance of the second over the first grade students just in recognition tasks. Here it implies that since the contrastive instruction input can strengthen the learners meta-linguistic knowledge and due to their age, second grade students benefited much more than the first grade students concerning recognition tasks.

Anna Ghimenton & Jean-Pierre Chevrot, *Pragmatics through language choices: a study on a child's multilingual environment based on a twenty-hour corpusPragmatics through language choices: a study on a child's multilingual environment based on a twenty-hour corpus*

Children growing up in multilingual societies learn to use languages in accords with the other members language usage. Family members help to scaffold their language construction, transmitting language and style as well as variation in language choice. The quantity and quality of the input that a multilingual child hears at a very early stage of development, remains a domain which needs further in depth.
Attempting to fill this gap, we aim to describe:
1/ the amount of language variation phenomena present in the family network of a young child growing up in Veneto (Italy) where Italian is spoken along with local dialects.
2/ the pragmatic adjustment strategies adults exhibit when addressing the child
3/ the first evidences of adjustment in the childs language choice.
D ata was collected at two stages during Francescos development. At the first stage, the infant (1;1) produced repeated babbling, whereas at the second, the child (2;1) produced multi-word sequences. In both stages, tapings were done during mealtime interactions, to which were present: the child, his parents, the grandparents and one aunt. We have gathered a twenty-hour corpus of multiparty interactions in the presence of Francesco; all utterances (n=12088) were transcribed. Data was coded at two levels. In the first level, each word was coded in three categories: Italian, dialect and continuum (words which could belong to both Italian and dialect codes). In the second level, each utterance was coded according to the thematic proximity to the child (utterances directed to the child/ those concerning the child but directed to other adults/ others directed to adults and not concerning the child).
We shall present a three part analysis. Firstly, at the word level, we shall calculate the proportions of each languages usage frequency in the childs language environment, estimating the number of language transitions per word. Secondly, at the utterance level, we will compare the proportions of language frequencies in utterances addressed directly to Francesco to those addressed to other adults. One important result shows adults preference for Italian when address to the child. However, this contrasts adults habitual language usage (GHIMENTON & CHEVROT, 2006) when speaking to other adults, where dialect is most frequently used and Italian is limited. This adjustment to the child differs according to the speakers age. Considering that family provides an important base to language acquisition and socialization, in our third step, we investigated how Francesco builds his pragmatic competence within such a variable environment. At this stage, adopting a cognitive-functional perspective (TOMASELLO, 2003) , we will observe the influence of code distribution on the childs language use and the construction of his pragmatic ability.

Lena Gialabouki, *Discourse representation in the news*

This paper [*] discusses the polyphonic organization of journalistic discourse. Based on the notion of intertextuality and adopting asociolinguisticperspective, the paper critically examines the forms and functions of Discourse Representation in Greek television news. More specifically, it adopts the analytic framework proposed by Fairclough (1992) (of discourse as text, discourse practice and social practice) and his distinction between manifest and constitutive intertextuality. Discourse Representation is seen as one aspect of the intertextual construction of discourse. In the present paper, Discourse Representation is regarded as a rhetorical/stylistic device through which the journalist incorporates the voice of the Other into his/her own discourse. The paper aims to explore the (potential) ideological role of Discourse Representation as a strategic device used by journalists in order to orchestrate and structure the numerous voices of social actors whose discourse is reported in the news. The analysis focuses on four aspects of Discourse Representation: 1)its forms, 2) the representation of sources, 3) the functions of Discousrse Representation in news stories, and 4) the re-contextualization and evaluation of the reported discourse by the reporting discourse of the journalist. The paper seeks to combine a variety of different approaches in order to arrive at a coherent interpretation of Discourse Representation in the news.

Jesse Gillispie & Laura Hill-Bonnet, *'You Don't Even Talk in Spanish': Language Ideologies as Emergent and Transcendent Features of Talk, Social Life, and Social Identities*

Studies on language ideologies often draw conclusions based on interviews or observations (King, 2000). This paper examines how students in a dual language kindergarten program draw on local resources such as language ideologies to position one another. This positioning in turn redefines local language ideologies. Analysis shows how students talk

features language ideologies that are both emergent from and transcendent of the specific interaction. We show how language ideologies are made relevant to speakers in their everyday lives by focusing on what speakers do with categories as available resources for positioning themselves and others in their talk.

The current paper draws from methods of ethnomethodology (Garfinkel, 1964; Heritage, 1984) and conversation analysis (Schegloff, 1991, 1986; Lerner, 2004) to understand the local organization of life in a dual language school. Proximal and distal features of local circumstances (Erickson, 2004) allow individual social actors to position themselves and their interlocutors while simultaneously organizing talk-in-interaction. Positioning has been defined as a context-specific event in which a recognizable category of identity is implicitly or explicitly applied to an individual (Davies & Harr, 1990; Wortham, 2004). In the dual immersion school context, the languages of instruction, Spanish and English, acquire distinct meanings such that categories of language use (or non-use) are used by actors as resources to position others as speakers or non-speakers.

Positioning is achieved mainly through conversational practices: 1) the formulation of complaints concerning who can and cant speak a language, and 2) through calling attention to the misuse of a language (such as using English when only Spanish is called for). These practices in turn: 1) result in the thickening of students identities as English or Spanish speakers (Holland & Lave, 2001), and 2) ongoingly and reflexively define what it means to be a Spanish or and English speaker.

The sdata are drawn from a multi-year ethnographic study of language and learning in a dual-language immersion school. Sequential analyses of the videorecorded interactions filmed over two school years reveal the ways in which language ideologies, social structures and positions, and personal identities may be mutually constituted in the local, contingent circumstances of everyday activity. Where contemporary research shows English to be the preferred, dominant language in multilingual educational settings in the U.S., the present study suggests a more nuanced view of the relationship among local language practices, ideology, and social structure.

Solveig Granath, *What makes 'good' questions good? A quantitative and qualitative approach to 'modifier + question' in spoken American news discourse*

Conference participants are sometimes advised to use the phrase thats a good question as a stalling tactic when asked a question after a presentation[1] or, conversely, to avoid the phrase altogether as they may appear insincere to the audience (not all questions are, after all, good questions!).[2] How are questions labelled in spoken news discourse and to what purpose? This paper looks at the pragmatics of the structure Adj + *question* in spoken American broadcast news. The material used in the investigation was taken from the CD-ROM *Broadcast News* 1996, which contains approximately 30 million words of transcribed news broadcasts from four major American networks. Altogether, there were roughly 4,500 such phrases, i.e. about 150 per million words.

The paper is divided into two parts. The first part looks at the results from a quantitative point of view. Preliminary findings indicate that the majority of the Adj + *question* phrases suggest some type of evaluation. About one third function as discourse organisers (*the first question; a quick question; one final question*) and prototypically serve to introduce a question, while in a small number the adjectival modifiers are classifiers (*a historical/ technical/ philosophical question* etc.). One important issue dealt with in this part of the paper is whether *question* actually refers to an utterance in the interrogative form, or whether it is used in the sense a problem, an issue requiring resolution.

The second part of the paper takes a qualitative approach and looks at the way the members of two pairs of antonyms are used pragmatically when modifying *question*, namely *good* vs *bad* and *difficult* vs *simple*. By far the most common modifier of *question* in the corpus is *good*, which occurred altogether 402 times, as opposed to *bad*, which occurred only once. One question that the paper attempts to answer is whether *a good question* is one where an answer is actually available (and the question gives the speaker a chance to account for it) or whether it is used as a signal to indicate that no answer exists. One further aim is to examine the extent to which the speaker feels responsible for attempting to answer a question labelled good. When it comes to *difficult* and *simple*, which appear with roughly equal frequency (about 60 times each), *simple question* is predominantly used by interviewers to suggest that the interlocutor should be able to provide a straightforward answer. It is also frequently used in narratives of a question-answer situation. *Difficult*, on the other hand, is most often used by interviewees as a hedging device, as well as by interviewers to prepare the person being interviewed for the up-coming question.

Eric Grillo, *Contrastive Textual Pragmatics as a renewed theory of Ideology*

The paper aims at showing how and to what extent a Contrastive Textual Pragmatics (CTP) may contribute to the renewal of our current conception of ideology. Such a claim is legitimate in so far as CTP allows us : a) to avoid the common *circularity* of most of the current definitions of ideology, b) to deal with the varied dimensions of ideology (integration, legitimation, distortion) within *a unified theoretical and methodological framework* and c) to make ideology an *epistemological question* by formulating it in term of *demarcation*, thereby overcoming the famous "Mannheim"s paradox". My first task here will be to recall the theoretical and philosophical groundings of CTP ; then I"ll sketch out the conceptual and methodological apparatus it allows us to build ; finally, I"ll show how the problem of demarcation can be dealt with within this framework, by carrying out a straightforward contrastive analysis of several texts belonging to varied types (scientific, literary, religious, philosophical).

Helmut Gruber, *The lexical dimension of (written) genres. A corpus based study on the pragmatics of Austrian university students' term paper writing*

During the last decade corpus based methods have been increasingly used in genre pedagogy and text linguistics (Flowerdew, 1998; Scott, 2000). In this paper, a corpus based study on the interdependence of pragmatic factors (like disciplinary background and writing instructions in different academic fields) and lexical features of Austrian university students term papers is presented. Two research questions are in the centre of the investigation: (1) Do students texts reflect disciplinary differences on the lexical level? (2) Do students texts differ on the lexical level within disciplines depending on institutional/ situational factors of text production? The study is based on the analysis of students texts from three social science disciplines. T he results show that disciplinary backgrounds influences lexical choices of student writers. On the one hand, keywords reflect the different fields in which students produce their texts but on the other hand they also reflect basic epistemological perspectives towards these fields. Furthermore, the results show that lexical choices do not only reflect disciplinary differences but also generic differences within the groups which are due to different writing instructions in the three disciplines. The group in which the highest variety of genres was realized also had the highest amount of keywords which characterise individual texts of this group. The group in which only one genre was realized was the most homogenous group on the lexical level.

Markku Haakana, *Fishing for compliments: how to make a compliment the relevant next action*

It is both everyday knowledge and a finding reported in previous research (e.g. Golato 2005) that interactants can sometimes design their actions so that a compliment seems to be the next relevant action, i.e. sometimes we get the feeling that someone is fishing for a compliment. However, even though this phenomenon is often mentioned in the research literature, it has not been systematically studied in naturally occurring conversation.
In an on-going conversation analytical study on compliments in Finnish everyday conversation, I found several types of linguistic (and sometimes non-linguistic) practices that a speaker can use to make a compliment the relevant next action. In my presentation, I analyse and discuss the following practices: 1) the speaker produces a self-deprecation or self-critical talk (on this, see also Golato 2005, Pomerantz 1984), 2) the speaker compliments another person on a feature (e.g. personality) in a way that makes a reciprocal compliment relevant, 3) the speaker asks for an assessment on a potentially compliment-relevant issue (e.g. new piece of clothing) and/or just 4) topicalizes in one way or another the issue that could be complimented on.
All of these practices are used in the database of Finnish naturally occurring compliments. However, the sense of fishing, or strategic use of conversational actions, varies from case to case. Thus, on a more neutral level these practices can be studied as linguistic practices that (sometimes) make a compliment relevant. In my presentation, I will discuss the factors that give rise to the sense of fishing. One of them is the combination of these features: there are cases in which a speaker uses several of these practices in a series e.g. she first compliments the other, then criticizes herself, and finally asks for an assessment.
The study is a part of a larger conversation analytical study on Finnish compliments. It is done in co-operation with Mia Halonen who studies the types of compliment responses and Marja Etelmki who focuses on the structures of compliment utterances. My focus is on the sequential placement of compliments. The data is of two kinds: the main database is naturally occurring everyday conversations (both telephone and face to face), and as a supporting data we use a collection of compliments that students have written down in everyday situations.

Gonen Hacohen, *Local practices of local identities: Callers" types in Israel radio phone-ins programs*

The following example, an opening of a call, illustrates the relations between language and identity in Israeli public affairs radio phone-ins programs:
  1. Host: With whom do I have the pleasure? Caller: Smadar.
  2. Host: OH! Hello Smadar.Caller: How are you? Host: uhm, very well.
  3. Caller: Do you know this story, about ((continues))
Based on an analysis of 80 interactions from three Israeli programs, this research demonstrates how local identity categories are established and how they influence their environment. Aside from the standard caller, three special categories are also established: first-time, returning and regular callers. The most interesting category, the regular caller, is exemplified above. These identities are established through lingual and interactional practices and affect both the interaction and the community surrounding the programs.
The local identities are set at the beginning of the interaction. The host does not know the caller"s identity when the call begins. Therefore, most calls begin with his request for identification, followed by a caller"s self identification (line1). When this sequence is closed, a standard caller hesitantly moves to his topic, unlike the special callers. A first-time caller establishes her identity by either presenting herself as one, or by showing signs of nervousness. A returning caller expresses the fact that he had once talked on the program. The regular caller does not state she is a regular. After the self-identification, the host can recognize the regular - the "OH!" in the example (line 2) is a change of state token

which shows recognition. This token is accompanied with a greeting to a familiar person. Furthermore, a regular usually adds a "how are you" sequence (line 2) which emphasizes the on-going relations she has with the host. Thus, a special caller extends the opening of the call to establish a non-standard identity.

The establishment of a certain identity affects the entire interaction. The standard caller is treated neither with special considerations nor in a free manner. When talking with a first-time caller, the host restricts himself and avoids asking difficult questions. In contrast, there are no restrictions when talking with a regular. Both participants talk freely, and can move from exchanging jokes to exchangingverbal abuse. A regular can even manage the interaction, as Smadar does (line 3 above) when she freely moves to her topic.

Yet the special identities are not essential. They must be expressed in order to be manifested. By the same token, they may not come to light, and can also be deliberately hidden. This is especially true with regular callers. A regular may choose to hide her special identity, for various reasons. One main reason is the unhappiness of some hosts with regulars who "monopolize" the programs. Yet, an experienced host may expose such a hidden regular and then she gets worse treatment for the attempt to conceal her regular status.

The standard and special caller types are carried out through language in a single interaction, but they have a wider influence. The linguistic devices, for easing the interaction for first-time callers, open the radio waves for new participants. The familiarity language, which host and regulars use, is the base of the programs" community. Thus, the language- and interactional-based identities in the Israeli public affair radio phone-ins programs make the programs flexible and interesting, as well as community-based programs.

Auli Hakulinen & Marja-Leena Sorjonen, *Word order alternatives in responses to an assessment*

In assessment sequences, repeating the first assessment or some of its key elements in the second assessment has turned out to be a practice used in a variety of languages. Depending on the typological characteristics of the language, this repetition can be constructed in different ways. In our talk we will discuss cases where a speaker responds to an assessment either by repeating its finite verb and subject or by a construction where the finite verb is preceded by a pronominal element. We will focus on the interactional import of V + S vs. Pro + V word order alternatives (*on se* lit. is it, *niin on* lit. so is). Our data come from different types of Finnish interactions, both face-to-face and telephone.

In Finnish, the order between the subject and the verb is not grammatically constrained but is dependent on a number of textual and interactional factors. Verb-initial word order is not used in interrogatives and imperatives only (as in many Indo-European languages) but can also be deployed for indicating that the utterance is responsive, e.g. an answer, an assent or a second assessment. In addition, subject is not an obligatory clausal element in Finnish. In our earlier work (Hakulinen & Sorjonen 2006), we charted out the verb initial paradigm of responses to assessments: In addition to repeating the finite verb in the prior assessment, the finite verb may be reduplicated, it may be followed by a response token or by the subject.

In our presentation, we will suggest that the choice between the two variants *on se* and *niin on* is associated both with the design of the preceding assessment and with the larger activity context. We will also briefly take up the issue whether these two utterance formats are used in similar ways in responses to actions other than assessments.

Alison Hall, *Unarticulated constituents or hidden indexicals?*

A current debate in semantics and pragmatics concerns the extent to which the proposition expressed by an utterance is constrained by the linguistic expressions used, and what types of pragmatic contribution are possible. Some pragmatists (Carston 2002; Recanati 2002; Sperber and Wilson 1995) claim that optional pragmatic processes can provide unarticulated constituents (UCs) of the proposition expressed. Utterances of (1a) and (2a), for example, could, in appropriate contexts, express the propositions in (1b) and (2b):

1. a. Its raining.
   b. *Its raining in London*.
2. a. Every student failed semantics.
   b. *Every student in my class failed semantics*.

On this view, nothing in the linguistic meaning of (1a) and (2a) requires that a location or domain must be added: the provision of these constituents is entirely pragmatically motivated.

The opposing view (Stanley 2000; Stanley and Szabo 2000) is that all contextual effects on truth-conditional content are traceable to logical form, which can contain extensive hidden structure, such as a covert location variable in (1a), or covert domain restriction indices in (2a), so that the provision of the location or domain is linguistically mandated.

In this talk, I address two main arguments against UCs. First, many alleged UCs can be bound. In (3), the location of rain can co-vary with the location of the cigarette lighting:

1. Every time John lights a cigarette, it rains.

Such readings involve bound variables, and Stanley claims that bound variables cannot be supplied by context, so must be present at LF. Following Carston (2004), I argue that this is only problematic on an extensionalist view of context. If interpretation is seen as a mapping between conceptual representations (in the spirit of Fodor (1980)), and context construed as the set of assumptions in which the utterance is processed, the problem disappears.

Second, Stanley charges the UC account with overgenerating: it doesnt appear to make clear predictions about where

UCs can and cannot arise, and where pragmatically recovered elements of speaker meaning contribute to implicatures rather than to the proposition expressed. I suggest that predictions about where UCs can and cannot occur follow from the explicit-implicit distinction employed by advocates of UCs. This distinction is a derivational one: the proposition expressed is recovered by a combination of decoding and local inference, whereas implicatures are recovered by global inference. The various assumptions communicated by an utterance have to form a valid argument, with the premises (proposition expressed plus contextual assumptions) warranting the conclusions (conversational implicatures), and I show how the operation of the pragmatic processing system in accordance with conversational expectations of informativeness, relevance, etc., sorts the proposition expressed from implicatures, with the proposition expressed being enriched and adjusted just as far as necessary to reach a proposition that provides the inferential warrant for the utterances intended implications.

Helena Halmari & Robert Adams, *Political correctness, euphemism, and language change: The case of 'people first''*

The early 1990s saw a cluster of publications in psychological and educational literature, proposing the people first approach, where premodified nouns (*disabled people*) were to be replaced by postmodified nouns (*people with disabilities*) (e.g., APA 1994, Burris 1992, Craig 1992). The suggestions were well-intentioned (as reflections of a more sensitive attitude toward the disabled); and this usage was widely adopted in the fields of education and psychology. How widely this syntactic pattern has penetrated everyday usage is another question, and that is the focus of this paper, where we examine the distribution of both patterns in a newspaper language corpusthe electronic archives of the *Houston Chronicle* from the years 1999-2006, i.e. well after the suggestion for postmodification euphemism was launched.
A search was carried out on phrases such as mental + retard*. Contrary to the pattern found in contemporary educational and psychological literature, the *Houston Chronicle* shows a pattern that strongly favors the non-PC usage: more than fifty percent of the phrases resort to the premodified pattern. The distribution of the PC vs. non-PC phrases, however, is not random: (1) the modifier + head-N pattern tends to appear in contexts where the NP refers to undesirable societal elements (e.g. people in prison) or to fictional characters, whose feelings by definition cannot be hurt (those in movie descriptions); by contrast, (2) the head-N + modifier pattern is reserved for children or non-criminal adults. We believe that the juxtaposition of these patterns in contemporary newspaper articles, and their deliberate separation in terms of the semantics of the referent (postmodification for vulnerable referents; premodification for undesirable or fictional referents) is likely to block the broader adoption of the PC syntactic pattern and will ultimately fuel a desire for further euphemisms dependent on lexical innovations. The possibility remains that the relatively divided nature of this data set is heavily influenced by reader demand in what is admittedly one of the most conservative newspaper markets in the United States. This possibility can be tested by comparison with data samples from more liberal markets, such as that served by the *Washington Post* or the *New York Times*.

Mia Halonen, *Competing preferences: Responses to compliments in Finnish conversation*

In my presentation, I will discuss ways in which compliments concerning the recipient are received in Finnish everyday conversations. Complimenting is an action which praises the recipient. According to earlier research, based mainly on English, a preferred response to a compliment is a denial and/or explanation. This is due to a preference for avoiding self-praise. (see e.g. Pomerantz 1978, 1984.)
Golato (2005), however, has shown that in German everyday conversations compliments are often responded to with an agreement, even with an upgraded agreement. This also seems to be the case for Finnish: in my data, most of the responses are agreements. However they vary in their epistemic nature. Thus an agreeing response may express that the compliment was news for the recipient (*ai kiitos* oh thank you). In some other cases, by contrast, the agreeing response shows that the recipient had already come to think about the issue and held the same opinion (*eiks ookki* isnt it).
Golato suggests that in German culture, there might be a strong orientation to truthfulness of interaction and that it is the reason for Germans agreeing so often with compliments. I will suggest that this is also the case in Finnish conversations. This is shown by cases in which the recipient, after having first expressed agreement with the compliment, then explains the grounds for the compliment. By providing an explanation, the recipients orient to the preference for avoiding self-praise. So there turns out to be two competing preferences: a preference for believing what the co-participant tells and respecting his or her opinion and a preference for avoiding self-praise. Respecting the co-participants opinion comes first, and avoiding self-praise only follows it.
The type of response a compliment gets is related to the structure and the function of the compliment, and I will also discuss this relation. I will also compare compliments in two and multi-party conversations and compliments between adults and between adults and children. The data consist of approximately 40 hours of Finnish conversations, containing 42 compliment sequences. As additional data I have used a collection of 64 written compliment notes made by students in the University of Helsinki .

Yoko Hasegawa, *Japanese Honorifics Revisited*

This paper discusses yet another concern with Brown and Levinsons politeness theory that involves Japanese honorifics. For decades their theorys inadequacy in accounting for Japanese politeness phenomena has instigated enthusiastic debates. Ide (1982, 1989), for example, criticizes it for dealing exclusively with politeness as a strategic interaction (volition), while totally neglecting socially obligatory linguistic choices (discernment). For Ide, discernment consists of automatic linguistic choices, like a grammar, forming a sociopragmatic concordance system.

Fukada and Asato (2004) refuted this part of Ides idea by demonstrating that Ides discernment is not obligatory in the same sense as the grammatical well-formedness is. They illustrate that, when a described act of a person is dishonorable, the use of honorifics is odd, even when the person is in a position customarily deserving honorifics, e.g. ??*Sensee ga dookyuusee o gookan nasatta* My teacher raped (honorific) my classmate. Fukada and Asato contend that B &Ls theory adequately accounts for Japanese politeness if we acknowledge that Japan is principally a hierarchical society. That is, power and distance in B &Ls weightiness formula receive markedly high values, and thus the overall significance of an FTA becomes elevated regardless of the severity of imposition intrinsic to the FTA itself.

Furthermore, Ides dual-layered conception of politeness seems indefensible against Eelens (2001) criticism concerning impoliteness. Ide, like other researchers in the field, assumes impoliteness to be the lack of politeness. Consequently, if an ability to use honorifics is like grammatical competence, then impoliteness has no place in the Japanese speech community. If one fails to use honorifics properly, it should be taken as an indication of sociopragmatic incompetence, not as intended impoliteness. This, of course, is not necessarily the case.

Although many aspects of Ides objections to B &Ls theory appear refutable, honorific language, as fossilized and grammaticalized politeness, still merits further investigation, as B &L themselves acknowledge (1987:25).

Japanese honorifics, and possibly honorifics in most languages, encode the notions of distance and deference; they are used with an unfamiliar H (= addressee) or H of a higher social ranking. While distancing can properly be categorized as a negative politeness strategy, giving deference is problematic. B &L generally consider it associated with negative politeness, but they also acknowledge that it satisfies Hs positive want to be treated as superior. In fact, when honorifics are not utilized in the way expected by H, it is arguably Hs positive face that is damaged. Thus, identifying deference unequivocally with negative politeness renders their theory incoherent.

The present paper discusses two possibilities to resolve this problem. One is to consider honorifics to be a different kind of channel, one that is neutral with respect to B &Ls open-ended negative and positive politeness strategies. This idea is close to Ides proposal of volition and discernment. The other is to narrow the definition of positive politeness from orientation toward the want of every member that his wants be desirable to at least some others (p.62) to the idea similar to R. Lakoffs camaraderie. The latter solution prevents honorifics as a positive politeness strategy.

Fadi Helani, *The Pragmatic Functions of Invocations to God, Assessments and Humorous Remarks in Mundane Arabic Conversation*

This study examines topic transition sequences in mundane Arabic conversation, with particular focus on how invocation to Allah (i.e. God) and laughter are recognizable topic-closing techniques in conversation. The corpus of data in this study will display instances in which participants orient to the pragmatic functions of these sequences by proffering new topics to their talk. Topic shift is thus the achievement of all the parties to the talk.

The topic-transition tools examined in this paper are resources for disjunctive topic shifts this is unlike the stepwise transition of talk over different

Alexa Hepburn & Jonathan Potter, *Designing the Recipient: Tag questions and the construction of subjectivity*

Tag questions have figured in sociolinguistic debates about status, authority and gender for some thirty years. Sociolinguistic work has focused on general associations between linguistic forms and social groups (e.g. tags and women), although it has moved to offer a more functional analysis, e.g. in the work of Holmes (1995). Tag questions were discussed in Sacks et als (1974) groundbreaking work on turn taking, in terms of their role in speaker selection. In more recent conversation analytic work Heritage and Raymond (1995) have considered the importance of analysing the placement of the interrogative component in the turn and its consequence for the next action. In particular, this work has highlighted the role of tag questions in producing epistemic alignment. In the case of assessments, the tag question downgrades the speakers right to assess what has been delivered.

This paper is part of a larger programme of work aimed at building on prior conversation analytic work, and refining our understanding of the interactional role of tag questions. The current study will return to the original idea of tag questions as weak moves or hedges, and, by way of contrast, will focus on a sub-corpus of tags that could be heard as persuasive or even confrontational.

The standard tag question takes the form declarative + interrogative. The interrogative component would appear to downgrade the speakers epistemic priority over the declarative by treating the recipient as able to confirm it. It seems that the recipient has been constructed as more authoritative with respect to the declarative, which would be in line with the original sociolinguistic intuition of the tag question as a weak move. However, we will work with a collection to

show that the situation can be more complex in practice. In particular, we highlight the constructive role of the declarative element of tag questions.

The declarative + interrogative form can treat the participant as being in a superior state of knowledge (or perception, or understanding). And the declarative part of the utterance provides a construction of what that state is (e.g. you are enjoying this abstract, arent you?) Note however that although the interrogative appears epistemically deferential it can be coupled with a declarative construction that hearably transforms the recipients state. In effect, the recipient is conversationally treated as in a particular state, e.g. of understanding, knowing or feeling. The recipient is put in the position of disagreeing and/or reformulating or accepting/letting the version go. With these kinds of tags it is common for the interrogative to be moved to a medial position or for further increments or turn constructional units to be rushed into, to hold the recipient off immediate modification of the construction. Examples from mundane talk, NSPCC calls and family mealtimes are used to illustrate the analysis, as well as media examples which show a more explicit orientation to this use of tags. With these cases we can see that the tags are recipient designed; however, in a profound sense they are also interactionally designing the recipient.

Annette Herkenrath, *The subordinating morpheme –DIK- in monolingual and bilingual child Turkish: its functions in homileic narratives and its acquistion*

The paper documents the use of the Turkish subordinating morpheme -DIK- in elicited narrative discourses of children acqiring Turkish in a monolingual constellation in Turkey versus in a Turkish-German bilingual immigrant situation. The investigation is based on data collected by the projects ENDFAS and SKOBI, comprising 285 transcribed recordings of an hours length in average and involving monolingual and bilingual children from four to twelve years as well as their families. It is assumed that the infinite predicator -DIK-, working in combination with possessive and case suffixes as well as postpositions, centrally contributes to specific kinds of utterance-internal connectivity, serving a range of communicative functions in concatenating complex speech. This is observed to happen both in single-speaker and in co-produced utterances. One of the core functions of -DIK- seems to consist in processing propositional knowledge and integrating it into larger interactional units. (See Rehbein 1999 for a definition of connectivity, Kornfilt 1997, Borsley & Kornfilt 1998, Kennelly 1993, Kural 1998 etc. for morpho-syntactic analyses, Herkenrath & Karako 2002a for a functional-pragmatic analysis of -DIK-, Rehbein 2003 for a functional-pragmatic analysis of matrix constructions in German, Rehbein 2002 for a pragmatically contrastive view.) As acquisitional studies of Turkish in immigration constellations have documented, the development of subordinating morphology in general may slow down and come to lag behind the monolingual development after the onset of school age (Backus 2004, Pfaff 1993, 1994, 1999, Herkenrath & Karako 2002b etc.). In its place, the children tend to prefer innovative constructions emerging under the influence of the contact language German and functionally expanding non-subordinating Turkish expressions, such as wh-expressions or the discourse particle ki, into complementizer-like subordinators (Herkenrath, Karako & Rehbein 2003, Rehbein 2006). This phenomenon leads to divergent profiles of usage in individual children and has been interpreted as resulting from a lack of literacy support for the family language Turkish. Studies of older children (Akinci, Keskin & Kntay 2006 etc.), however, seem to suggest a catching-up of bilinguals during the later school years precisely in the employment of morphologically bound subordinators, depending on the literacy-oriented encouragement of migrant bilingualism provided by the educational system. The present study undertakes to work out these observations into a documentation of developmental sequences, with a focus on the development of the functional and communicative spectrum of -DIK- in the ENDFAS/SKOBI data. It contrasts longitudinal profiles of monolingual children with those of bilingual children. The method combines quantitative approaches (Baumgarten et al., in print) documenting acquisitional sequences, relative frequencies, and distributional differences between individual children, with qualitative interpretations analysing the communicative functions of -DIK- in the empirical constellations in which it is found to occur.

Dirk Heylen & Rieks op den Akker, *On the distribution of feedback in multi-party argumentative discourse*

Understanding the structure of argumentative discourse and being able to formally model it is an indispensable basis for the automatic recognition of the structure of the discussion, the involvements that participants have in the issues being discussed, the stances they take towards the opinions expressed, and the way decisions are made. The structure of a discourse is not only reflected in lexical, prosodic, and syntactic realizations but also in non-verbal behaviors: gaze, head and hand gestures and facial expressions. Verbal as well as non-verbal cues indicate how participants, in particular speaker and listeners interact, who they address and whether they are feeling addressed someway or another. This paper presents our investigations into the distribution and functional determinants of back-channels in argumentative multi-party discourse. We discuss the semantic-pragmatic meanings of words such as *yeah* and *okay* and investigate how these meaning are determined by the discourse context in which they are used. We also discuss how backchannels are elicited by non-verbal speaker behavior and in what sense back-channels are addressed to speakers.

In Replies and Responses, Goffman (Language and Society, 5(3), 1976) presents a classification of listeners distinguishing those who overhear (unratified participants), those who are ratified as participants but are not specifically

addressed by the speaker and those who are addressed: oriented to by the speaker in a manner to suggest that his words are particularly for them, and that some answer is therefore anticipated from them, more so than from the other ratified participants. In multiparty conversation all the participants (possibly but not necessarily excluding the speaker) may have the *hearer* status in Searle"s use of the word, i.e. they may be the one that are signalled out to perform the perlocutionary act that has been requested. It might also be the case that only a subset of the participants has this status. It might also be the case that for different participants the speech act that has been produced is a different one and that the required uptake therefore is different as well. In this way multiple speech acts can be performed directed at several people by the same one utterance. As listener-responses, the back-channels and other forms of feedback can tell us something about how each participants feels addressed and is engaged in the conversation.

The argumentative discourses that we are studying are part of the meeting corpus collected during the AMI project (http://www.amiproject.org) . From a computational, technological perspective, the aims of this research is directed at developing automatic procedures that can help to provide answers to any query users may have about what goes on in the meetings. The AMI corpus consists of meetings in which a group of four people discuss the design of a new remote control. We discuss the various annotation schemes that have been applied and show how this has allowed us to research feedback in these settings by automatic means.

Laura Hill-Bonnet, *Building on each other"s knowledge: The social distribution of bilingualism in a dual immersion program*

Dual-language immersion settings are defined by their intentional segregation of language use by time and space (Lindholm-Leary, 2001). The monolingual spaces of such settings are designed to help students become bilingual by providing them the fullest possible immersion. Students are expected to function as individual monolinguals of either language in such spaces. There exists an ideological assumption that learning in two languages will lead to equal proficiency and use in both languages. The idea of being a balanced bilingual is in fact, a narrow definition of bilingual,one that in reality is mythical(Valds, 2001). This paper argues that although the pragmatic constraints of time and space are assumed to define interaction among teachers and students in order to achieve this mythical expectation, the actual interactional work of individuals redefines language competence from the property of individuals to a distributed social practice, therefore redefining what it means to be bilingual in this dual immersion classroom.

By examining the actual interactional practices of classroom participants, it becomes clear that it is not the programmatic segregation of language across space and time that encourages use of both languages, but rather the very nature of the dual-language immersion school. That is, dual immersion programs inherently provide the circumstance for bilingual communication because of the required mix of native and non-native speakers of the two target languages in an environment that promotes interaction by obliging student participation in classroom based tasks. In this interactional space, where linguistic knowledge and practice are visibly distributed across classroom members, school life gets done in both Spanish and English.

The doing of everyday life in both Spanish and English provides students with varying levels of language proficiency access to both languages. Regardless of their language proficiency, students can facilitate bilingual interactions *across* the group by strategically building upon each others funds of knowledge to achieve the activities of everyday life (Moll, 1990). As long as there are a few students who are known to interact in both languages, a *bilingual classroom* does not necessarily have to consist of *individual bilingual students*.

This paper draws from a longitudinal study of language and learning in a dual-language immersion elementary school. A series of interactional analyses of videotaped exchanges among kindergarten students and their teachers reveal the ways in which participants 1) define programmatic segregation of language across space and time, 2) redefine language competence from the property of individuals to a distributed social practice, and 3) build bilingual spaces through each others funds of knowledge even within the official monolingual spaces of a dual-language immersion program.

Sally Hinrich, *Please repeat your squawk? An investigation into pragmatic features of aviation discourse*

This study will demonstrate that discourse variations to standard aviation phraseology occur significantly more often and more extensively than previously reported. The standard language of international aviation, "aviation phraseology," is a formally controlled set of English vocabulary and phrases designed specifically to convey information rapidly and accurately over busy radio frequencies. Using command-based instructions, the air traffic controllers guide pilots from takeoff to destination while the pilots use designated responses to reply to controller instructions,clarify messages, orprovide additional necessary flight information.

Transcripts of more than 24 hours of tower-plane communications broadcast from Dublin and Toronto air traffic control towers reveal that both pilots and controllers deviate from the authorized phraseology and frequently depend on more common English constructions to complete their interactional tasks.A key objective of this research was to document evidence of questioning forms in response to professional pilots and controllers who argue that questions do not exist in aviaton communication. A second objective was to document patterns of pilot and controller use of pragmatic featuers including repairs, corrections, and politeness markers. An unexpected result has been identification of frequent use of intonation to indicate questioning functions as a pragmatic feature of some standard commands and responses.

Although fast and accurate communications clearly expedite aviation interactions, the use of both questioning and

pragmatic features also significantly extends the overall length of messages which violates the emphasis on time constraints. One of the reason for extended aviation interaction may be linked to the use of the same pragmatic features found in everyday English. It will be proposed that the emergence of general questioning forms and pragmatic features in aviation discourse may be related to Sinclair"s (1991) Idiom Principle: "semi-pre-constructed phrases that constitute single choices...[which] may illustrate a natural tendency to economy of effort..." The extensive appearance of these forms in the transcripts suggests that even in a tightly controlled linguistic environment, the pilots and controllers do not consider the variations as deviations, but employ them as additional language resources for efficiently accomplishing their communicative goals.

Milada Hirschová, *Variations of spatial deixis in Czech, Slovak and Russian*

The contribution deals with the spatial meanings in Czech and some other Slavic languages, and with the spatial deixis (its specific means of expression) in particular. The structure of spatial description is generally based on the object to be located (O) and the object with respect to which the location of O is specified the (back)ground P. According to most relevant linguistic writings, there seem to be three basic types of location specification: (1) Where O and P are contiguous or coincident, a static O may be said to be at (*u, pri*) P; if P is presented as dimensional, O can be in (*v*) or on (*na*) P. (Spatial meanings of this type are often called topological.) (2) Where O and P are separated in space, it is necessary to specify an angle or direction in which O can be found. This involves three main types of the frames of reference: an intrinsic, a relative and an absolute one. (3) Where O is in motion, two kinds of P are relevant: a source Pv (vychodisko) and a goal Pc (cil/ciel/cel). Possibly, a route of the motion can be described, too. The domain of deixis lies mainly in the configurations (1) and within the relative frame of reference. Disambiguation of the numerous ambiguities in this area, like *Eva stoji / stoit pred autem/autom/avtomobilem* are the very specific task of language pragmatics. Also, the relation of the speaker and the object spoken about (localized O) and P can depend on the semantics of the respective predicate involved: Sentences like *Petr nasel/nasol klic/kljuc vkufru/v cemodane (Peter found the keyes in his suitcase)* launche different implicatures than *Petr nasel/nasol klic/kljuc vzahrade/v sadu (Peter found his keyes in the/his garden)*. In Czech and in the above mentioned Slavic languages, the specification of spatial relations is mostly distributed over all the sentence (sentence utterance, respectively), many of the deictic expresions remaining implicit, especially in the description of the route of the motion. In addition to indices and expressions related to them, the mentioned languages use, very importantly, verbal prefixes, the meaning of which cooperates with (or, in a metaphorical way, contradicts to) related prepositions: A prefix from the so-called topological semantic domain can be combined with a deictic preposition, e.g. **Pri**stavil auto **vedle** domu / Pristavil masinu vozle doma/rjadom sdomom (He parked the car next to the house). Again, pragmatic factors are the decisive contribution to the definiteness of the constructions of the mentioned type.

Tomoko Hoogenboom, *Bilingual and monolingual Japanese children's utterance direction and functions of repetition of utterances addressed to a third person*

Building on research on the use of allo-repetition for participation in conversation (Tannen 1989, Murphey 2001) and participation structure (Goffman 1981, M. Goodwin 1990, 1997), I address the question of how the relation between the utterance direction and function of repetition used by an English-Japanese bilingual child (Sandy) differs from that of monolingual Japanese children. This study goes beyond previous studies of childrens repetition (Keenan 1977, McTear 1978, Casby 1986, Moerk 1989, Calleri 1996) by considering utterance direction in analyzing the function of repetition in the interaction. The data for this study come from an 40-hour corpus of videotaped conversations among an English-Japanese bilingual child, Sandy (3;10), three monolingual Japanese children and their mothers. I define utterance direction in the case of repetition as a combination of the addressee of the original utterance-the addressee of the repeating utterance. I observed the following three utterance directions in cases where a child repeated an utterance originally addressed to a third person: 1) 3rd Person-Originator, 2) 3rd Person-Repeater (Self), 3) 3rd Person-3rd Person. There were 50 cases of repetition by Sandy where she used all of the above utterance directions, 16 cases of repetition of other native Japanese participants utterances by the monolingual children also in all three directions, and 2 cases where a monolingual Japanese child repeated Sandys utterance only in 3). I found three differences in the use of repetition by Sandy and the monolingual Japanese children. First, while both Sandy and the monolingual children used 1) 3rd Person-Originator utterance direction in the second pair part of an adjacency pair (Sacks, Schegloff & Jefferson 1974) to answer a question addressed to a 3rd person, only Sandy used this utterance direction to confirm the original utterance, respond to a greeting, and to repeat a model. Second, while the monolingual children repeated other native Japanese participants utterances with 2) 3rd Person-Repeater (Self) utterance direction for confirmation, Sandy repeated utterances with this utterance direction to practice her language. The monolingual children did not repeat Sandys utterances with utterance directions 1) or 2). Third, while both monolingual Japanese children and Sandy used 3) 3rd Person-3rd Person utterance direction for shadowing to increase participation (Tannen1989:88), only the monolingual children used repetition with this utterance direction to summarize the original utterance. There were two instances where the monolingual children repeated Sandys utterance to ask for the meaning of an English word, and expand the current topic. This study illustrates how repetition can be used as a tool by a bilingual child to learn language and participate in conversation even though the original utterance was not addressed to her. In contrast, monolingual

Japanese children used 3rd Person-3rd Person utterance direction for more sophisticated functions to expand the topic and meta-lingual questions. Finally, I conclude that it is crucial to consider the multi-directional aspects of repetition in order to clarify what conversational participants are trying to achieve in the interaction while learning a language.

Anne-Sylvie Horlacher & Elwys De Stefani, *Turn extensions in French conversation: A reccurent syntactic turn shape and its interactional features*

In spoken interaction, participants can sometimes be seen to self-select after a possible turn completion point, expanding thus their own speaking turn. Conversation analytic research has described such turn-continuations as added segments (Goodwin 1980), expansions (Auer 1991), repairs, increments (Schegloff 1996), recompleters (Tanaka 1999), add-ons, glue-ons (Vorreiter 2003) etc. In French, extensions of this kind consist frequently of a nominal phrase which is coreferential with the referent figuring in the first part of the turn, as in the following example taken from a radio phone-in show:

```
1  Caller    "h eu::h j"ai cinquante-ans/ je recherche^euh de
             "h er:: i"m fifty years old/ i"m looking for
2            la compagni:e^eu::h d"amitié/ . voire plus
             company er: for friendship/ . even more
3            puisque je suis veuve depuis quatre ans\
             as i"ve been living as a widow for four years\
4  Host      oui:/
             ye:s/
5            (0.6)
6 ⇒ Caller  "h: et que: c"est ma foi assez lourd à supporter/
             "h and as it"s hard to bear/
7            (0.9)
8 ⇒ Caller  "h euh la solitude/
             "h er: loneliness/
9            (0.2)
10 Host      m^oui:/
             ye:s/
```

The syntactic structure resulting from the expansion of the caller"s turn (lines 6-8) has been described by functional linguists as a right dislocation and sometimes interpreted in terms of afterthought that is some kind of post hoc clarification of a referential item. However, drawing on the research which has been undertaken in recent years in the field of interactional linguistics, we will argue against the notion of afterthought as an explanation for the late delivery of the nominal phrase. Focussing on French data, we will show that one interactional task which speakers accomplish through turn extensions is to "delete" the first possible turn completion point and to exhibit the end of the extension as a new slot which creates a second opportunity for the interlocutor to take the turn or to exhibit alignement. Formulating a turn extension can thus be seen as a resource that participants use for pursuing a response, creating an opportunity space for co-participants to display their aligning stances. Moreover, extending one"s own turn after a lack of uptake by the co-participant contributes to the constitution of the interactional roles of the participants. The comparison of different kinds of social encounters (radio phone-in chats, semi-directive interviews, customer-to-customer interaction in the supermarket) will permit us to analyse turn extensions not only as an example of emerging grammar, but also as an interactional resource which is employed by the participants for the sequential structuring of the conversation and for the negotiating of the respective social roles.

Gitte R. Hougaard, Catherine E. Brouwer & Anders R. Hougaard, *Metaphor in Interaction*

In this paper we will present interactional analyses - in the vein of ethnomethodology (cf. Garfinkel 1967) and conversation analysis (cf. Sacks 1992 and Sacks, Schegloff & Jefferson 1977) - of metaphor in everyday interaction. Hence, we focus on metaphorical talk as an interactional resource for making sense and we analyze the sequential placement, intersubjective achievement and interactional elaboration of such talk, based on a corpus of interactional data from a variety of settings. Using this emic approach, we reconsider some of the claims made by cognitive linguists (Johnson & Lakoff (1999)), e.g: - Most of the things we say are metaphorical, not just formwise but in terms of its active thought content. - It is hard to have any kind of substantial conversation without involving vast numbers of thought-active metaphors. - Most of what we do in life that involves thought processes has metaphor as a central cognitive principle. - Metaphors are ubiquitous and crucial to the way people make sense. In contrast to that line of research, the interactional criterion for metaphors to be significant is that they intersubjectively are recognized as metaphors by the participants. Thus, on the basis of our empirical findings, we will discuss what counts as a metaphor.

Chi-hua Hsiao, *Hyperbolic emotion expressions in Mandarin discourse*

When looking at conversations, one will find an enormous amount of hyperbolic emotion expressions. Seizing the utilization of hyperbolic expressions, speakers can present a dramatic and extreme stance about how they view the emotion events, but at the same time run the risk of being unaccepted and misunderstood (MaCarthy and Carter 2004). Hence, it is my primary inquiry in this work to explore the collaborative nature of hyperbole in conversations on emotion events (Spitzbardt 1963; Clark 1994). Moreover, it is conceivable that hyperbolic emotion expression is particular to Mandarin in that a variety of syntactic and semantic strategies are exploited to create hyperbole. With a conversational analysis, I will investigate the communicative functions of hyperbole.

Six different manners of hyperbole are gleaned from daily conversations, falling into two major linguistic categories. Regarding syntax, polysyndeton, extreme case formulation of adverbs and resultative verb compound (RVC) are available to achieve hyperbole; for another, in the realm of semantics and discourse, metaphorical four-word idioms, descriptions of physiological effect and impossible propositions are employed. (Relevant examples are respectively given in appendix.)

One interesting question underlying the observations is, why does intensification-type of hyperbole pervasively occur in emotion events with an overwhelming majority over the reduction-type of hyperbole, which is quite scant in daily conversations? A possible answer is that people tend to opt for intensity that can relevantly strengthen forces and effects of emotions. Hence, by virtue of economic consideration, speakers will adopt the strategy the can help strengthen the crucial part of his utterance, and for another, by virtue of relevance, listeners can achieve the greatest amount of interest by the least cost in interpreting the utterance.

Elly Ifantidou, *Newspaper headlines and Relevance*

The paper addresses the issue of newspaper-headline interpretation by questioning standard assumptions on how successful headlines are designed on the basis of largely prescriptive pragmatic guidelines or norms (see Dor 2003). The main questions examined are firstly, whether *appropriate* headlines from the copy-editors perspective converge with *effective* headlines from the readers perspective and secondly, whether there is a pragmatic heuristic which can explain in psychologically plausible terms the way headlines are selectively skimmed by newspaper readers. Drawing on readers reaction to a random selection of British broadsheet newspaper headlines and on a corpus of readers self-selected headlines, it is shown that headline readers disregard standardized norms such as length, clarity, easy understanding or informativeness as long as headlines rivet their attention. Using the framework of Relevance Theory (Sperber and Wilson 1986/95: Wilson and Sperber 2004), it is suggested that readers select intriguing headlines guided by expectations of relevance and interpret intriguing headlines by creating occasion-specific *ad hoc concepts* (see Wilson and Carston forthcoming) in an overall attempt to optimally ration *processing effort* with *cognitive effects*.

Keiko Ikeda, *To Be or Not to be a Politician: Category-bound Activities for Japanese Public Office Seekers*

Identity-construction for political candidates is a complex and daunting task. Studies on Japanese leadership (Edstrm 1996; Feldman, 1999) indicate that politicians in Japan must at times speak as *representatives of the people*, and at other times act as *forceful decision makers* who are not afraid of going out on a limb in pursuit of a worthy cause. How do candidates show, through talk, to the voters that they have these qualifications? Through an analysis of a debate forum in a looming local election in Tokyo, we find that their talk tactically integrates category-bound activities (Sacks, 1992; Jyyusi, 1984) for this particular membership. In the forum, the candidates spoke before hundreds of local residents of the electoral district for two hours. The audience was composed of non-verbally participating listeners. Their role resembles that of a jury in a court: despite the silence, they are in fact the speakers primary addressees (Goffman, 1974). This study explored the candidates multilateral process of membership work in their discourse during this forum. It particularly examined four candidates: two challengers and two incumbents.

The analysis of the data generated two sources of category-bound activities associated with being a public office seeker. One such resource is the candidates manipulation of *grammatical resources* in the Japanese language. The analysis reveals that (1) the auxiliary donatory verb pattern *te moraru* and (2) use and non-use of the interactional particles *yo*, *ne* and *no* (*n*), either singly or in combination, are at work to establish their membership categories. These syntactic features are uniquely available in Japanese.

The study shows the formulations the candidates adopt to describe their activities are also category-bound to doing being a politician. They negotiate their standing vis--vis this socially desired membership, given each social struggle as incumbents or challengers.

For any election, both the incumbents and challengers face a fresh start; however, in terms of their efforts to establish an acceptable social identity as a politician, they start from different places. The incumbents have the advantage of familiarity and prior recognition as politicians; yet they face the dilemma of cultivating the sympathies of voters, who may have a critical attitude toward current politics, without disavowing their record as government officials or legislators. Newcomers face a different dilemma: they are clearly novice in their social standing, yet they must convince voters that they are as capable as incumbents.

The analysis in this study shows that the incumbents strictly adhered to associating themselves as currently active political leaders, while the challengers showed their struggles by positioning themselves with varying social identities. At times, the challengers did not engage in doing being a politician, and they inadvertently, though momentarily,

constructed different, rather conflicting social identities such as being a dedicated mother, or being an outraged citizen against the government. The study illustrates how each candidate reaches a desired representation of themselves as a public office seeker through different manifestation of category-bound activities in talk.

Makoto Imura, *Designing Genre Corpora -- XML Annotation and Keyword Search System –*

Corpus annotation is getting increasing attention as it sheds new lights on the quest of language. As Leech (1997) summarizes, there exist several different levels of annotation from the most well-established grammatical annotation (part-of-speech tagging) to less developed pragmatic or stylistic annotation. Studies on higher-level annotations are under way aiming at establishing a valid tagging system based on solid linguistic theories.
The author proposes a method to mark up genre texts using XML (Extensible Markup Language). Genre texts are documents with specific communicative purposes such as corporate annual reports or patent specifications, which have particular rhetorical structures and stylistic features. The author will show how to tag those texts with XML, drawing on Swales genre theory (1990). The author will also demonstrate search systems that retrieve keywords within selected contexts such as rhetorical moves, patent fields or document elements.
XML is a versatile markup language that can add any kind of attributes to texts including semantic and stylistic information. The tagged texts can be flexibly formatted and displayed on web browsers, and the marked up data can be elaborately searched according to the provided attributes. Since XML is built in web technology, XML-tagged corpora have a significant advantage that they can be widely used as a web-based database, thus allowing a possibility for wider application in research and education.

Songthama Intachakra, *"I Hate You" or otherwise "I"m Busy": A Cross-Cultural View of Truth and Lies in British English and Thai*

The notion of truth and lies features as a constant thread in pragmatic research. Theorizing the manner in which truth is identified and represented in communication can be found within speech act and Gricean frameworks, sometimes
so much so that doubts remain over whether lies are in fact an unscrupulous act and thus deserve only peripheral investigation. Such a view has been open to a host of challenges by those who advocate that, notably when politeness is a virtue, lies can be a component of conversation as necessary as (or even more necessary than) truth itself. This paper reports on questionnaire findings from an on-going study with a major objective to elicit the preferred strategies of British English and Thai speakers in giving honest and fabricated reasons. It was found that language-specific routine formulae for expressing truth and lies produced by the subject pool can be categorized into similar super-strategies: degrees of intention specificity, causality and relationship negotiation. The findings of the present study contribute to our understanding of the mechanisms of problematic, face-threatening talks and shed light on the subtle facets of the rhetoric of assertion and deception, as well as their cultural significance in British and Thai societies.

Lívia Ivaskó, *Testing pragmatic competence in clinical discourses*

From a neuropragmatic point of view Im working on a differential-diagnostic test which could be able to help in clinical an therapeutic work in rehabilitation system.
The first version of this test was shown in my PhD dissertation which was defended a year before. From the September of 2006 Im a fellow of our national Academy of Sciences to controll my diagnostic test among several patients in different hospitals, homes for retired people and other social welfare institutoins.
In this paper I would like to concentrate on some very special elements of human language use: pragmatic competence and other mental operations like inferencing.
Concentrating on the components of pragmatic adequacy (Kasher, 1991; Chomsky, 1978, 1986, 1988) arises a very important question of *creative aspect of language use*.
Distinguishing patholinguistic data from aphasic patients and pathopragmatic data from patients suffering from dyshyponoia (Paradis, 1998) we can differentiate between the works of grammatic competence and pragmatic competence. But when we create a differential-diagnostic test for right hemisphere damaged patients we dont have an easy work to separate pragmatic functions from other mental functions like inferencing and other cause related functions and executive functions. Questions of localisation of pragmatic competence in the right hemisphere involve some restrictions of inferential versus pragmatic inferential theory of dissociation.
While in a therapeutic situation aphasic patients and the therapist are in a collaborative situation, the patients have strategies to compensate their linguistic deficits (activating their pragmatic competence), in those situations where the patient is a right hemisphere damaged patient some very special discourse markers appear. In this paper I would like to show these special discourse markers in different patient related situations: discourses with RHD patients, discourses with aphasic patients, discourses of patients with Alzheimer desease and a representative group of normal controlls.
Using this data I would like to show some arguments about the role of pragmatic competence in human laguage use : if it is a theroretical reality or component or a modul or a balancing system. Considering the classical viewpoints of pragmatic literature and comparing my patholinguistic and pathopragmatic data with normal productions Im arguing for

an empirical basis to explore the nature of the existing human mental constituent what we call *pragmatic competence.*

Ernst Håkon Jahr, *Pragmatic use and/or mis-use of linguistics in Norwegian nation building of the 19th and 20th centuries*

This paper focusses on the role played by linguists in the creation of a new Norwegian nation in the 19th and 20th centuries after the country had regained its independence from Denmark in 1814. During the Dano-Norwegian union which lasted almost 400 years, the Old Norse written standard was replaced by Danish. In the romantic era of the first half of the 19th century, the new nation started its search for a truely Norwegian idiom which could be distinct from both Danish and Swedish. A crucial question was, as it turned out, what national value, if any, was to be assigned to the spoken variety of the upper classes. This spoken idiom represented a sort of compromise between written Danish and Norwegian dialects. In its prosody, phonology and syntax, this variety was clearly non-Danish, but its morphology and vocabulary were derived from written Danish. In the 1830s and 1840s, the linguist Ivar Aasen (1813-96) dismissed this idiom as a model on which to establish a national standard. He claimed that it was too influenced by Danish to be able to serve as a convincing linguistic symbol of a Norwegian nation. This sociolinguistic situation in Norway around 1814 parallels what we find in many countries and societies, and it could have lasted without being seriously questioned had it not been for national romanticism, which was such a strong philosophical movement of the period, and the fact that the written standard was Danish, and as such was associated with a foreign country. If the Norwegians claimed to be a separate nation, where was the most salient feature of this nation, its own language, asked national romanticism? In reply to this, the quest for a true national idiom started. And here the Dano-Norwegian idiom of the upper classes posed a serious problem. The linguistic theories at hand were clearly incapable of giving an adequate description of this variety resulting from language contact. This had the effect that the language issues in the nation-building process resulted in an explosive sociolinguistic opposition: the dialects of the peasants were deemed Norwegian, while the Dano-Norwegian variety of the upper classes was not. This social opposition has been fundamental to the Norwegian language struggle and has been constantly fuelled by linguists who have insisted that linguistic science supports this basic division. The use and mis-use of linguistics in the Norwegian nation building thus constitute two sides of the same coin. What is to be considered use and what mis-use depends on the view and perspective one has of the Norwegian linguistic situation right after 1814 and of the subsequent development. Linguistics was used efficiently to define what could be considered Norwegian as opposed to Swedish and Danish, but by the same operation the spoken idiom of the upper classes was branded as not Norwegian (enough). In my paper, I will discuss this special application of linguistics in Norwegian language planning.

Alireza Jalilifar, *A comparative generic analysis of English thesis and dissertation abstracts: Variations across disciplines and cultures*

Studies in ESP and contrastive rhetoric have greatly multiplied in recent years, providing umpteen descriptions of academic text types in different settings. Knowledge of the rhetorical features of academic texts guarantees a researcher belonging to a particular discourse community. In order to determine genre membership, this study reports on the generic characteristics of English thesis and dissertation abstracts by three groups of native speakers of Persian, native speakers of English and native speakers of other languages in nine scholarly disciplines. It also claims for the explicit instruction of rhetorical structures of scholarly abstracts. Five hundred fifty two abstracts were initially selected and were analyzed in terms of macro structures and micro features following the measurement instruments suggested by Swales (1990), Martin (2003) and Samraj (2005). This study captured a basic yet representative template of rhetorical organization for thesis and dissertation abstracts. Results were indicative of generic and cultural differences within and between the disciplines under study.
H aving identified the generic and discoursal features utilized by the native speakers of English in the nine disciplines of the study as the standard for abstract writing, as a second phase of the study, the author provided explicit instruction to a representative sample of Persian thesis writers on the rhetorical features and the distribution of macro and micro-structures. Results of the second part of the study showed that explicit knowledge of rhetorical structures greatly enhanced the quality of English abstracts written by non-natives of English. The results of this study are expected to cast light on the theoretical and practical aspects of the genre analysis models. The template is useful to native and non-native English scientists allowing them to understand the process of abstract writing. Further studies are required in order to account for disciplinary variations and native language influence on the production of academic texts in English

Sabine Jautz, *Researching Speech Acts in Corpora – Advantages and Limitations in the Case of 'Thanking'*

Since large existing corpora are not (yet) pragmatically tagged, searches will never yield all instances of a speech act, because one can only search for various lexical realisations. A lexical approach cannot account for speakers' creativity, indirect speech acts, conversational implicatures and what addressees take to be instances of a certain speech act in a certain context. Searching for typical realisations undoubtedly leads to interesting findings. Yet, one never knows whether what is assumed to be typical is, in fact, typical neither in terms of the number of hits (how many instances of a

certain speech act can be detected with a lexical search?), nor in terms of syntactic realisations of speech acts (is the standardised form the norm?) or functions (apart from doing X with words, which purpose does the typical realisation of speech act X serve for speakers and addressees?).

The present study aims at investigating how far a lexically based search for typical realisations of "thanking", a highly ritualised speech act, leads. In a first step, the Wellington Corpus of Spoken New Zealand English and spoken parts of the British National Corpus (each comprising one million words from the 1990s) are automatically searched for common realisations of expressing gratitude. In a second step, transcripts from different genres (conversations among friends, broadcasts, service encounters, etc.) are searched manually for other, "untypical" realisations, taking the context and addressees' reactions into account. Subsequently, these realisations are automatically searched for in the whole corpora, too. Thereafter, the data are analyzed with regard to syntactic and functional realisations.

First results suggest that ritualised speech acts such as "thanking" may well be investigated by means of corpora. Manual crosschecks of random samples show that automatic searches of prototypical realisations (*thank you, thanks*) produce more than 90% of all instances of expressing gratitude. Apart from a few more current expressions (*cheers, ta*) or personalised thanks, the standard formal realisations are the norm. Looking more closely at how expressions such as *thank you* function in a conversation, however, calls a (narrowly defined) speech act-based view into question: On the basis of the data it can be stated that expressions of gratitude meeting Searle's (1969) and others'"rules" for the speech act "thanking" are rare. Rather, expressions of gratitude are routinely employed to pursue goals beyond thanking, e.g. acting as mitigating devices to bring conversations to an end, to phrase requests or to refuse offers.

Corpora of naturally occurring conversations offer many advantages over other methods of data collection such as role-plays or DCTs. They comprise large amounts of data (to be processed with automatic search tools) and thus allow for sound conclusions regarding a language as a whole. This is especially valuable when researching cross-cultural or variational differences. However, to be able to investigate not only highly ritualised speech acts, but also indirect speech acts and, from a broader perspective, routine formulae, a pragmatic tagging of corpora is indispensable.

Dangjie Ji, *"Indirectness" in British Political News Interviews*

It is by now well known that news interviews broadcast in the mass media are conducted through a pre-allocated and restricted turn-taking system, in which interviewers (IR) ask questions, which are answered by interviewees (IE) (Greatbatch 1988, Clayman and Heritage 2002, Emmertsen 2003). Much of the research literature has focused on the increasingly adversarial character of news interviews, particularly on hostile questioning, and the defensiveness of interviewees" answers (see Clayman and Heritage on the development of questioning styles, from the more deferential to the more adversarial: 2002). Among the ways in which IEs manage hostile questions is a set of techniques associated with being "evasive", by for instance reformulating the question, shifting the agenda of the question through certain answer prefaces, and outright evasion of the question (Clayman 2001, Clayman 1993, Bull 1994, Harris 1996, etc). One technique which is in some respects associated with these "defensive" techniques, but which has not so far been investigated in research in this area, is *indirectness* in answering. My paper focuses on the indirectness with which IEs sometimes answer questions, as in the following example.BBC radio 4 Today Program, 5/4/05:0716

    IR: Sarah Montague
    IE: Michael Meadowcroft, former MP

      01   IR: But of course this is ehm one of the reasons m- m- postal voting has been introduced, is to try to get
→ 02   the turn-out hi- higher. And **it has been show:n that it do:es increase turn-out**.
      03   (0.3)
→ 04   IE: **But if it increase(d) turn-out of legitimate votes, or the fake votes, I don't know↑,** I can't tell,
→ 05   nobody can tell**.** And what is more: to say that you can .h deal with th- the malaise which is affecting
      06   politics in Britain elsewhere, .h by tinkering with the system rather than tackling the disease itself, .h
      07   seems to me to be rema:rkable. [(.) And ( )-
      08   IR: [So there is absolutely no way you can make a postal
      09   vist- e- e- sy- postal voting system secure.

In this example, the IE actually disagrees with the IR, but he (IE) does not directly say so. Instead, the IE provides alternatively favourable and unfavourable explanations for the increasing voter turn-out, thereby indirectly casting doubt upon the credibility of it.In this paper I begin by distinguishing evasiveness, non-commitment and indirectness (based partly on distinctions following from Grice"s conversational maxims), and then focus particularly on indirectness in answering, in a study based on a collection of 150 cases recorded from a premier British daily morning radio news programme. I will report findings concerning *how* indirectness is managed in answers (ie. techniques for answering indirectly), and what interactional contingencies are managed through answering indirectly.

Xiaohong Jiang, *Understanding Metonymy: a Pragma-cognitive Perspective*

The notion of metonymy has been vastly over-expanded in mapping accounts. Nowadays it has been widely agreed upon the conceptual nature of metonymy in literature; however little has been said about the pragmatic processes that regulate the on-line comprehension of novel metonymy. We are adhering to the principle that our analysis proceed from and relate to linguistic expressions rather than general metonymic concepts. The goal of a pragmatic account of

metonymy is to explain how metonymy is understood; that is, how the addressee captures the communicators meaning when a word or other linguistic expression is used metonymically. Taking into considerations the merits and weak points of various theories of metonymy, we claim that the understanding of metonymic expressions can be best achieved in the light of relevance theory combined with entrenched conceptual structures in long-term memory, which provides us a key to the mechanism of inference for metonymy interpretation. Therefore, based on relevance-theoretic framework and its latest development in lexical pragmatics, this study strives to contribute a systematic explanation of lexical metonymic uses in Chinese verbal communication.

The aim of the present research is to cope with three critical issues. Firstly, what constraints the use and understanding of metonymy? Different parameters will be examined in terms of syntactic deviance, selection restriction violation, the principles of relative salience and contextual factors. Secondly, can an inferential account deal with transfer of meaning, metonymy in particular, which is normally seen as requiring a purely associative, or mapping account? The interaction of linguistic clues, discourse context and pragmatic expectations will be explored in this respect to establish an inferential model of metonymy interpretation. Finally why is one metonymic expression chosen over an apparent equivalent literal one? As relevant studies in cognitive linguistics are mainly concerned with metonymic thinking, they say little about the function of metonymy in use. Obviously an adequate account of metonymy should be a lot more precise in capturing the variety of effects created by metonymy. The inspirations of my argument for metonymy understanding is mainly a qualitative one based on theoretical speculations, keeping the data collected both in hand and in mind. Most of source comes from recordings of genuine verbal exchanges, or of genuine written texts in Chinese.

Thomas Johnen, *"Ó doutor Mário Soares – Verehrter Herr Brandt". Forms and speech acts of address in German, Brazilian and European Portuguese*

German, Brazilian Portuguese, and European Portuguese differ considerably with respect to the forms of address and the realizations of the speech act of address.

Whereas the system of address pronouns in European Portuguese is highly differentiated, the Contemporary Standard German system of pronouns of address is basically reduced to a two level system (with some exceptions in regional colloquial German due to the influence of local dialects). The Brazilian Portuguese system is simplified in comparison to the European Portuguese system, but highly differentiated in comparison to the Standard German system. These differences are reflected in the realization forms of the speech act of address. In addition to this, the models of address forms (including titles) differ , for example, with respect to the possibilities of the use of the first name and the last name, of professional designations as titles or titles like *amigo* friend and the possibility to switch between forms of distance and proximity during a conversation without the need of meta-communication.

Based on an analysis of TV - discussions between politicians, talk-shows and service encounters from Brazil, Portugal and Germany, this paper aims to give an overview of the differences in the systems of forms of address in the two languages. It also analyzes the differences between the forms and functions of the realization of the speech act of address. The results will show that the Portuguese system(s) presents a great challenge to those people learning Portugese as a Foreign Language whose L1 has only a two level address system learning.

Rebekah Johnson, *Family Discourse and Identity: The Construction of Family Roles In Adult Children-Parent Interaction*

The purpose of this study was to examine family discourse among adult children and their parents, to determine whether the roles and identities displayed in the discourse differed from those exhibited in interaction in families with younger, stay-at-home children. Ochs and Taylor (2001) studied family interaction in families with young children and found that different family members tend to take on particular roles, in what they call a father knows best scenario: mothers often are Introducers of a topic, primarily asking the children to relate something to their fathers. The fathers then become evaluators or Problematizers, while the children are both the Protagonists of the stories they are being urged to tell and the Problematizees, or the ones being judged or evaluated.

In most studies of family interaction, only families with younger children who are living at home have been examined. The current study looks at a family that is similar to the one Ochs and Taylor (2001) studied a middle-class American family - but whose children are now adults and who are out of the nest already, as opposed to living at home. This study attempts to answer the following questions: 1) Do adult children take on the same roles as younger children when in the family setting with their parents? (2) Are the family roles constructed by parents the same when interacting with adult children, as compared to with younger children? (3) What frames exist in the family interactions? (4) Are all interactants aligned or are there conflicting frames within the family discourse?

In the current study, a typical middle-class American family, The Joneses, was audio and video recorded during Thanksgiving dinner conversations in November, 2005. The discourse was transcribed using a conversational analytical method of transcription and analyzed through the interactional sociolinguistics paradigm.

From the analysis of the discourse, many interesting results emerged, including the differing family roles demonstrated through the discourse, the conflicting frames between the adult children and the mother, and the new roles both of the parents construct through interaction with the adult children, which differ from those found by Ochs and Taylor (2001).

This paper concludes that the model of family discourse found by Ochs and Taylor (2001) may not be generalizeable to all families and that it does not consider families with children who no longer live at home. Ochs and Taylor conclude that family members co-construct specific interactional roles, but these roles are not consistent for the family with adult children in the data in this study. The significance of this study is that it looks at different roles parents take in discourse with adult children, a family configuration largely neglected in the literature. This opens up the dialog for further examination of family interaction among a variety of family groupings, through which we can gain a broader understanding of family discourse and the ways family roles are co-created and perpetuated through naturally-occurring spoken interaction.

Joerg Jost, *Securing uptake. A pragma rhetoric strategy of making texts comprehensible*

Nowadays linguistic research is dominated by Searles perspective on speech acts, whereas Austins (1975) theory seems to be quite forgotten. As a result, illocutionary acts are often understood as monologic, i.e. the addressee does not take part in constructing illocutionary meaning. In contrary to this, Austin argues for the illocutionary act being discursive. One of the effects illocutionary acts perform is securing of uptake. The addressees uptake influences illocutionary meaning. This is why Clark(2004) calls illocutionary acts participatory acts. Uptake can be described as a form of joint action of speaker and addressee performing illocutionary meaning (Clark 2004). This perspective integrates the addressee in the planning process of making comprehensible: It is, hence, interesting to focus on the speakers ability of strategically securing the addressees uptake. I argue for a pragma-rhetoric approach of making texts comprehensible. Rhetoric offers the theoretical framework and effective linguistic means (Kasher 1976), e.g. topos and metaphor. The pragmatic perspective on utterances marks illocutionary uptake being its starting-point. Focusing on the illocutionary act leads to conventionality and the standard use of linguistic expressions. The passage from illocutionary to perlocutionary act is organized by suitable conventional linguistic means on the basis of communal common ground (Clark 1992, 2004). Common ground is the precondition for the hearers/readers uptake and the speakers/writers illocutionary planning process for effectively securing uptake. I exemplify this pragma-rhetoric strategy by the rhetorical phenomena topos and metaphor. Their recourse to common knowledge which is organized in particular ways (Buss/Jost 2006) is the most important feature for making texts comprehensible.

Stéphane Jullien & Gabriele Muller-Blaser, *French pseudo-cleft and il y a-presentational cleft as interactional tools for maintaining the floor*

Our purpose in this presentation is to describe the way syntactic constructions are involved in the organization of conversations. Following the studies in interactional linguistics (Ochs, Schegloff and Thompson, 1996; Selting and Couper-Kuhlen, 2001), we consider that syntax, together with prosody (Auer, 2005), unfolds sequentially and thereby contribute to shaping and organizing turns-at-talk.
In this paper, we will study two syntactic constructions in French conversation, the pseudo-cleft (*ce qui est aussi un peu différent c''est l''organisation des examens*, "*what is a little bit different as well is the organization of the exams*") and the presentational *il y a*-cleft (*il y a un lapin qui sort, "there is a rabbit which goes out"*). Previous research has described these constructions as variations on the prototypical French word order SVO. Pseudo-cleft is generally considered as a syntactic tool which puts a given constituent into focus (Roubaud, 2000; Lambrecht, 2001). The presentational *il y a*-cleft construction is said to promote a brand-new referent as topic or, else, to present an event as focus in a whole-sentence focus structure (*il y a ta mère qui a appelé, "your mother called"*) (Lambrecht, 1988, 2001).
Despite the very different semantic and informational properties of these two constructions, we have chosen to study them together in this work due to the fact that, in our conversational data, both constructions are frequently involved in very similar turn organizations, typically in turns containing various "sentential units" which are formally quite loosely connected. Thus, the constructions we analyse seem to share common interactional functionalities, i.e. projecting and constructing complex activities and/or information and providing an expanded floor for the speaker.
The study of these constructions in natural occurring discourse and especially their interactional dimensions have been widely neglected so far (but see Kim, 1990; Müller, forthcoming). In our corpus of natural occurring adult and children discourse, we will study these syntactically defined constructions sequentially and we will demonstrate that they are in fact configurations at the intersection of syntax and sequential organization (Ford, 2001), composed of various constituents, most of which are not syntactically dependent on each other. According to our interpretation, the first part of the constructions projects that something is following and, by doing so, delays the end of the turn and possible speaker change. Furthermore we will show that this projection is not only based on syntactic and informational features, but also on prosody. Our analysis will question the notion of syntactic construction (Hopper, 2001), to which we prefer the notion of configuration as shaped sequentially by the discourse activity participants engage in (debate, story telling, list,…).

Ji-Young Jung, *Discourse Markers in Intercultural Conversation*

Generally, this study can be described as a pragmatic analysis of intercultural communication. Specifically, this study

explores how pragmatic meaning is produced by Korean speakers of English in everyday conversations, focusing on their culture-dependent use of discourse markers in interaction with a native speaker of English. The study seeks to answer the following research question: *how do speakers of different cultural backgrounds utilize discourse markers as maneuvers of relationship management in everyday conversation?*

Based on the assumption that pragmatics is the study language use in the context of society, I analyze the role of discourse markers in organizing spoken discourse, in terms of social interaction rather than textual coherence. Discourse markers do not typically carry only propositional meanings but also carry sociopragmatic meanings. In this light, they are a useful tool for us to engage in social interaction, conveying our affective, epistemic, and relational stance. (Undoubtedly, oftentimes, what really matters to interpersonal relationships with others is not *what* we say but *how* we say it.) The sociopragmatic conventions for these markers vary across cultures. With this in mind, I hold that the use of discourse markers is a central locus where language, society, and culture come together as a speaker creates pragmatic meaning.

A total of twelve dyadic conversations were analyzed. Each native-nonnative dyad consists of friends or acquaintances who know each other from school, work, or other areas of their daily lives. Therefore, the relationship between the participants in each dyad represents a naturally-formed relationship. The conversations were digital-recorded on various occasions in daily life such as lunch breaks at work, private get-togethers at school, restaurants, and participants residences. The entire recording produced approximately 10.5 hours of talk, all of which was then transcribed following the techniques of Conversation Analysis.

The close analyses of the transcriptions have revealed that discourse markers are indeed the oil which helps us perform the complex task of spontaneous speech production and interaction smoothly and efficiently (Crystal, 1988, p. 48). It is confirmed that everyday conversation is not at all trivial or diffuse, but crucial and systematic in maintaining and managing our social reality and social relationships. Interestingly, discourse markers seem to play a crucial role in achieving a sense of coherence in the world by providing us with proof of connection to other people (Tannen, 1984, p. 152). In short, through everyday conversations, we maintain and reinforce our relationships with others based on three principles: (1) to reveal ourselves, (2) to recognize the others, and (3) to connect ourselves to the others. Furthermore, as the use of discourse markers is governed by our cultural beliefs, speakers from different cultures show different uses of discourse markers. These cultural differences are manifest in speech act or communicative act performance (e.g., complementing, commiserating, refusing, arguing), establishment of alignment or non-alignment with others (e.g., agreeing, disagreeing), and turn-taking management (e.g., overlap, interruption, silence).

Kaoru Kanai Hayano, *Anaphorical agreement and repetitional agreement in Japanese conversation*

When a speaker makes an assessment about a subject in conversation, it makes it relevant for a next speaker to make a second assessment, which is perceived either as agreement or disagreement (Pomerantz 1984). While agreements tend to be regarded as a homogeneous action, epistemic stance conveyed in an agreement can vary in many ways. Heritage (2002) and Heritage & Raymond (2005), for example, argue that a speaker exhibits through linguistic resources a varied degree of epistemic independence regarding the subject of assessment. This study aims to identify another dimension of epistemic stance to which speakers are oriented in assessment sequences. It examines forms of agreements in Japanese conversation and demonstrates that their distributions reflect the fine distinction speakers make between two epistemic bases for their assessments.

Two major types of formulation of agreements in Japanese are focused: anaphorical agreements and repetitional agreements. Anaphorical agreements include an anaphoric demonstrative *sou* (that), which refers to some element(s) in the first assessment (e.g., *aa sou da yo ne* (oh thats true)). Repetitional agreements repeat the whole or a part of the first assessment (e.g., *ya da yo ne* (disgusting) in response to *ya da yo ne*). I analyze sequential environment in which each formulation is used in Japanese everyday conversation in the framework of conversation analysis, and discuss underlying motivation of their use.

It is observed in the data that the two formulations are contrastive in four aspects: 1) the type of the subject of assessment; 2) the agreements sequential position relative to the first assessment; 3) the speakers epistemic stance embodied by sentence-final forms; 4) type of talk that follows agreements.

Anaphorical agreements tend to be used when the subject of assessment is what has just been reported in the prior exchange. They tend to be prefaced by change-of-state tokens (Heritage 1984). The sentence-final forms of anaphorical agreements do not usually correspond to those of first assessments. They are likely to be followed by paraphrases of the first assessment that show the speakers understanding of it.

On the other hand, repetitional agreements are used when the subject of assessment is accessible to both speakers (e.g., common friend or common experience). They tend to be produced immediately following the first assessment without prefaces, and their sentence-final forms are almost always identical with the initial assessment. Following the repetitive agreements, the speaker often refers to past experience that would give support to his/her assessment.

These findings suggest that Japanese speakers use the two types of agreement formulations to distinguish different epistemic bases of their assessment; anaphoric agreements show that the speakers assessment is based on his/her interlocutors preceding talk, while repetitional agreements are based on the speakers own personal experience. In other words, when anaphoric agreements are used, interactants are engaged in ongoing process of assessing the subject, whereas repetitive agreements are used to address the accordance of assessment that interactants have held respectively.

Piljoo Kang & Amy Kyratzis, *The Development of Bilingual Children''s Code-Switching Functions in Early Caregiver-Child Communication*

Bilingual speakers use code-switching to give contextualization cues (Gumperz, 1982; Fantini, 1985; Zentella, 1995), to express certain social meanings (i.e. group identity) and rhetorical intentions (such as emphasis or clarification) just as monolinguals use gestures and prosodic patterns to signal similar features of discourse context (Ervin-Tripp & Reyes, 2005). Children of bilingual parents acquire such ability to use code-switching for various indexical functions early on in their linguistic development.

Recent studies of code-switching pay close attention to the sequential nature of conversational interactions and look for the meanings and the functions of code-switching as they are co-constructed by the conversational participants and emerge in the interaction (Auer, 1984,1998; Li, 1998). Studies using these approaches have yielded new insight into functions of code-switching previously unidentified, including negotiation for the language of interaction (Auer, 1998) and for indexing alignment between participants (Li, 1998; Alfonzetti, 1998).

However, most of the past code-switching studies have not dealt with very young children who are simultaneously acquiring two languages in the home setting. (Fantini, 1985 is an exception). The present study examined the naturally occurring interactions between two very young Korean-American children growing up in the U.S. and their caretakers. The children were videotaped from the time they were 1;8 to 4;9 years old, in their homes engaged in everyday activities with their mother and other family members.

Code-switching uses by the children and their mothers were examined when the children were 2;6, 3;6, and 4;6 years of age. At 2;6, while the mothers used both Korean and English quite freely, demonstrating and modeling the use of code-switching for various indexical uses, such as clarification, emphasis, quotation, and mode shift, the children used code-switching primarily for accommodation (Coupland, 1996), with children mirroring a switch just made by the mother to index affiliation with her.

At 3;6, as children became more fluent in both languages, their use of code-switching diversified for different functions, such as signaling a switch in addressee, clarification, emphasis, attention attraction, quasi-personalization, alignment, and negotiation for the language of interaction.

By 4;6, as the children became older, attended pre-school, and became influenced by older siblings attending school, their English began to develop at a faster rate than their Korean. One of the children seemed to lose most productive use of Korean but retained comprehensive use and used code-switching to index a shift away from the language the caregiver was selecting for the interaction (dis-alignment). The other child also used code-switching for dis-alignment, but was also able to use code-switching for broader range of functions, including all the above mentioned uses as well as signaling a change in the mode of speech.

As the childrens preference for English persisted, their caretakers used code-switching to signal their resolve on using Korean as the preferred language of interaction. The results suggest a progression in the development of code-switching functions as well as offering a longitudinal perspective which allow the study of code-switching uses to be situated within the broader context of childrens bilingual development.

Riina Kasterpalu, Olga Gerassimenko, Mare Koit, Andriela Rääbis & Krista Strandson, *Customers' direct and indirect requests in Estonian institutional calls: corpus analysis*

Our study is based on the Estonian dialogue corpus (EDiC, http://math.ut.ee/~koit/Dialoog/EDiC.html). Dialogue acts are annotated in EDiC using a typology which is based on Conversation Analysis. We differentiate questions and directives in our typology. The main difference is formal questions have special explicit form in Estonian (interrogatives, intonation, and specific word order) but directives do not have it. So, *Give me the phone of X* is a directive (a request expressed as a direct dialogue act) but *Could you give me the phone of X?* is a so-called open yes/no question (a request expressed as an indirect dialogue act a yes/no question which expects giving information). An argument for differentiating directives and questions is that refusal to perform a directive is harder for the addressee than to answer *no* to a question.

For this paper, 144 calls were selected from EDiC. We analyze the requests asked by customers in the beginning of the calls.

The requests can be divided into two groups: (1) information requests (a customer needs a certain information, e.g. a phone number), and (2) requests that expect an action by the addressee (to book a time to a doctor reception, to send a taxi). All the requests used in directory inquiries and calls to travel agencies belong to the group 1 (e.g *ma paluks filo''soofiateaduskonna ''dekanaadi ''numbrit.*[1] / *I would like to ask for dean office of the faculty of philosophy*.), and they belong mainly to the group 2 in calls to outpatients offices or ordering a taxi (*ma palun `taksot `Ringtee `kuuskend kaheksa `bee. / I ask for a taxi to Ringtee sixty eight B*). Still, actions are accompanied with giving information: the operator informs of her (un)ability to do an action, or that she has performed it (*jaa, takso tuleb teile / yes, a taxi comes to you*).

When and why a customer prefers an indirect request to a direct one? Anne Wichmann claims that the speaker uses a directive if he expects its fulfilling by the addresse. Asking a question, the speaker mitigates a directive. (Wichmann

2004: The intonation of please-requests: a corpus-based study. Journal of Pragmatics 36, 1521-1549.)

Our analysis confirms the first claim. In case of directory inquiries and calls to travel agencies, a customer uses a directive if (s)he is sure that the requested information can be given (*ma paluks filo"soofiateaduskonna "dekanaadi "numbrit. / I would like to ask for dean office of the faculty of philosophy*). In the same time, asking a question can mean that the speaker doubts in the ability of the addressee to fulfil the request (*.hh "oskate=te mulle "elda ee kus asub "firma "Aa "Pluss "Farma "Oo "/ can you tell me where the company Aa Pluss OYis located*; *kas te: `julude=aeg mingeid reise ka (.) teete. / do you organize some trips in Advent*). Still, using a question instead of a directive can sometimes be considered as a mitigation of a directive, a polite way to express a request, which is not related to speakers uncertainty (*kas te "oskaksite "elda mulle:: "Liinavei " Tartu : "kogumispunkti telefoni"numbrit. / would you be able to tell me the number of Liinavei Tartu gathering place*).

In calls to outpatients offices and for taxi, a customer asks a question if he needs information (in 3 and 1 dialogue(s), respectively). If he needs an action of the addressee then he typically uses a directive (in 13 and 17 dialogues). A customer asks a question only if he doubts whether the action can be performed (in 8 and 3 dialogues, respectively, e.g. a special taxi can be sent, or whether the doctor has a reception *khm kas saaks uroloogi jrjekorda panna? / would it be possible to be entered into a waiting-list of an urologist?*).

Our further aim is to implement a dialogue system which performs the role of an operator and automatically recognizes customers requests. After a request is recognized (as a directive or a question), a frame can be activated and its slots can be filled in, in order to generate an answer to a customer. We have found out some linguistics cues of requests in each analyzed types of dialogues, and have made up frames that can be used in calls to a travel agency, an outpatients office or ordering a taxi.

Megumi Kawate-Mierzejewska, *Thinking patters in L2 and sensitivity to taboo expressions*

This paper investigates to what extent both native speakers of Japanese (NJs) and native English speakers learning Japanese language (NEJs) are sensitive about the use of Japanese taboo expressions focusing on the differences between NJs and NEJs. In addition, the paper tried to investigate in what way thinking patters were developed in the L2 written discourse.

Participants of the study were approximately 90 native speakers of Japanese and 60 native speakers of American English studying at American and Japanese universities in and around Tokyo , Japan .

The other data were gathered by distributing the skit developed by a group of NEJs and a questionnaire consisting of questions such as What comments do you think NJs/NEs would make on this skit?, and Do you personally have any comments on this skit written in Japanese/English.

In analyzing the data, the skit (written discourse) was first analyzed to examine illogical thinking patterns and the use of taboo expressions. In analyzing the gathered data, all the comments were first divided into two categories, content and sensitivity. Each group was further divided into three different groups, positive, neutral, and negative. A non-parametric statistical test was used to discover the overall picture of sensitivity indicated by NJs and NEJs towards the use of the Japanese taboo-expressions. The data were also qualitatively analyzed to introduce participants voices on the issue.

The results indicated that NJs were sensitive about the use of Japanese taboo expressions whereas NEJs were not. Moreover, it appeared that (a) NEJs did not realize illogical thinking patterns in L2 and (b) American sense of humor did not transfer into the Japanese speaking community. The issue of teaching pragmatics will briefly be discussed as well.

Yi-Shan Ke, *Gender Differences Reflected in the Strategies of Requests*

The aim of the study is to investigate the gender differences reflected in the speech act of requests. There are twelve subjects, around 40 to 50 years old, participating the interviews. All of them are native speakers of Taiwanese, a Chinese dialect prevalently spoken in Taiwan. Seven conditions are created for the subjects: (1) asking for direction, (2) asking for waiting, (3) asking for no disturbing, (4) asking for lending, (5) asking for something to return back, (6) asking for handing in something in time, (7) asking for permission. The contents offered by the subjects are recorded and transcribed, describing the verbal interactions within some certain social context in self-retrospection.

The results show that the strategies favored by the male and female are different. The strategies used by the male are richer than the female, and changed accordingly with subtle relative social status between the interlocuters. It is shown that the male could hide their intention more diplomatically; while the female are not as sensitive to the context as the male. Comparatively speaking, the strategies used by the female are not as flexible and indirect as the male. Whether the differences are related to working experiences or innate styles are discussed. In addition, it is also shown in the data that the speaker tends to select the same sex for proposing requests, when it is not necessary to specify some certain addressee, for the sake of gaining more confidence in achieving ones purpose.

Elma Kerz, *Register and constructions: A case study of the use of resultative constructions in the language of advertising*

It goes without saying that language plays a crucial role in the process of commercial persuasion, particularly in the reasoning process by which potential consumers come to yield to advertisers messages. Verbal strategies employed by the copywriters, among other things, include the appropriate choice of constructions which contribute to the selling effectiveness of an advertisement. For this purpose, advertisements utilize a limited range of constructions in attempts to persuade potential consumers to buy a product.

Constructionist approaches adopt a broader notion of meaning, i.e. they strive to account for precise usage aspects of structural configurations. Despite this striving for integration of various dimensions such as register into linguistic investigation, relatively little attention has been paid to the role of these dimensions in constructionist analyses of linguistic configurations. These analyses have hitherto focused on semantic aspects of constructional meaning, thereby failing to consider pragmatic aspects such as register variation in the use of construction.

The major objective of the present study is to illustrate how certain constructions are put to special use in the register of the language of advertising by focusing on the use of so-called resultative constructions (RCs). In the language of advertising, we frequently encounter the partially lexically filled RCs, viz. constructions which may be schematically represented as:

(i) $NP_{Subject} V_{transitive} NP_{Direct Object} AP$,

whereby the V slot is most commonly filled by the verb *make* or the verb *leave* and the AP designates the state of the direct object entity which results from the use of the product designated by the NP1. Apart from occurring as APs, object complements in the constructions of the type in (i) can be syntactically realized by NP or a non-finite clause with a present participle (NFC [*ing*]).

The main pragmatic function resultative constructions serve in the language of advertising is that of highlighting a contextually important property of the advertised product or service. They are suggestive of the effectiveness of the product/service in question, as the following examples clearly illustrate:

1. Pantene Pro-Vs formula makes your hair more resilient against breakage, (Glamour, may 2005).
2. Its unique hydrazinc formula leaves your hair feeling soft and looking silky(Head & shoulders, Cosmopolitan, june   2006)
    The study is based on data taken from TIME magazine as well as from two womens magazines COSMPOLITAN & GLAMOUR.

To summarize, despite the fact that constructionist approaches stress the importance of considering communicative purposes when describing grammatical constructions, little work has been done in this direction. This paper underlines the importance of context in linguistic approaches that examine language in use, and explores how contextual features can be described within the constructionist approaches, i.e. what contextual factors are relevant and how they can be represented in grammatical construction, by focusing on the use of RCs in the language of advertising.

Sergey S. Khromov, *Pragmatics in cross-cultural communication in Russian*

One of the main false positions nowadays derives from the statement that our modern Russian language, mentality and culture are unique, united and remainalmostthe same since the times of Chekhov, Tolstoy and Dostoevskiy. But it is far from being right. I stick to the point that our modern Russian language, mentality and speech pragmatics reflect different competitive cultural and pragmatic tendencies and none of them can be called the right one and dominant. It turns out to be one of the main reasons for cross-cultural pragmatic failures in the process of communication.

Speech pragmatics in modern Russian is determined first of all by different types of cultural, ethnic, socal background and mentality
- Russian and English cross-cultural communication;
- "Old" and "new" Russian types of mentality and communicative behavour;
- " Provincal" and "capital" style of mentality and communicative behavour;
- European and Asian styles of cross-communication;
- Different styles of mentality and communication in different Russian groups and strata.

I consider one of the main problems in communicative pragmatics the question of seeking and finding understanding in the context of different strata communication through national mentality and cross-cultural behavour. In my report I would like to stress that language not only conveys the information and secure understanding between different members of social community and pragmatics turns out to be one of the key points here but language and pragmatics influence the personality behavour, its formation, development and social adaptation. Thus the language due to its pragmatic function acts as not only linguistic but social and economic phenomenon determining and reflecting to some extent social processes in the society.

I would like to consider some speech parameters in modern Russian reflecting different pragmatic intensions: modern Russian intonation and prosody; English borrowings and their role; Russian speech etiquette; paralinguistic parameters; distance of communication; forbidden and agreed topics of communication.

The research is based on the data obtained by linguistic department of Moscow State University for economics, statistics and information and personal data collected through myNationalRussianRadio broadcasting activity conductedas the author and the speaker of the Russian language program on the "Radio Rossiya".

Myung-Hee Kim, *The Development of Interrogatives as Discourse Markers*

This study aims to give a diachronic and synchronic account of the development of interrogatives as discourse markers in Korean, as in the English-translated examples (1)-(2):

(1) Now, *what*, *where*, can we call it a business?

(2) If we think of a newly-wed couple, *why*, pink, *what*, something that this, *why*, we think about a lot, right?

Based on 679 modern Korean spoken corpora, which amounts to about 6 million words, including TV or radio programs, lectures, every-day conversations and so on, the present study will attempt to provide a unified account of the grammaticalization and discourse functions of all six interrogatives*nwugwu* who, *mwue* what, *we* why, *edi* where, *ence* when, and *mwusun* which. Three main goals of this paper are: (a) to examine the functions of interrogatives as discourse markers found in the modern spoken Korean, (b) to attempt to explain the cause and developmental path by which interrogatives become discourse markers, and lastly (c) explain the phenomenon from a cross-linguistic perspective.

Based on the historical evidence, it will be shown that interrogatives in Korean started to have divergent meanings in the late 18th century, and that there was an intermediate stage where the interrogatives were first used in indirect questions before they began to be used as indefinites. It is shown, furthermore, that the development as discourse markers follows very shortly historically.

Of the interrogatives used as discourse markers, this paper specifically examines *mwe* "what" and *way* "why", and *mwusun* which. It will be claimed that *mwe*, is a speaker-oriented subjective marker, indicating the speakers lack of commitment whereas *way* is a hearer- oriented intersubjective marker, asking for the hearers confirmation. On the other hand, *mwusun* marks "approximation" or "underestimation" as a discourse marker in contemporary Korean.

This study will suggest that interrogatives have acquired new discourse functions over time as the speakers desire to express their attitudes toward the on-going discourse. That is, their grammaticalization process can be explained in terms of the historical changes from the propositional to subjective to intersubjective meanings.

Keumsil Kim Yoon, *Conceptual Variation in Harmony: East Asian and North American Encounters*

It has been viewed that language is a symbolic guide to culture, and vocabulary is a very sensitive index of the culture of a people. That is, there is a very close link between the life of a society and the lexicon of the language spoken by it. However, the link is not always obvious, and often creates confusions. For example, one would argue that certain words such as *harmony* (encoded in Chinese *he*, Japanese *wa*, Korean *wha*) have a global meaning which suggests that all human beings want an agreement of feelings, ideas, or actions, that they desire to get along well together, and seek out orderly/pleasing arrangement of parts. Nevertheless, it has been observed that, while North-Americans tend to feel out the positions of their interlocutors by expressing their views and try to seek a common ground for establishing agreement, East Asians tend to aim at sameness by not expressing their own view if it conflicts with the opinions of others. The aforementioned global meaning of harmony and the above observation of the difference in verbal behavior suggest that every language/culture has developed certain mechanisms to signal that speakers are attempting to aim at harmony, yet these mechanisms operate in different ways.

This paper deals with conceptual variation in harmony with a view toward expanding our understanding of differences and similarities in verbal and behavioral patterns among East Asians and between East Asians and Americans. Most of the copious literature on the concept of harmony has come from East Asian philosophers of various sorts and cultural linguistic anthropologists in recent years. However, what is lacking in the previous studies is an analysis of key cultural words related to harmony undertaken from a cross-linguistic, cross-semantic perspective. This paper aims to demonstrate that an analysis of this kind would be able to reveal, in a rigorous and methodical ways, the similarities and differences in conceptualizing harmony in different languages and cultures

The paper consists of three parts. It first involves an establishment of key conceptual words which reflect the core values of each culture; this is based on the responses of a questionnaire on key words used by native speakers of Chinese, Japanese, Korean and English. Proverbs and titles of culture-related books and popular songs are examined to ascertain that the key words reflect each respected culture. Next, the paper analyses the key words in terms of shared/non-shared semantic features. This analysis leads to construct a semantic web of interpersonal relationships, a key element of *harmony*. Through the semantic web, the paper discusses how the conception of harmony arises differently in the mind of East Asians and North Americans, and how their conceptions are peculiar to each other. Finally, the paper proposes a hybrid concept of harmony to enhance our cross-cultural understanding

Sachiko Kitazume, *A Historical study of English and Japanese verbal systems*

A historical study of English and Japanese verbal systems This paper presents a cognitive study of English and Japanese verbs. English and Japanese verbs have distinctive characteristics especially in transitive and intransitive verb forms. English verbs are characterized as having the same morphological forms both in transitive and intransitive verbs. This led to the two approaches to the basic forms of middles and ergatives: transitive-base approach which advocates that intransitives are derived from corresponding transitives (Keyser and Roeper/1984) and intransitive-base approach which proposes that transitives are derived from corresponding intransitives (Jackendoff/1972, 1990). In contrast to these unidirectional arguments, Kitazume (1996) presented a bidirectional approach by looking to historical evidence. I suggested a hypothesis that the more cognitively salient form will always be first to appear in the language and it gives

rise to the derived form. By enumerating the verbs according to the time of entry into the language, as recorded in the Oxford English Dictionary, I have shown the original usages and derived usages of a wide range of English verbs. By listing the verbs based on the time difference in entry between the original usages and derived usages, I have clarified the transitivity and intransitivity of a wide range of English verbs. Japanese, on the other hand, shows clearly different characteristics from English. Japanese verbs, in general, have morphologically distinctive transitive and intransitive forms and there are several patterns of transitive/intransitive pairs as Shibatani (1990), Jacobson (1992) and Suga (2000) argued. However, the relations between these patterns and transitivity or intransitivity have not been made clear. In an attempt to clarify the relations between morphological forms and meanings of Japanese verbs, I look into historical evidence in the same way as I did with English verbs. By listing Japanese verbs based on the time difference between the entry of original usages and derived usages, as recorded in the Japanese Language Dictionary by Shogakukan Publishing Company, I will clarify the relations between the morphological patterns and transitivity and intransitivity of a wide range of Japanese verbs. The historical study of English and Japanese verbs finds quite a similarity between the two verbal systems. Ergatives can be classified into three kinds: transitive-base ergatives, typical ergatives and intransitive ergatives. Verbs are distributed on a line as a continuum from pure transitives to pure intransitives with typical ergatives in the center. The historical evidence has given us a metric for judging the relative cognitive salience of corresponding transitive and intransitive form of both English and Japanese verbs.

Yuriko K. Kite, Judy Noguchi, Kiyomi Okamoto & Kaori Sugiura, *Novice and Experts' Discursive Practice at an Engineering Conference: Question and Answer sessions*

This paper attempts to address the areas which are studied very little in the area of English for Academic/Specific Purpose (ESAP) researches: spoken discourse and interactions. First, in the filed of ESAP much of the studies have focused on forms of written discourse. Knowing what types of lexis, for example, are used in research papers is helpful. But what is crucial is oral presentations of papers at a conference, since they require on-site performance. The more serious challenges are, however, not on presentation part, but on question and answer sessions. How these sessions can or cannot be managed seems essential, since they are unrehearsed and unpredictable. This is more relevant for novice engineers, as they often are also beginning language-users of English. Second, the ESAP studies so far looked at the both written and spoken (if available) discourse from static view: either the presence or absence of a particular feature. This is important information, but this tells us very little of how engineers, for example, are actually conducting an academic discussions. We do not seem to know much how the academic discussion (question and response) sessions are formulated by both experts and novices (and/or NNSs of English). Therefore, this paper is an attempt to answer the question what interactional competence novice and expert engineers display. Data come from an archive of spoken discourse: 44 paper presentations at one international conference held in Japan on heat transfer phenomena. The conference language was English, though almost all the participants were NNSs from Asia, Eastern Europe and North America. The question and answer sessions were extracted from the data and are transcribed. They will be analyzed under the framework of discursive recourses suggested by Young and his colleagues: selection of acts, the register of the practice, strategies for taking turns, management of topics, participation framework, and boundary construction. How novice and expert engineers contrast their interacctional competence will be discussed along with the implications of training NNSs engineers.

Eliza Kitis, *Emotions as discursive constructs: The case of 'fear'*

One major focus of Wierzbickas work in semantics has been the organization of knowledge domains in the human mind and their lexicalization in specific languages. More specifically, she set up a kind of presumably universal semantic alphabet consisting of indefinable primitives (the atoms of human thought), various configurations of which yield sets of words in specific languages.
In this paper, I concentrate on some emotion terms and try to demonstrate that Wierzbickas account may go some way towards constructing a NSM, but it leaves off exactly where language takes over, i.e., when language is put to use. I show that emotion terms have a multifunctionality in discourse, which remains unaccounted for in Wierzbickas theory. Emotions in this perspective can be seen as discursive constructs reflecting institutionalized evolutionary processes. Moreover, Wierzbicka does not provide an account of the grounds on which certain emotion terms have developed a generalized interactional functionality in mundane speech situations, while other terms retain almost unaltered their specific uses. In effect, this paper presents evidence for the need to merge the cognitive with the functional aspects of language and raises questions and problems that such a merging incurs.
More specifically, this study focuses on two predicates traditionally regarded as signifying emotion: The English *fear* and *(be) afraid*, on one hand and their Modern Greek (MG) translational equivalents *fovame*. I compare their functions in present day English and MG, as well as their evolutionary stages, and it is shown that they have followed parallel courses. My objective is to demonstrate that processes of grammaticalization and desemanticization have contributed to the extension of their originally propositional meanings from the spatial domain to that of emotions. But I further demonstrate that these predicates are also used metonymically in the domain of speech acts. My findings corroborate Traugott and Dashers (1987) claim that thought (and I would add, emotion, too) and speech need to be distinguished from the metalinguistic and metacognitive terms that lexicalize them. My evidence, not only shows that the leakage

from source domains of space and motion to domains of emotion needs to be extended to the domain of action (speech acts) as well, but it also specifies Vendlers (1972) unqualified affinity between thought verbs and speech act verbs. In short,I show that emotions are re-constituted as discursive constructs.

Celia Kitzinger & Jenny Mandelbaum, *"Specialist terms" and preference organization in word selection in talk-in-interaction*

In designing turns at talk, speakers attend to a variety of considerations. Features of turn design, in particular features of their mis-design may have both sequential and interactional consequences. In this study, we examine how, in managing one feature of turn design, word selection, speakers show orientation to two preferences: (1) a preference for selecting words a recipient can understand, and (2) a preference for using proper names for the objects, actions, categories, etc., to which they are referring. Commonly though, these two preferences are not concurrently satisfiable. That is, in selecting a term a recipient can understand, the speaker may need to use a term other than the proper term, while in using the proper term, a speaker may select a term the interlocutor does not understand. This paper first demonstrates the two preferences, showing how turns are designed in a way that shows an orientation to them. Second, we examine the sequential and interactional consequences of getting it wrong. We show that underestimating an interlocutors ability to understand (e.g., by using a non-specialist gloss, such as baby doctor for pediatrician, or tummy for abdomen) may, for instance, enact condescension, while overestimating the accessibility of a term (such as Pomeranian, kwanzaa, cephalic, preference arms, terracotta, or kiln) may result in talking over the interlocutors head. Both cases of mis-design often result in repair initiation. Reference selection choices of this kind clearly have interactional consequences, since over- or under-estimating the extent to which a given reference term is accessible to the interlocutor constitutes a display of the extent to which co-interactants share the same world of knowledge. After laying out the two preferences, the paper describes the sequential and interactional consequences of missteps in this feature of turn design

Naomi Knight, *Construing Imagination in Humour: Interpreting the pragmatic purposes of imagined humour sequences in conversation among friends*

A common feature of conversational humour, particularly among friends, is the co-construal of involved and imagined scenarios. These construed sequences are context-dependent, and rely on shared knowledge between participants of the situation, social norms, and interpersonal relationships. Imagined humorous constructions of this type are rarely focused upon in linguistic research, though they have pragmatic orientations. In terms of the collection of conversational data, the role of the audio recording device and of the analyst are shown to be significant: humour is often construed in regards to proposed actions involving the recording itself, and the analysts role as an insider to the humour is shown to be fundamental, despite the observers paradox (Labov 1970:47), as indirect meanings proliferate among friends. From the perspective of Grices (1989) conversational implicatures, and building on Hays (1995, 2001) definition of fantasy humour, this paper examines this underdeveloped type of imagined humour sequences among friends, and addresses the issue of the insider-analyst in the collection and interpretation of conversational humour.
Naturally-occurring casual conversations among close friends including myself were audio recorded in Canada and abroad through the span of one full year, totaling about 12 hours of data. The participants included Canadian university students and graduates from the ages of 20-30, and most of the conversations were mixed-gendered. With regard to acts of flouting of maxims for humorous purposes, conversational implicatures were conveyed in two forms: scenarios or proposals. While Hay defines only one type as fantasy humour which works to construct imaginary scenarios or events (1995: 68), this paper divides instances of scenarios or proposals along a scale from realis to irrealis, as participants are shown to construct more or less realistic sequences that often developed towards one end of the scale for a particular purpose. The analysis identifies three distinct pragmatic purposes: to make an assertion or proposal, to devalue anothers assertion, or to simply share notions of im/possibility. Solidarity is built by creating imagined humour sequences to equalize relations, and also to share values in relation to the humorous situation that they project as a team (Goffman 1972).Imagined humour is thus exhibited as a highly specific and important methodfor conveying values and maintaining cohesion between friends.Insider knowledge of the researcher-participant (Schiffrin 1987, Eggins 1990) also develops a contextually richer explanation of the data, exposing the dependence of imagined humour on the surrounding environment. Especially in friendship groups, where meanings can be highly implicit, the pragmatic purposes of imagined humorous constructions are interpretable most effectively by one who is in on the joke.

Cleopatra Kontoulis, *Malpractice Suits 'Equalise' Power Relations*

Political Correctness employs restrictions in both behaviour and language use to ward off any breaches in public decency and linguistic decorum. This paper uses the term rather loosely, not to refer to the discourse practice used from the top-down to redress unequal power relations and discrimination, but to focus on the changing nature of social psychological issues, such as the weighing in of individual worth and outspokenness, which allow certain groups, possibly disenfranchised until now, to use the term and the conditions arising thereof in a bottom-up approach. Political Correctness is then used as a power tool by citizens that empower themselves not by discrediting the term but by

exploiting the aura that emanates from its applicability. We contend that discursive practices such as Political Correctness are appropriated by one such group, namely medical patients, as evidenced in the growing number of malpractice suits filed against doctors in Greece . This negotiation of the medical establishment is part of the generalised social practice of critiquing all social institutions and practices that has descended upon recent Greek culture. The control exerted by doctors towards patients has been well documented (Mishler 1984; Fisher and Todd 1986; Wodak 1997), but in this paper I will present how, in fact, patients have toppled the system and seek retribution for malpractice. Statistical records from the Thessaloniki Bar Association and the Thessaloniki Medical Association attest to the rise in the number of malpractice suits filed against doctors, supporting the claim that the discourse practice of complaints is used to exercise control. Both local parameters and more generalised discursive practices are at play in this commodification of medical discourse. The presentation will discuss the statistical data collected from the afore-mentioned associations along with the texts (suits) themselves and compare them to past records. The clear conclusions drawn from the data attest to the reversal of power relations in the specific domain of discourse practices.

Bettina Kraft & Ronald Geluykens, *The Role of Cognition and Emotion in Conflictual Service Encounters*

This paper investigates the more subtle mechanisms at work in conflictual service encounters. A corpus of naturally-occurring service encounter interactions will be investigated from a cognitive-pragmatic (Hayashi, 1999; Kescskes, 2000; Moeschler, 2004) point of view, taking the situational context, the participants expectations, and the power relationships into account. The analysis will put special emphasis on the role of cognition and emotion and their respective influence on the interlocutors behaviour.
Emotion (Lazarus, 1991; LeDoux, 1998) in particular is a factor which influences peoples speech behaviour in subtle ways which often go unnoticed. Emotions such as anger or disappointment can lead people to use more confrontational language than they might do if they were merely guided by rational considerations. Such negative emotions tend to make speakers disregard their interlocutors face wants, but more importantly, they influence peoples intonation, their speech volume, and their body language, frequently without the interlocutors being aware of this. The participants goal orientation (solving the conflict to their satisfaction) is thus often compromised by the influence negative emotions have on their speech behaviour.
This paper will discuss a number of interactions where the expression and reception of negative emotion aggravated the conflict and the interactants perception of each other. It will show that people tend to think that the bulk of linguistic interaction lies in the content of their utterances, thereby disregarding the important role of intonation and body language, especially in conflict situations.

Barbara Kryk-Kastovsky, *Power in early modern English courtroom discourse*

The paper addresses the issue of power as exercised by the interrogators on the interrogated in the Early Modern English courtroom. Texts of several court trial records dating from Early Modern England will be examined for the occurrence of the strategies of exercising power employed by the Lord Chief Justice, the counsel, and other participants of the trial when they interrogated the witnesses and the accused. A few levels of linguistic analysis will be examined for the occurrence of the exponents of power. As regards lexicon, I will look for the specific vocabulary which creates and constantly emphasizes the social distance between the interrogators and the interrogated. My hypothesis is that the vocabulary items will include not only what I call "overt" exponents of power, such as supercilious and/or impolite expressions used to intimidate the interrogated, but also "covert" ones, like an ironic use of politeness markers, e.g. *prithee*, or forms of address, e.g. *Good Woman*. Moreover, it will be investigated to what extent power can be reflected in the syntactic form of the utterances used by the participants of the trial proceedings, especially in the form of the questions asked by the interrogators. For example, rhetorical or leading questions are goal-driven in that they are structured so as to force the interrogated to confess. Finally, many (socio-)pragmatic devices contribute to the demonstration of power. Thus, specific (combinations of) speech acts, e.g. covert orders disguised as overt requests, express an action performed by the interrogator in his pursuit to force the interrogated to confess. Deictic expressions (especially place and time deictics) are used by the interrogators in order to adequately determine the spatio-temporal location of the events pertinent to the investigated case. Finally, courtroom discourse is permeated by various inferencing strategies, which can reveal the presuppositions often contained in the statements and/or questions used by the interrogators (e.g. *Have you stopped beating your wife?*). Similarly, the inferencing processes going on in the courtroom help generate the implicatures implicit in the discourse between the two parties on the opposite side of the bar.
The above-mentioned realizations of the notion of power in Early Modern English courtroom discourse will be analysed both qualitatively and quantitatively. Thus, the discussion of the socio-historical background of the period under study will include the social positions of the interrogators and the interrogated and their mutual relationships in terms of their social roles. Finally, the quantitative analysis will reveal the frequency of occurrence of particular exponents of power, which might elucidate the role of the power factor in the functioning of the Early Modern English society in general and the Early Modern English courts in particular

Mai Kuha & Elizabeth M. Riddle, *The co-construction of solidarity among strangers through intimate style in apologies*

Apology research has focused on two main types: personal apologies for private events (e.g. Holmes 1990, Mojica 2004), and institutional apologies for public events (e.g. Zhang 2003). We have previously reported on an important new type: personal apologies for a public event. Thousands of Americans posted personal apologies for George W. Bushs win in the 2004 U.S. presidential election at sorryeverybody.com, eliciting responses from around the world. We examined a corpus of over a thousand naturally occurring apologies on this website, all on the same topic, and with rich demographic information on the posters. While a range of formality was attested, typically the apologies made use of the kind of relatively informal register that might be expected in interaction among complete strangers: 1. Sorry to the rest of Planet Earth from the other 42% of South Carolina we really did try This presentation examines an interesting departure from this norm: apologies framed as messages to close friends. Some posters even included photos of their children or dogs. 2. Sorry everybody. Half of us are still cool and like that "liberty" thing Wanna go get a beer sometime? Frodo 3. Im wicked sorry. Ill make you all cookies! [illegible] XOXO 4. Dear World, Our bad. We"re REALLY sorry. PS - can we crash at your place? love... We argue that the intimate tone in these apologies is a strategy to achieve image repair and minimize the gravity of the offense by separating the self as friend from officialdom as foe and undercutting potential criticism through personal appeal from a vulnerable party. Notably, this strategy was evidently recognized by a number of responders from around the world, who exploited the same intimate register. 5. Dear America, Please get well soon. love, Canada PS If you"re feeling sad, come visit. 6. Don"t worry guys / My Grandad has a big house. You can live there for 4 years. Still love you / from the UK 7. Invitation Free Food and Drinks for the 49% who voted for Kerry. Anke & Oli, Berlin, Germany 8. India is very sorry too...In fact y"all can just come shack up with us for four years... Some of the responses even led to third turns, maintaining the intimate tone and references to symbolic offers of food and shelter. 9. "Dear World - While I greatly (GREATLY) appreciate the offer to crash on your floor for the next 4 years, I must decline. I have to be here if I"m going to help fix this mess. Thank you - I"m so sorry. [heart picture] Jesse"

Chi-hsien Kuo, *Are conditionals topics? An analysis on Mandarin conditionals*

This study investigates John Haimans claim conditionals are topics (1978) by examining conditionals in Mandarin. Haimans claim has been examined by many linguists from different perspectives (Akatsuka 1986, Schiffrin 1992, Sweetser 1990). Besides NP, topics can be realized or coded at different linguistic levels such as proposition and a stretch of text. This study proposes an approach that starts from the NP level to examine the claim by usingMandarin conditionals collectedfrom TV talk shows. This study further suggests that t he information status of NPs in conditionals is closely related to the discourse functions of conditionals, i.e. repeating, presenting the opposite, broadening, narrowing down, and polite directives.
Data of this analysis are derived from four TV talk shows recorded in Taiwan. Speakers in every show include a host and three to four guests whom are invited to discuss various current social and political events. For this study, I propose that the status of NPs in a clause is one of the main representations of the status of a clause. Therefore, t he information status of the NPs in conditionals is first assigned based on Princes discourse model (1992). Then the status of conditional clauses is subsequently assigned according to the status of the NPs. Finally, the functions of the conditionals are assigned according to their roles in the organization of discourse.
In terms of the status of NPs in conditional clauses, the results show that the information status of the majority of NPs, including subjects and non-subjects, tend to be old. T he conditionals with old status NPs are frequently used to repeat earlier claims. Conditionals that have at least one new status NP are more frequently used to serve the function of broadening an earlier claim. The comparatively large number of conditionals containing old information status NPs can be contributed to the major basic functions of conditionals of assuming and contrasting what is said in the previous discourse. Conditionals with new information status NPs thus are less likely to be used in these situations.
This study demonstrates that conditionals are topics when various aspects of communication are taken into consideration. The significant correlation between the information status of conditionals and discourse functions suggests that functions play an important role in the structuring of information in discourse.

Judy Kupersmitt & Lior Lacks, *Strategies of Compensation for "Missing" Categories in L1 and L2*

The study considers what strategies speaker-writers use in order to compensate for the lack of grammaticized categories in comparable texts written by speaker-writers of two Semitic languages: Hebrew and (Modern Standard) Arabic. For this purpose, we analyze film-based narrative and expository texts written in Hebrew by native speakers of Hebrew and of Arabic, as closely related languages that differ, inter alia, in the linguistic constructions available for expression of predicative content. Such content can be realized in discourse by means of tensed or non-tensed verb forms (gerunds, participles, infinitives) as well as by nominalizations (e.g., Hebrew infinitive *litsor* to-create / *yetsira* creation). Focus is on such categories, as intermediate between nouns and verbs. Texts are compared by quantitative distributions of target forms as well as by analysis of the temporal and textual functions performed by non-tensed forms in narratives and

expository discussions as two contrasting types of monologic discourse.

Preliminary analyses lead us to expect that both populations will rely on non-finite verb forms less than in a language like English or Spanish, but will preferto use verb-based nominalizations for typological reasons. Both Hebrew and Arabic lack a productive system of nonfinite forms. Hebrew gerunds, for instance, are highly marked and rare in usage and Arabic lacks a grammatical category corresponding to the infinitive of Hebrew and of European languages. From a cross-genre perspective, expository discourse will rely far more on nominalized forms than narratives in both populations. Qualitatively, we expect to find cross-linguistic and cross-genre differences at various levels of text construction. In clause-internal constructions, Hebrew speaker-writers will rely quite heavily on infinitives as complements of modal and aspectual verbs (e.g., *yaxol litsor* can to-create, *himshix litsor* continued to create), whereas Arabic speakers will alternate between infinitives and nominalized verbs in these contexts. At the inter-clause level, target forms will differ markedly in the two groups: Native Hebrew speaker-writers will alternate between infinitives, participials, and nominalized forms, whereas Arabic speaker-writers will rely mainly on imperfective or participial as well as nominalized forms. Moreover, both the temporal and discourse functions performed by these forms will differ by genre in both populations. In narrative texts, nonfinite forms such as participles will serve to express temporally unbounded attendant circumstances, e.g., *hu nitqal be-kama avanim noflot alav* he bumped into several stones falling on him. In contrast, in expository texts, participles as well as nominalizations will serve descriptive or elaborative functions, e.g., *anashim boxarim livroaxmi-beayot al ydey isuk bi-dvarim axerim* people choose to-escapefrom problems by occupation with-other things

Findings of these analyses from different text types suggest non-obvious differences in the favored forms of expression of predicative content in narrative compared with expository discourse by speaker-writers of closely related languages. By shedding light on strategies adopted by advanced learners of a second language with near-native command in the course of text construction, our study points to interesting avenues for further corpus-based research in Semitic languages and to applications for language pedagogy directed at both more and less advanced learners.

Salla Kurhila, *Children"s corrections in interaction in multiethnic kindergartens – talking linguistic identities into being*

In this paper, I will investigate instances where a child corrects another child"s turn in kindergarten interaction. In particular, I will focus on linguistic corrections, i.e. I will investigate instances where one child replaces or challenges a linguistic element in the other child"s turn. The database consists of 25 hours of videotaped naturally-occurring interaction in two kindergartens in Helsinki , where many of the children come from ethnic and linguistic minorities. Because of their varying linguistic backgrounds, children"s language skills in Finnish vary considerably.

Instances of other-correction are fairly easily found in the data. "Who knows what about what" is constantly discussed when the children construct their epistemic authority and their position in the kindergarten community (cf. Goodwin & Goodwin 1987). Through correcting each other"s turns, the children display their own knowledge of the correctable issues. However, the children do not usually pay attention to the linguistic construction of the turns; rather than correcting how something is said they correct what is said in the turn.

By using conversation analysis as a method, I will explore a collection of children"s other-corrections and discuss the characteristic features in their linguistic construction and sequential environment. Generally the corrections are i) straightforward rejections or replacements, not modulated e.g. with particles or modal elements, and ii) not accepted by the recipient, which leads to negotiation (i.e. competition) about the epistemic authority. However, in the (rare) cases when the correction is targeted at linguistic details, the sequence is constructed differently. The analysis demonstrates that the monolingual children use other-correction as a means to assign membership (as a second language speaker) to the multilingual children in kindergarten interaction. Moreover, linguistic-ethnic membership seems to be a resource that can be activated through correction even in cases where no deficiencies have occurred in the turn-to-be-corrected.

Satomi Kuroshima, *Just Another Kind: Sequential organization of ordering activity revisited – Trust and Affiliation in a Japanese sushi restaurant*

Talk in service encounters has proved to be an interesting locus to analyze and to see how pragmatic knowledge is normatively at work in some institutional context (Merrit, 1976; Levinson, 1992; Bailey, 1999). This paper will demonstrate how trust in an ordinary and pragmatic sense is practiced as a social action at a service encounter in a Japanese sushi restaurant in US. Drawing conversation analysis (CA) as its methodological framework, the paper aims to give an ethnomethodological account for how people do being a regular or a non-regular customer when they engage in sushi ordering. Three different types of sequences of ordering activity are categorized as (a) canonical, (b) truncated, and (c) expanded. Canonical sequences consist of four parts: [request for item] [receipt of order/request for confirmation] [confirmation] [acknowledgement]. Truncated sequences involve omission of one or more of these component parts. Finally, expanded sequences result from the addition of Insertion sequences (Terasaki, 2004). The development of the three sequence types is discussed in terms of a generic tension between progressivity and intersubjectivity in the organization of action. An orientation toward nextness within an ordering sequence can allow the participants to truncate the sequence so as to show their understanding of prior turn will be addressed as the analytical

import of this paper. The paper further proceeds to discuss how a truncated sequence is a way of orderly trusting each other which denotes doing being an affiliated party to the institutional category of regular in an ordinary manner. Interactional trust is thus manifested through the minimizing of explicit understandings and truncation of sequence structure, expediting an order"s completion.

Dennis Kurzon, *"To be silent" / "To be silent about": Time and Metaphor in a Typology of Silence*

A possible typology of silence in social interaction would classify silence into four categories: (1) conversational silence the type of silence usually discussed within the field of pragmatics when an addressee is intentionally or unintentionally silent; (2) textual silence, when a person or a group of people is silent while reading or reciting a text; (3) situational silence, in which a group of people is silent but they do not read either a text or any particular text; and (4) thematic silence, in which a person is silent about a particular topic.

The major differences between the first three and the fourth type are (1) the time factor and (2) the literal meaning of silence in the first three types and the metaphorical use of the word silence in thematic silence. The length of conversational, textual and situational silences may be timed a second or part of one, a minute, an hour, and even longer. The length of the silence may correspond to the length of the utterance that was not said aloud.

Thematic silence, on the other hand, cannot be timed, for silence, in the sense of the other types of silence, does not take place. The term silence in this case is used metaphorically. There is no actual silence when a speaker does not speak about a certain topic (or theme). The use of the term silence in this type of silence seems to suggest an extension of the transitive verb *to silence* when we speak of a person or a group of people *silencing* other people or groups of people, e.g. women, minority groups. This has been extended to the phenomenon that these groups are not only silenced; they are not talked about, either. One is silenced in speaking about them. For example, an individual human being male or female may be referred to as *he*, a pronoun that ignores half of the population. So, from the literal meaning of *silence* as no noise/no speech we have the metaphorical meaning of silence as NO MENTION OF TOPIC.

The first three types of silence and the fourth thematic silence may also be linguistically differentiated in that an instance of silence proper may be adequately expressed in utterances such as s/he is silent, the group/crowd/audience is silent, while the fourth type may be exemplified in an utterance such as s/he is silent about *x*. Further doubts concerning the status of thematic silence emerge from the fact that whereas *silence* or *silent* may function literally and metaphorically in some languages, including English, the equivalent word for *silence* or *silent* in other languages is not used when referring to this type of silence.

The paper will focus on whether the metaphorical use of the word *silence* justifies the inclusion of thematic silence within a typology of silence in social interaction.

Ron Kuzar, *The Verb RETURN in the Palestinian Discourse of the Right of Return*

The past two decades have seen an awakening of the discourse on the *Right of Return* (RoR) of the Palestinians. In my presentation I will show how in the discourse of the RoR, the polysemy of the verb *return* is exploited and integrated into broader discursive strategies.

The semantics of the verb *return* may be described as a prototype-based category (Lakoff 1987). The core contains the presupposition [P was in L] (where P=person, L=location) and the assertion [P is going to L]. Modifications of the core meaning consist of (a) extensions, (b) additions, and (c) shifts in the presupposition and assertion structures. (a) A durational *extension* of the stay in L (*belive*) (where =*becomes*) will result in the presupposition [P used to live in L] and the assertion [P is going to L to live there]. (b) An *addition* of ethical judgment to the return may culminate in the added presupposition [P left L under coercion] and the added assertion [P feels that by returning, P rectifies injustice]. (c) A *shift* (LDL) (where DL= different location) is expressed in the added presupposition [P names DL L] and the modification of the assertion to [P is going to DL]. Other expansions, additions, and shifts will be discussed.

Salman Abu-Sittas book (2001, and other texts) will serve as a starting point. Here is a short example of analysis: by essentializing the Palestinian people as a nation of farmers for centuries, and by using *return* to indicate the immigration of the descendants of the Palestinian farmers (Pdescendants of P) to the exact location of residence and farming, the return is rendered unproblematic. I will discuss other discursive means used to propagate a similar view of the RoR.

I will then show how in other Palestinian texts, which exhibit a pragmatic approach to the resolution of the PalestinianIsraeli conflict (e.g Roundtable 2002), other aspects of the polysemy of *return* are used, such as the extension of L to the symbolic container of L (Lcontainer of L), so that a specific village as the target of return transforms into the future State of Palestine. By doing so, these authors can both adhere to the RoR and offer a solution which is deemed feasible and acceptable by Israelis believing in the two state solution. The two viewpoints will be further exemplified in texts such as Ginat & Perkins eds. (2001), Aruri ed. (2001), Qumsiyeh (2004), Lesch & Lustick eds. (2005).

In conclusion: The polysemy of the verb *return* allows it to enter complex discursive mechanisms, thereby lending itself to conflicting readings of the term RoR

Silva Ladewig, *The crank gesture - corpus-based reconstruction of gestural functions*

Using corpora in a systematic manner constitutes an important shift in the research of spoken language. Speech corpora have been successfully used to detect linguistic structures as well as pragmatic functions of forms of speech. But human communication is multimodal by nature. When we perceive speech we attend to oral-auditory, facial-visual and manual-visual modalities. Thus, corpus analysis should also be applied to reconstruct structures and functions in modalities other than speech. In this talk, it will therefore be suggested that functions of recurrent co-verbal gestures can and should be reconstructed through careful analysis of a corpus. More specifically this talk will focus on a corpus-based reconstruction of gestural functions of one recurrent gestural form (circling motion of the loose hand), which we term because of these movement characteristics , the crank gesture.

As Kendon (2005) and Mueller (2004) have pointed out, variations in form and context of use lead to functional extensions of a recurrent gestural form. Seyfeddinipur (2004) and Tessendorf (2005) have figured out different pragmatic functions of one gestural form whereby the thematic core of the gesture remained stable throughout different contexts of use and across different speakers. The analysis of the crank gesture to be presented here is in line with this tradition of analysis. It moves however one methodological step ahead, in using the annotation program ELAN which was developed at the Max Planck Institute in Nijmegen. With this tool the analysis of a recurrent gesture could be carried out in a yet more detailed manner. ELAN allows for more insights into the form (cf. also Bressem 2006) and the sequential positions of a gesture than the widespread combination of using video programs along with transcripts of speech and gesture for the analysis.

In this talk, I will introduce how to sift through a corpus of conversations from the perspective of one gestural form - the crank gesture - and how to reconstruct the gestures function with regard to the corpus. In particular, it will be pointed out how frame-by-frame analysis (Seyfeddinipur 2006) in ELAN, influences the process of analysis and increases precision of analysis.

The analysis is based on seven hours of video-recorded conversations in naturalistic settings - dyadic, triadic as well as smaller group constellations - from which 90 minutes were recorded during a parlor game; altogether nine German speakers participated. The crank gesture occurred in four different contexts of use: It is often used in the context of a description, an enumeration, or a request. However, it is applied more often during a word or concept search. Based on these contexts, I reconstructed different functions of the same gestural form. By locating the exact position of the crank gesture with respect to speech and to the ongoing communicative activity, different sequential positions within one context of use were determined. The crank gesture can be used with referential meaning or performative function. During a word or concept search it is applied in order to mark different communicative activities: searching for a word or a concept thereby crank up the search process and hold the floor , finding the word or concept, or continue speaking - thereby show that the fluency of speech is recovered. According to that, the crank gesture cannot only fulfil different functions in different contexts of use but also within the same one. This discovery (Ladewig 2006) which could not have been made without a corpus of conversations and an annotation program like ELAN, underlines the multimodality of human communication.

Phoenix Lam, *What a difference the prosody makes: The role of prosody in the use of discourse particles*

Discourse particles are small words and phrases which are characteristic of the spoken discourse. They lubricate talk and serve both textual and interpersonal functions in conversation. Over the last few decades, a vast collection of particle studies has focused on various aspects from different approaches (see, for example, Fischer (2006) for a spectrum of approaches in the field). However, there are still issues which remain to be addressed. One area which has largely been overlooked is the prosodic properties of discourse particles. Prosody, which concerns the study of the intonation, stress and rhythm of speech, has increasingly attracted attention from researchers working with spoken discourse and its importance for the study of discourse and text has been highlighted in previous studies. Surprisingly, despite the growing interest in prosodic research and the availability of spoken corpora, the number of work which examines discourse particles in relation to prosody is minimal. In most cases, merely a cursory account based on a small number of invented examples is given, with only a few exceptions (see, for example, Aijmers (2002) extensive study on the prosodic properties of discourse particles using the London-Lund Corpus of Spoken English and Wichmanns (2001) detailed description of the prosody of spoken parentheticals in the British component of the International Corpus of English).

The present study is an attempt to look at the role of prosody in the use of discourse particles on a large scale by drawing on data from the largest prosodically transcribed corpus currently in existence, the Hong Kong Corpus of Spoken English (prosodic) (Cheng, Greaves & Warren, 2005). It is a one million word collection of naturally occurring speech describing the interaction between Hong Kong Chinese and native speakers of English in a variety of text types in the intercultural setting of Hong Kong. The corpus is prosodically transcribed in accordance with Brazils (1985; 1997) four systems of discourse intonation: prominence, tone, key and termination which are especially established to investigate the function of intonation in English and its communicative value. With the use of specially designed software tailor-made to examine and display the prosodic markings of the corpus, this study systematically investigates the prosodic patterns of discourse particles and their role in conveying meaning in discourse. In particular, this study aims to provide a functional account of the particle *well* by looking at more than two thousand instances of actual use in the corpus. Apart from the prosodic profile of the particle, other contextual clues such as syntactic position, collocational pattern and pragmatic information are also taken into consideration in the qualitative and quantitative

analysis. The result shows that not only are the prosodic clues useful in distinguishing the discourse function from the propositional function, they also serve to indicate the various pragmatic functions discourse particles achieve. This gives further support to Ferrara s (1997) findings that the intonational contours of discourse particles are useful in distinguishing the different linguistic subtypes of a polysemous item. Sociolinguistic variation and the effect of register on the use of discourse particles, which remain largely neglected in the field of particle research, are also discussed.

Sofia Lampropoulou, *Aspects of variation of direct speech in Greek adolescents' storytelling: identity construction via direct speech*

This study is concerned with the investigation of direct speech in Greek young peoples conversational narratives. More specifically, in this paper I investigate how the use of direct speech correlates with the emergence of different aspects of the adolescents identities.

With regards to theoretical framework, this paper follows the line of research that deals with narrative and its relation to the construction of social identities (Cheshire, 2000; Georgakopoulou, 1997; Schiffrin, 1996, among others). In particular, drawing upon theories on identity construction (see Antaki and Widdicombe, 1998) and speech report (see Tannen, 1989), I examine how narrators employ direct speech within the narratives they tell in order to project certain aspects of their identities.

My data consist of almost 15 hours of conversations between male and female adolescent groups. These conversations include approximately 340 narratives that were told spontaneously by the male and female interactants. My research focuses on the investigation of 980 direct speech instances found in these narratives. In particular, I consider the direct speech instances under analysis in terms of the following aspects of variation: represented speaker, represented addressee, orientation to face (see Spencer-Oatey, 2000) gender and status of the represented speaker and addressee.

Based on the analysis of the above mentioned variables I provide with statistical tables that describe the tendencies of my informants regarding their reporting choices. According to the quantitative results I observe that direct speech included in storytelling constitutes one of these features of verbal behaviour that contributes to identity construction. More specifically, I argue that the selection of direct speech and its specific devices on part of the narrators seems to reveal specific aspects of identities they would like to display in the representing context. Considering the results that emerge from the correlation of these variables, I conclude that the identities displayed by the narrators of my data seem to conform to stereotypes regarding gender identity construction.

Mats Landqvist, *Meta-communication in international negotiations*

This paper deals with the textual functions for controlling interaction in professional activity types (Levinson 1992), in this case negotiations. The study is a part of a more extensive study of a role-play with professional negotiators with great experience from the institutional field of diplomatic discourse (Landqvist 2006). The point of departure is one of functional pragmatics, entailing a view on meta-communication as an important part of a linguistic analysis, especially as it might provide valuable information on language users communicative awareness and reflexivity regarding many aspects of a talk (Verschueren 2004:56). Meta-communication is also relevant as it entails a resource for contributing to and controlling interaction, such as directing other participants attention to some issue or solving communicative problems. The concept of meta-communication is defined as linguistic traces of reflexivity, i.e. resources indicating the shift between communicative and meta-communicative functions (Verschueren 1999:189). Such shifters usually are personal pronouns and deixis; exactly what markers are used may vary with situational demands (Verschueren 2004:53). In this study situations have been related to factors of the activity type, such as goals, important topics and typical acts. Categories of analysis are participants comments on the on-going negotiation, intra-textual links, and use of self-reference.

Comments on the negotiation deal with aims, individual goals, assumptions, topical choices etc, e.g. that a certain issue is too difficult or that the negotiation is not leading anywhere. This category is defined by utterances functional meaning, however constrained by linguistic choices: e.g. speech act verbs like discuss are used, with an inclusive we. Comments are usually modally marked, strengthening or hedging the message, e.g. modal verb for necessity or ability, like in now there is a law and we must discuss how we can move on.

Intra-textual links point forward or backwards in the process. Forwarding links are used for signalling new topics, e.g. something like and something else that could be said is, where discursive deictic markers direct the attention of the listeners to coming topics and the speech act verb say is a clear marker of meta-communication. Links pointing to previous topics are used for recontextualising, e.g. like in it is absolutely right as you point out that, where the speech act verb point out is used with a reference to the counter part (you) in an evaluation (absolutely right). The backwarding links have double functions, signalling changes of topics and recontextualising previous content.

Self-references are used to label communicative acts, for instance as statements or comments. They are usually performed with a speech act verb, like ask, add or comment, orienting listeners about the kind of activity. Modal markers are common, usually for will; like in I would like to point out that.

Well-experienced participants use all three categories more than participants with less experience, and intra-textual links are the most frequently used. This reflects on a complex interactive structure in the use of topics and long turns-of-talks. The use of modality reflects on the position and role of the participant, as does the use of self-referencing verb. A

combination of more than one type of meta-communication in connection with changes of speakers indicates that meta-communication is an important means of managing relations and power through out different phases of the negotiation process.

Patricia Lange, *What Constitutes Data? Combining Conversation Analysis and Ethnography To Observe the Unobservable*

Many experts in conversation analysis (CA) assert that ethnography is incompatible with conversation analysis (Ten Have 1999). Similarly ethnographers have been slow to adopt CA methods. Yet this supposed incompatibility is based on misunderstandings about both ethnography and conversation analysis. This paper examines sequences of online tech talk that were observed and logged during an ethnographic research project. The project combined analyses of micro-sequences of talk with participation, observation, and interviewing to understand how participants dealt with aspects of conflict during technical conversations. The paper demonstrates how the combination of methods enables insights that are not visible, nor would even count as data when using either approach alone. For example, scholars have traditionally bracketed certain online phenomena as flaming, which is a morally-laden term that may or may not coincide with participants understanding of their online interaction. Beginning an investigation by seeking what scholars have determined is a pre-existing phenomena rather than conducting an open investigation is problematic. Scholars may miss or misunderstand how participants deal with forms of tech talk that some outsiders may judge as hostile. Such an a priori demarcation ignores how participants negotiate through talk what constitutes conflict in their community, and how claims of hostility and criticism are themselves negotiable and negotiated. CA techniques provide a crucial window into how sequences of talk influence and construct participants responsibilities and cultural norms of behavior. On the other hand, conversation analysts often claim that ethnography is not useful because CA is not concerned with observing hidden meanings in interaction. Rather, CA privileges what participants display to one another as analytically valid. Yet ethnography provides data that may contradict the findings of CA conclusions. For instance, participants do not always display conflict to each other in available sequences of talk. Yet, omission of conflict in particular sequences does not mean that a community is conflict-free. The basic unit of analysis for conversation analysts is traditionally a sequence, yet which sequences are chosen may reveal or obscure data. Methodological problems of demarcating sequences is especially challenging in incipient forms of talk in which it is difficult and/or arbitrary to prove what constitutes the beginnings and ends of sequences. In their analysis of closings, Schegloff and Sacks (1973: 262) noted that conclusions about demarcated closings may be different for continuing states of incipient talk such as members of a household or office. Yet, where the analyst lifts conversation from an ongoing state of incipient talk alters available information that may shed light on how participants negotiate agonism. Applying long-term ethnographic information may reveal some of the cultural complexities of online conflict. This paper argues that each methodology offers strengths and weakness based on their epistemological approach. Depending upon ones research question, it is possible to combine the methods in ways that uphold the theoretical and methodological spirit of both approaches. The paper demonstrates that combining these methods in appropriate ways to study online interaction reveals key insights that would not be possible to observe using a particular method alone.

Beata Latawiec, *Text structure awareness as a metacognitive strategy facilitating EFL reading comprehension and academic achievement*

This longitudinal study examines the effect of text structure awareness as a metacognitive strategy on EFL reading comprehension and academic achievement over a three-year period. The rationale for the research comes from the theory of strategic text processing which assumes that readers better comprehend expository and expository-argumentative texts when they are aware of their rhetorical structures (rhetorical patterns) and when they attempt to identify those structures in their reading which thus turns into a metacognitive strategic activity (O'Malley & Chamot 1990; Chamot & O'Malley 1996). The study hinges on the view that a rhetorical form of texts is a conventional macrostructure which when attained - incidentally or via direct instruction (Grabe 1991) - will enable them to arrive at better global comprehension (Weaver & Kintsch 1991/6), better memory for texts and thus better learning from texts (Meyer 1975; Meyer & Freedle 1985). The approach to text structure and its processing has been adopted after Kintsch (1982) and Meyer (1975).

The study determines to answer primarily whether EFL reading comprehension can be facilitated by teaching organizational patterns of discourse to upper-intermediate and higher college students and whether Ss metacognitive strategy awareness can be a valid predictor of their general scholastic achievement. These research questions prompt the author of the study to form the following (operational) hypotheses:

1. EFL general reading comprehension (independent variable), as measured by FCE reading tests, will correlate with awareness of text structure, measured by recognition and immediate written recall (dependent variable).

2. Ss of different abilities (differing in verbal intelligence) can be differentiated by their sensitivity to text structure (as measured by its recognition and use).

3. Ss' wider repertoire of text strategies (as measured by metacognitive reading strategies questionnaire) may be a distinctive feature of good as opposed to poor readers (as measured by text structure recognition & use).

4. Ss' higher awareness of text hierarchical structure (recalls allowing for banding Ss into good, average and poor users of TLS) and their sensitization to textual cues (signalling) is supposed to lead to high overall academic achievement as measured by GPA.

5. The effects of instruction in text structure will be transferred into post-instruction reading practices which in turn will continue to affect overall academic attainment and so prove to be academic achievement facilitator.

Method applied to approx. 100 first year students of English Teachers' Training College (ETTC) Warsaw University, Poland who passed their entrance exams, comparable to UCLES standards in FCE examination. Ss received a one-year EFL reading instruction conducted by the same reading teacher other than the researcher.

Materials used: pre- and post-instruction general comprehension tests (FCE reading sections); Ss' recognition and use of text structure strategy tests of recognition and immediate written recalls in English and Polish - prior to and post-instruction in text strategy use, scored using Meyer (1975) system of idea units (IU), allowing for banding Ss against the high, mid and low level use of text structure strategy; to gain control over the sample, Ss verbal intelligence was tested using Test Battery (Matczak et al. 1995); repertoire of intentionally used reading strategies was analyzed by Metacognitive Reading Strategies Questionnaire, MRSQ, (Taraban, Rynearson, & Kerr 2000) slightly enriched by the author of the study; to gain control over recalled texts, Likert scales were administered; grade point average (GPA) was used to measure academic achievement over the course of 3-year education at the ETTC; and sensitivity to signalling devices test as well as topic and main point questions (cued recognition tasks) were devised by the author herself.

In conclusion : Since the research is in the stage of scoring some remaining measures, it does not allow for formulating conclusions with regard to the formulated hypotheses.

Hye-Kyung Lee, *An analysis on acknowledgements in research articles*

Acknowledgements in research articles have received less attention than other text types in research articles such as Introduction, Abstract, Conclusion, etc. This is mainly because the status of Acknowledgements has been rather unstable. However, Acknowledgements can be employed for the researcher to demonstrate his communicative skills in expressing his gratitude for institutional or individual help in a proper way. This paper compares and contrasts 160 acknowledgement texts in research articles in English and Korean. The data analyzed by the method proposed by Giannoni (2002) reveal several points of similarities and differences according to the discipline and the language. The findings suggest that constructing Acknowledgements in Korean is controlled by the conventions of both the disciplinary and linguistic (or cultural) communities.

Cher Leng Lee, *First person pronouns and politeness in confucius' analects*

This paper aims to solve the mystery of the existence of four first person pronouns in the classical Chinese text of Confucius' *Analects* (300BC). It is widely accepted that choices within the system of pronouns of address are associated with the perceived roles of the speaker and hearer as they locate themselves on continuums of status and solidarity as seen in the *tu vous* pronouns in French. I propose that politeness theory will be able to solve the mystery of the four first person pronouns in the *Analects*.

Confucius' *Analects* is a record of conversations between Confucius and his students. In the *Analects*, knowledge is imparted from teacher to students in the form of question and answer sessions. There are 183 first person pronouns in the *Analects*, the distribution is as follows: *wo* 我(25%), *wu* 吾(62%), *yu* 予(13%) and *zhen* 朕(0.01%).

zhen pronoun is the only pronoun whose usage has been established as a pronoun used by either the emperor or people of high status, and from the Qin dynasty onwards, it is only used by emperors. Thus, this is considered as a high pronoun used in specific domain.

yu pronoun is a polite pronoun. The speaker uses this pronoun to show a humble position. However, the humility is not in relation to the hearer but rather in relation to heaven （天）, death and sickness that is out of man's control, showing reverence to matters of higher order. This is seen in example (1) where the polite pronoun is used to show humility in the discussion of 'Heaven'.

(1) fūzǐshǐ zhīyuē yǔsuǒfǒu zhě tiānyāzhī tiānyāzhī
夫 子 矢 之 曰 ： " 予 所 否 者 ， 天 厌 之 ！ 天 厌 之 ！ "
Confucius swore 3per say **1per**that despise 3per Heaven hate 3per Heaven hates 3per
 'The Master swore, "If **I** have done anything improper, may Heaven's curse be on me, may Heaven's curse be on me!"'

wo pronoun is a neutral pronoun in that it does not denote a higher nor lower status. It is usually used to teach moral issues such as filial piety and benevolence seen in example (2) below. Perhaps due to its neutral status, it has the longest life-span and is the only first person pronoun existing in today's Chinese pronoun system.

(2) zǐyuē rén yuǎnhūzāi wǒyùrén sīrén zhìyǐ
子 曰 ： " 仁 远 乎 哉 ? 我 欲 仁 ， 斯 仁 至 矣 。 "
Master say benevolence far PRT PRT ? **1per** desire benevolence, the benevolence here PRT
 'The Master said: Is benevolence really far away? No sooner do **I** desire it than it is here.'

wu pronoun is a humble pronoun in narrating the speaker's personal matters or actions. This is the pronoun that uses the most possessive case. This shows that it is a humble pronoun that refers to self actions and things belonging to self. This is shown in (3) where the speaker Tzeng Tzu tells the hearers how he examines himself daily:

<div style="font-family:monospace">
      zēng zǐ yuē   wú rì   sān   shěng wú shēn
(3) 曾　子　曰："吾　日　三　　省　　吾　身 ...
</div>

    Tzeng Tzu say **1per**　day three　　reflect　　my　 body
Tseng Tzu said, 'Everyday **I** examine myself on three counts...'

The study also shows how Confucius' pedagogy in using the different degrees of politeness in these pronouns to achieve his goals of imparting knowledge effectively.

Dong Ju Lee, *A computer-aided error analysis of a Korean learner corpus*

This study describes a computer-aided error analysis of a small (19,610-word) corpus of writing in English produced by EFL Korean secondary school students. The analysis identified the most common errors the students made using the error-tagging software tool, *UCLEE* (Dagneaux, et al., 1996, forthcoming) and subsequent analyses of the errors were performed with a view to obtaining information to design remedial corpus-based pedagogical materials to enhance the students writing.

In the first part of the presentation, previous approaches to error analysis are discussed, the process of adopting and adapting the tagging system of the *UCLEE* is outlined, and a list of all the different error types is presented. The corpus used in the study was constructed on the basis of strict design criteria: variables pertaining to the learners and the language situation were taken into account in order to ensure as homogeneous a corpus as possible. Then, each text was manually examined and error tags and corrections were inserted using the error-editor, *UCLEE*, which supported the semi-automatic process. Finally, *WordSmith Tools* (Scott, 1996) was used to search the corpus for the places where the various error types occurred.

As a result, a total of about 4,500 errors were identified and classified into major categories and subcategories. Based on a frequency count, it was found that grammatical errors (G) were the most common error type (38%), followed by punctuation errors (Q, 15%), form (F, 12%), lexis (L, 12%), style (S, 7%), lexico-grammar (X, 6%), word redundant/missing/order (W, 5%), and infelicities (Z, 5%). Further analyses of the subcategories revealed the ten most frequent error types, namely GA (Grammar, Articles: 15%) followed by FS (Form, Spelling: 12 %), QM (Punctuation, Missing: 8%), GVT (Grammar Verb Tense: 7 %), LS (Lexical Single: 6%), Z (Infelicities: 5%), QC (Punctuation, Confusion: 5%), GNN (Grammar Noun Number: 5%), SI (Style Incomplete: 4%), and XVCO (Lexico-Grammar, Verbs, Complementation: 4%).

The presentation ends with a discussion of the pros and cons of computer-aided research, and its applicability in the language learning classroom. Despite the error-tagging method being time-consuming and labour-intensive, it provides teachers and course designers with data on the most common error types students are likely to produce, thereby, making it possible to predict to some extent particular language problems at any given level of proficiency for any given learner group with a higher degree of accuracy. Armed with this information, it will be possible for ELT materials designers and teachers to create data-driven contextualised remedial exercises similar to those described by Granger & Tribble (1998), Kennedy & Miceli (2001) and Yoon & Hirvela (2004).

Benny Lee, *"Reckless" reference in a Map Task: Some implications for the language classroom*

This paper sheds new light on the way reference is established in a Map Task. In the Map Task that I used, two persons, A and B, work together. A has an updated map with all the physical landmarks (eg. lake, mountain, church, bridge, etc.) and route marked. Bs map has certain landmarks and the route missing. Without showing B her map, As job is to give verbal instructions to B to help B draw the route on his map. Ten pairs of undergraduate students participated in the task. Their conversations are recorded and transcribed. All noun phrases used to refer to features on the map are analysed. The issue that I investigated is this: How are referents (found on both maps or on As map only) established in the discourse?

My first finding is that participants (especially those playing the A role) sometimes exhibit a certain recklessness in using underspecified pronominal forms, ambiguous lexical expressions and even incorrect referring expressions to refer to corresponding referents on the map. One interesting observation is that this recklessness doesnt always lead to unsuccessful reference and completion of the task.

The second set of findings pertain to specific ways in which different levels of recklessness can affect the referring expressions used by A, as the following scenarios show.

Scenario 1: when A doesnt know if B has the referent but chooses to use it anyway without checking at all. In this instance, A participants take considerable risks by using a definite expression (eg. *the starting point*; *the lake*) to refer to features that are not already established (ie. 1st mention; new information).

Scenario 2: when A doesnt know if B has the referent, uses it anyway without checking, but checks later with B before using it further. In this situation, A participants take risk only initially by using a definite expression (1st mention) to refer to a new feature (eg. *go towards the church*), but then goes on to check for sharedness (2nd mention) with an

indefinite expression (eg. *do you have a church there?*), followed by the subsequent use of definite expressions again once the feature has been established as shared. Pronominal forms and ellipses seem to be avoided.

Scenario 3: when A doesnt know if B has the referent, checks it first before using it. In this situation, A participants play it safe and show a high level of consideration toward B participants information needs by using an indefinite expression in the first instance for a new feature, followed by definite expressions, pronominal forms and ellipses for subsequent mentions. This high level of hearer consideration makes it possible for the unambiguous use of underspecified forms (pronouns and ellipses).

I conclude by considering the ways teachers could design and use similar sort of information gap tasks involving pair/group work in the second language classroom, bearing in mind the risky nature of reckless reference in Map Task discourse.

Hanna Lehti-Eklund, *Language alternation in a foreign language classroom*

The paper discusses the language choice of teachers and learnersin the learning environment of Swedish as a foreign language in Finland secondary schools. The results come from an ongoing project *Swedish in the classroom,* the aim of which is to study the use of code-switching between L1 and Swedish in classes studying Swedish as a foreign language. In the project, both the language choices ofthe pupilsand the teachers are studied in order to see what sort of factors seem to have an impact on code-switching from one language into another.

In this paper,code-switching between Swedish and Finnish in four lessons in seventh and eighth grade with four different teachers are studied.A CA based approach is used in order to see what sort of issues in the organization of the interaction in a foreign language classroom induce teachers and learners to switch from L1 Finnish to Swedish and vice versa. In pedagogically based literature, the issue of espeacially teachers using L1 in a L2 classroom is a controversial one (for an overview see stnel & Seedhouse 2005). In this paper, the aim is to describe how code-switching as alocal practice is used inteaching and learning of Swedish as a foreign language. Especially the variation in the use of code-switching during different lessons is of interest.

Code-switching by learners and teachers in a foreign language classroom has not been studied to a great extent (see Kim & Elder 2005, Nikula 2005),and the language use in classrooms learning Swedish in Finland has not been studied at all. The immersion classrooms form an exception.

Jay Lemke, *Transmedia Pragmatics: Meaning Structures Within Multimedia Corpora*

Corpus studies often assume a homogeneous dataset with regard to genre, and certainly with respect to medium, but important meaning effects and pragmatic relationships are increasingly being constructed today within *transmedia franchises* that include not only texts and images, but film and video, animations, websites, advertising, computer games, and the semiotic effects of general merchandise. In research studies, we collect videos of events, interviews with participants, on-site documents, and increasingly also diverse online media produced in the complex networks of activities under study. Alerted by such high-profile examples of transmedia franchises (Lemke 2005; Jenkins 2006) as those named for *Harry Potter*, *The Lord of the Rings*, *StarWars*, or *The Matrix,* we can also recognize transmedia meaning effects across news media, educational materials, and global commercial branding efforts for consumer product lines.

The agenda for computational pragmatics, with respect to both analysis tools and the translation of content from one medium to another, needs to address issues of how meanings are situated in complex, realistic media ecologies. In this presentation I will outline a theoretical framework for the linguistic and semiotic analysis of such transmedia meaning effects and illustrate it with examples from a heterogeneous corpus of media from commercial franchises which include computer games (*The Sims, Lord of the Rings*) and official and fan-created websites, as well as more traditional media, along with a few comparative examples from non-fiction media ecologies such as those for news and advertising/branding.

Sirpa Leppänen-, *English for canine communication: Transnational dog sociality in blogs*

Blogging has rapidly become a popular form of Web writing. Typical blog genres are commentaries which discuss topics external to the blogger, public personal journals which report on and update readers of the activities, whereabouts, feelings and emotional issues in the writers life, and essay-type blogs that contain either external or internal content, but which are typically longer and more focussed than the other blog types (Blood 2002; Nardi, Schiano & Gumbrecht 2004). Blogs thus serve a variety of purposes, but what seems typical of all of them is that blogging is a form of social and cultural communication between people with similar interests or concerns. For example, at the moment such social and cultural niches represented in Finnish blogs are eavesdropping, knitting and handicrafts (http://www.blogilista.fi/, November 2006). Another interesting aspect of blogging is that national borders matter very little in it; in other words, blogger communities are increasingly transnational in nature. What this means is that the shared language of blogging often is English with which native and non-native writers can communicate in virtual space. Blogging is, however, not unique in this respect: in Finland, for example, it is easy to find various forms of web writing by Finns that are only,

primarily or partly in English (see e.g. Leppnen 2007a, 2007b).

In my talk I will illustrate the social and transnational nature of blogging with the example of dog blogs written in English by Finns which they have published on international websites for dog lovers. I will show how in dog blogs a range of different linguistic and discourse strategies are drawn on for the purpose of sharing love for dogs with an international community of dog lovers. Issues that I will discuss include (1) the linguistic hybridity of the blogs as functional in the display of a dog (lover) identity which is both local and global, (2) the autobiogaphical and diarese features of dog blogs, (3) the discursive construction of dogs as anthropomorphic beings who speak about, like and as human beings (in this blogs follow the tradition in western literature in which dogs have provided writers a suitable guise to talk about human passions, see e.g Grenier 1998); and (4) the promotional and consumerist features of blogs which picture love for dogs as the satisfaction of the dogs material needs.

Palle Leth, *Some Textual Evidence for the Possibility of Paraphrase*

Paraphrase, i.e. reformulation, is often regarded as a commentary on an original utterance or text. Language users may rephrase the content of what other language users say or they may reformulate what they say themselves by using formulas such as in other words etc (Fuchs 1982). These activities presuppose the possibility of expressing the same conceptual content by using different linguistic expressions. Intuitively however such a possibility might seem questionable. Word-meanings are usually considered as unique and well-defined and from this perspective it seems quite impossible to say the same thing in different words. An adequate foundation of the possibility of paraphrase must nevertheless be effectuated within texts. Any other account will at most conceive of paraphrase as a contingent possibility. In my view, paraphrase is neither meta-linguistic nor ad hoc, but a constitutive feature of texts themselves. The study of anaphora has proved to be instructive in this regard. An anaphoric term refers to what its antecedent refers to and it is not possible to interpret the anaphoric term without specifying its antecedent. For this reason, the phenomenon of anaphora displays how substitution of linguistic terms is possible while the semantic value is preserved. This seems to be precisely what the phenomenon of paraphrase requires for its possibility. This function of anaphora is quite evident when we consider standard cases including pronouns and pro-forms for example. But anaphora comes in a variety of forms (Charaudeau & Maingueneau 2002). The study of paraphrase is most furthered by examining such anaphors as epithet anaphora (Wilson 1991), resumptive anaphora, verbal phrase anaphora, property anaphora and attributive anaphora. The anaphoric terms in these cases are not semantically impoverished but full-blooded linguistic items. If the interpretation of terms with full semantic content requires us to relate them to antecedents, we seem to have linguistic evidence that the same thing might be said in different words. My aim is to present and analyze authentic textual examples where the syntactic analysis requires us to construe certain uses of noun phrases, verbal phrases, attributive phrases and prepositional phrases as anaphoric on previously uttered terms. Thus it will be shown that paraphrase is mandated by the purely linguistic interpretation of sentences. When it is argued that word-meanings must be regarded as dynamic rather than as static entities (e.g. Wilson & Carston 2006), appeal is often made to cognitive considerations. I will try to show that such a dynamic conception of word-meaning is preferable for intra-linguistic reasons alone.

Ivan Leudar & Alan Costall, *Theory of Mind: A critical assessment*

The Theory of Mind (ToM) approach has been associated with probably the fastest growing body of empirical research in psychology over the last 25 years, and has given rise to a range of different theoretical positions and elaborations within those positions. The basic idea of ToM is that understanding other people in interaction involves bridging a gulf between observed behaviour and hidden mental states by means of a theory based inferences. Our argument will be that Theory of mind is not in the first place a theory of mind at all, but a theory of communication instead. It adopts an essentially Gricean approach to pragmatics but it intellectualises that approach and makes it resolutely Cartesian epistemically.

The talk will subject Theory of Mind to sustained critical scrutiny, summarising arguments in the special issue of *Theory and Psychology* edited by Leudar and Costall (2004) and also present alternative accounts of how in interaction we make sense of and *make* sense *to* other people. We comment on the historical sources of Theory of Mind and criticize its fundamental assumptions and favoured methods.

Susanne Ley, *"How about I give you five minutes to do that" – Linguistic realizations of instructions in the adult foreign language classroom*

This study investigates the different roles participants assume in the adult foreign language classroom, and how they negotiate these roles linguistically, with a special focus on giving instructions.

The data-driven analysis is based on video- and audio taped data collected in in-company classes of English as a Foreign Language. The groups consist of three to eight German native speakers, aged 19 to 48. The four female teachers are native speakers of English, their ages ranging from 20 to 40 years.

In general, teachers and students take on interdependent roles in the institutional setting of the classroom. Teachers roles

range from instructors and educators to mediators or even parent and friend. At the same time, students roles encompass that of a learner as well as a child and a friend. The constant negotiation of these roles forms an integral part of classroom interaction.

As the data suggest, in the specific case of the adult foreign language classroom, participants have to consider the following additional factors: Above all, the students proficiency in English as well as the teachers in German have a significant impact, as for example when a teacher explains the English progressive aspect with its a Saarlandian grammar form. In addition, sociolinguistic variables such as age and gender need to be taken into account, as illustrated by the case of an inexperienced 20-year-old female teacher dealing with a male-only class of middle-aged miners.

With respect to giving instructions, teachers encounter the following dilemma: On the one hand, books on classroom management recommend that instructions be clear and simple. Thus they generally advocate the use of direct imperatives, with or without politeness markers, as in describe this picture to Ralf. In many cases the use of these imperative forms matches the students proficiency level in the foreign language. On the other hand, the use of these directives deviates from the common communicative behavior among adults, namely modes driven more by politeness. Hence, teachers may choose more indirect forms such as the use of first person plural in lets have Stefan and Ralf go first or the following suggestion form: How about I give you five minutes to do that. This study focuses on the different linguistic realizations of instructions and the contexts of their occurrence. Furthermore, it explores the effectiveness of the strategies employed by the teachers in terms of disruptions, misunderstandings or the prompt execution of the instructions.

Saihong Li, *Pragmatics or not Pragmatics___ Study of Pragmatic Information in Bilingual Learner's Dictionaries*

The study is an attempt to investigate how pragmatic information is provided in learners dictionaries, especially of bilingual learners dictionaries of English-Danish and English-Chinese.

Pragmatic information, in this study, refers to any information which provides users with knowledge of how to use language properly , esp. with regard to stylistic, cultural and sociolinguistic information . Pragmatic information is very important and can be integrated into lexical semantic definitions in dictionaries for advanced learners, especially in bilingual ones. Based on my understanding of pragmatic perspective in learners dictionaries, this study has the following assumptions:

1. Pragmatic information , such as language errors, culture differences, register, range, and subject field in usage or labels, is necessary in order to illustrate meaning and the use of words in context;

2. Lexicographers perspectives meet users expectations in pragmatic information.

To strengthen this hypothesis, I carry out some empirical studies from the users perspective in the study. T wo parallel case studies are to examine how, when, where and what kind of pragmatic information is provided in 1) three bilingual English-Chinese dictionaries: A Modern English-Chinese Dictionary (hereafter MECD), A Multi-Functional English-Chinese Dictionary (hereafter MFECD) and The New-Century Multi-Functional English-Chinese Dictionary (hereafter NCMFEC) and 2) three bilingual English-Danish dictionaries: Gyldendals English-Danish Dictionary (hereafter Gyldendals), Politikens English-Danish Dictionary (hereafter Politikens) and Munksgaard English-Danish Dictionary(hereafter Munksgaard). In order to find out how pragmatic information can be integrated into definition, examples, usage and so on, I designed some online tests, in which I provided links to the definitions of the six testing dictionaries online and then according to the tests, I further develop some online questionnaires and ask the participants to evaluate how information is provided in the testing dictionaries. SurveyXact (www.surveyxact.com), a n online survey tool, developed by a Danish company, will be used for collecting data. The online survey tools will also automatically analyzepart of the results; therefore, it will shed light on lexicographers views on pragmatic information and demonstrate how dictionaries meet the users needs. The study includes more than 200 participants respectively from both countries. In the light of these points, this thesis will answer the following questions:

1. What is pragmatic information in a learners dictionary?

2. Why do learners dictionaries, especially bilingual ones, need more pragmatic information than the other kinds of dictionary?

3. How pragmatic information is provided in bilingual learners English-Chinese and English-Danish dictionaries?

4. What is the difference between the English-Danish dictionaries and English-Chinese dictionaries as regards pragmatic information? What can we learn from each other?

This thesis proposes to answer the above-mentioned questions and suggest better solutions for bilingual dictionaries, notably, English-Danish and English-Chinese bilingual ones for learners.

Julia Lichtkoppler, *Repetition in ELF conversations: an ace up the sleeve?*

The use of English as a lingua franca (ELF) as a language of communication between speakers of a variety of linguistic and cultural backgrounds is an undisputable fact in todays world. Nevertheless, only few studies in the field of ELF have yet been conducted, notably on the level of phonology and pragmatics. Most of these studies share the insight that ELF conversations are not marked by a high degree of communication breakdowns, but tend to be effective, and in this sense, successful. ELF speakers seem to have a tactical resource, a so-called ace up their sleeve for overcoming

potential linguistic and cultural difficulties: strategies that help them to achieve their communicative goal.

One of these strategies, which has so far remained largely unexplored in the ELF context, is repetition. In the study at hand, the role of repetition is thus investigated in a corpus of 21 unplanned and naturally occurring conversations between speakers of a range of first languages recorded at an Austrian student exchange office.[1] These dyadic conversations were analyzed using the framework of Conversation Analysis, and patterns and regularities regarding different forms and functions of repetition identified.

The main research questions addressed were the following:

- To what extent does repetition aid ELF speakers in the formulation of utterances? (production-oriented function)
- In how far does it facilitate the achievement of mutual understanding? (comprehension-oriented function)
- In which ways does repetition support the expression of attitude and solidarity? (interaction-oriented function)
- How are these functions related to each other?

This paper will report on the findings that emerged from this investigation, which might have significant implications for further ELF research.

Holger Limberg, *Discursive practices in academic office hours: A comparison of two politeness approaches*

Brown and Levinsons ([1978] 1987) approach to politeness has generated a wealth of appreciation and criticism in pragmatics, discourse analysis, and related disciplines. Without a doubt, their theory has contributed significantly to the scientific analysis of this topic. Today, however, alternatives approaches to a theory of politeness are becoming increasingly more accepted as well as empirically tested; most notably the discursive approach to politeness (Watts 2003; Mills 2003). This approach assumes a constructivist perspective in claiming that politeness is interactively established (i.e. discursively negotiated) by the participants in the ongoing interaction. Participants constantly negotiate norms of appropriate behavior, and use these norms of appropriateness to assess linguistic behavior in terms of politeness or impoliteness.

This study employs empirical data recorded from office hour interactions between faculty and students at German universities and analyzes the opening sequences of these interactions. It does so from the perspectives of two politeness frameworks: a) Brown and Levinsons model; and b) the discursive approach (Locher and Watts 2005). The aim of this study is to show how both approaches explain speakers moves and contributions in terms of im/politeness. In particular, the paper considers to what extent these moves simply constitute the negotiation of norms of appropriateness in this academic setting (i.e. relational work; Watts 2003). Whereas the Brown and Levinson approach would regard, for example, mitigated moves as more polite (e.g. I have uh only a few short questions), the discursive approach treats these moves as part of relational work common to this academic interaction.

In conclusion, the paper argues for an adoption and further development of the discursive approach to politeness. It makes it possible to analyze data in its entirety by being context-specific and by taking into consideration production as well as interpretation (see Locher 2006).

Chia-Yen Lin, *The multiple functions of pragmatic force modifiers in academic lectures: A systemic functional approach*

This study explores the way *pragmatic force modifiers* (Nikula 1996) are employed to achieve diverse functions(ideational, interpersonal and textual) in theBASE lectures from the perspective of systemic functional linguistics. The term *pragmatic force modifiers* refers to expressions such as *actually*, *sort of*, or *you know* when they are used to modify the force of a given proposition. Previous research into these features has mainly concentrated on casual conversation and academic prose; little attention has been paid to how they operate in formal spoken discourse, especially academic lectures. Thiscorpus-based study involves both qualitative and quantitative analysis. Itaccounts for their multiple functions with reference to relevant contextual variables and also pinpoints functional variations associated with this specific genre. Furthermore, the statistical results produced via the concordance program, *WordSmith Tools* (Scott 1996), reveal that pragmatic force modifiers appear amongst the most frequent words in thecorpus. Despite their high frequency of occurrences, their existence tends to go unnoticed by students, a phenomenon Low (1996) calls the Lexical Invisibility Hypothesis. In view of the fact that this neglect may lead to misinterpretation of lecturers intended meanings, this study also proposes some pedagogic suggestions to raise students conscious awareness of the pragmatically significant functions of these features.

Si Liu & Ran Li, *Cognitive Processing of Chinese Language Meaning in Use*

Under Grices *implicature* view, what is said need not be consciously accessible. The *standardization* suggests that non-literal (unarticulated) meanings of sentences are carried through standardization. Two other hypotheses, *independence* and *availability*, propose that people distinguish between what is said and what is implicated, and both of these are pragmatically determined.

Gibbs and Moises (1997) experiments strongly suggest that people do not equate a minimal meaning with what is said, and they assume that enriched meaning plays a significant role in determining what is said. Nicolle and Clark (1999)

partly replicate G &Ms experiments. They find that people cannot intuitively distinguish what is said and what is implicated, and people invariantly favor implicature, whether they are asked to choose what is said or what is communicated. Bezuidenhout and Cuttings (2002) propose three models: Literal First, Serial process (LFS), Local Pragmatic Processing (LPP), and Ranked Parallel processes (RP). Their on-line experiments support RP model that minimal and contextually enriched interpretations are constructed in parallel, with a bias towards the enriched interpretation.

Since no agreement is achieved on this issue, it is valuable to test the models in other languages. We did experiments in Chinese with both off-line and on-line, which shows: (1) Without tutorial, Chinese people intuitively take enriched meaning as what is said; (2) The participants processing model fits the RP model which suggests that minimal and enriched proposition occur at the same time, and minimal propositions seems play a role in pragmatic processing with context.

These results are basically consistent with B &Cs (2002) conclusion. As B &C indicates that whether the minimal propositions play a role in the pragmatic processing needs more empirical studies, and the reality of meaning processing is far from resolution, we may need another perspective to study the issue.

I (Si Liu) propose that the processing of meaning in use might exist two distinguished zones: *zero experience*, and *experience* (to experience is defined as *imitate, learn, acquire, and know*) zones. In the latter zone, the process could be divided into two stages: *primary experiencing* and *experienced*. In the *zero-experience zone*, no cognitive process occurs although a speaker hears or reads some words; in the *experience* zone, at the *primary- experiencing stage*, a set of mutually-assisting linguistic forms, minimal propositions, and contexts might integratedly serve perception of meanings in use, with a connection of old information in cognition. Simultaneously, the proposition might be integrated with the context, form a package of pragmatic meaning, and stored in memory. At the *experienced stage*, the pragmatic meaning is assumed to be replicated as a whole. Three experiments are designed to find out if the inferred two zones and stages are the reality of Chinese meaning processing. We attempt to answer: How does the processing actuality distinguish the two zones? How does the processing of Chinese meaning in use at the *primary-experiencing stage* differ from that at the *experienced stage*? Do the propositions play a role in the *primary experiencing* or in the *experienced stage*? Do the Chinese participants have context in storage of mind and what is the relationship of it with the meaning in use.

Memory theory, information integration hypothesis, and context integration hypothesis might be fit to accounts for the results, which might be able to satisfactorily clarify the issue on minimal and enriched meaning processing.

Marita Ljungqvist, *The particle ba in Mandarin Chinese as a pragmatic marker of weak commitment*

The study of pragmatic markers attracts many scholars within the field of pragmatics, in particular in the area of radical pragmatics. Pragmatic markers are often perceived by speakers as having vague meanings that are hard to pin down in words. A pragmatic marker marker also often seem to contribute in different ways to the explicit or implicit message that the speaker wants to convey depending on the context. The particle ba in Mandarin Chinese is used in questions, as in Ta shi yisheng ba? She is a doctor, right?, in declarative utterances, as in Ta shi yisheng ba She is a doctor, I guess and in imperatives as in Zou ba! Lets go!. It can also be used after other pragmatic markers such as hao good and xing okay. According to Lu (2004) it has several uses, among which can be counted: to indicate suggestion or request, prior knowledge (in questions), agreement and irrelevance. It is also used as a discourse marker after topic clauses. Li and Thompson (1981, pp. 307) argue that it has the semantic function of expressing solicit agreement. In this paper, I discuss not only what, but also how, the marker ba communicates. I use a relevance-theoretic framework (Sperber & Wilson 1995) to account for all the uses of ba and show that it does not encode a concept, but a procedure. Procedural expressions such as pragmatic markers constrain or direct the inferential phase of comprehension and thus save the hearer effort when interpreting an utterance, reducing the amount of effort needed to derive explicatures, higher-level explicatures or implicatures of utterances (see for example Carston 1999, 2002 and Wilson and Sperber 1993). I propose that ba contributes to the derivation of higher-level explicatures that indicate weak commitment towards either the truth of the proposition or towards the speech act (in imperatives). Examples from a corpus of telephone conversations between Mandarin speakers is used to support my claim.

Jia Lou, *The English Morpheme "–ing" as Discourse Marker in Online Chinese Text: A Corpus-Based Sociolinguistic Analysis*

This paper reports the findings from a corpus-based sociolinguistic study of the English morpheme -ing in online Chinese text. I also discuss the methodological challenges and solutions in creating and employing a *DIY multilingual corpus* (McEnergy, Xiao & Tono, 2006) for the study of computer-mediated discourses (Herring, 2001).

Code-mixing between languages and dialects in online discourses is prevalent in mainland China and is regarded as a characteristic of *wangluo yuyan* (web language). These features include the use of a Chinese word with the English morpheme -ing (abbreviated as CHing henceforth). An example is shown below:

??ing

Gaoxing-ing

Happy-ing

The earliest report of CHing is in Xing (2002), which points to CHing as the only
code-mixing feature on the morphosyntactic level. It is also observed that ing is attached to Chinese words besides verbs, such as adjectives, as illustrated in the above example, nouns, and idioms (*chengyu*), for instance, ????ing (*yizhengciyan-ing*, speaking with justice and seriousness).

As an extension of a pilot project, the current study investigates the sociolinguistic contexts and factors conditioning the use of CHing and its social meanings using a corpus-based approach. Computational tools, such as Google Advanced Search and WebGetter, were used to identify and capture 100 Chinese web pages containing instances of CHing. Tokens were semi-automatically coded using a Perl program.

A quantitative analysis shows that CHing is especially favored in parentheses and titles.

These findings are interpreted in conjunction with close discourse analysis of exemplar
entries and open-ended interviews regarding the usage patterns and social meanings of CHing with active participants of computer-mediated communications in Shanghai, China. The combined quantitative and qualitative analyses indicate that the English morpheme -ing has been transformed into a *discourse marker* (Schiffrin, 1984) in online Chinese texts. It functions locally as a *framing device* (Goffman, 1974) to convey playful solidarity; it is also globally associated with the Discourse of web language, which features linguistic flexibility and creativity.

This study thus contributes to our understanding how participants in CMC employ the increasingly diverse linguistic resources available to them to create localized and global social meanings. It also illustrates the values of computerized corpus and computational tools in sociolinguistic analysis.

Ching-ching Lu, *What Kind of Peoples --- A Review of Chinese Speech Acts*

The social norms may govern the speech behaviors of the people in the society. Thus, the general cultural values and norms could be expected to find through patterns of speech behaviors. In this study, we review quite a few researches focused on Chinese speech acts, aiming to conclude the general cultural features revealed in their speech behaviors. Among various speech acts, invitations, requests about asking for something back, refusals about turning down someones asking for a favor, and responses to compliments saliently reveal the specific social norms which govern how the peoples do things with speech. In order to trace the forming of the social norms, previous studies on the verbal interactions between the parents and the children are also reviewed. It is found that criticizing, disapprovals, and threatening are frequently used by the parents. It could be referred as one of the sources which result in the lacking of self-confidence shown in the speech acts of Chinese adults. In addition, some others possible contributions are also discussed.

Ursula Lutzky, *Discourse markers in Early Modern English texts*

One of the characteristics which has been repeatedly listed among the basic features of discourse markers is their oral nature. Discourse markers are said to occur predominantly in oral rather than written discourse and to be associated with informality. While discourse marker research has consequently mainly concentrated on spoken Present Day English data, it has been shown more recently that discourse markers can also be identified in texts from past periods of the English language.

The contribution at hand should be regarded as a further attempt to show that even though the data available from earlier periods of the English language are limited (compared to Present Day English standards) and exclusively written in nature, an analysis of discourse markers in early English texts can reveal important insights into their development and use. Focussing on the Early Modern English period (1500-1799), the present study sets out to investigate the occurrence of discourse markers in text types that are related to spoken language. For this purpose, the *Corpus of Early English Dialogue*, containing texts recording spoken language (e.g. trial proceedings, witness depositions) as well as texts imitating spoken language (e.g. drama, didactic works, prose fiction), is used as the basis of the empirical analysis. The empirical study itself will address the question as to how one may identify discourse markers in historical written data. Thus the characteristics of discourse markers and their practicality for distinguishing between an expressions discourse marker and non-discourse marker useswill be discussed and possible overlaps between discourse marker and non-discourse marker functions, i.e. borderline cases, will be considered. Furthermore, the pragmatic nature of Early Modern discourse markers, i.e. the particular pragmatic functions that discourse markers served in Early Modern English texts, will be illustrated. Starting out from the functions that have been ascribed to discourse markers in Present Day English, it will be attempted to find out whether Early Modern discourse markers served the same or similar functions or whether they may have had functions which subsequently became obsolete and can no longer be identified in Present Day English

Ana Cristina Macário Lopes, *From time location to discourse marking: enfim in European contemporary Portuguese*

The main goal of this paper is to achieve an integrated synchronic description of the different uses of enfim (roughly equivalent to finally) in European contemporary Portuguese. My approach is a cognitive-functional one.Therefore, I

assume that a semantic category is not discrete: it has an internal prototypical structure, which implies, intensionally speaking, a network of clustered and overlapping meanings, related by family resemblances. The data were collected from a written corpus of the Portuguese press_ CETEMPblico and Natura/Pblico_, available on line. The analysis of the empirical data allows us to reach the following conclusions: in its prototypical use, enfim, in contemporary European Portuguese, prefaces a segment which sums up previous discourse. Nevertheless, other more peripheral uses are attested: (i) temporal- signaling the end of an ordered sequence of situations; (ii) listing - where enfim prefaces the last member of a list of (propositional or subpropositional) terms; (iii) modal - where enfim triggers the speakers expectations and attitude; (iv) filler -, signalling the speakers hesitation. The existence of contexts where two values may be activated in the interpretation process is an important clue to working out the directionality of the meaning extensions and their motivation. With our results, we reinforce, through Portuguese empirical evidence, the adequacy of the functional-cognitive approach to the lexical semantics of polysemic items. Besides this, our description stresses the pragmatic strengthening of enfim, along the lines of the general cross-linguistic tendencies of semantic change identified by Traugott and Dasher (2002).

Marcia Macaulay, *Therapy as Entertainment: An Examination of Requests for Information in Two Talk Shows*

A recent phenomenon for North American television viewers is the Dr. Phil talk show, a spinoff of the extremely popular Oprah Winfrey talk show. Oprah Winfrey is a cultural icon for North American television audiences, providing a forum of discussion for issues largely concerning women. Both Dr. Phil and Oprah Winfrey represent themselves as doing serious work in the context of presenting afternoon talk shows targeted at women working in the home. Both shows engage their respective audiences in examination of issues surrounding the family and society, focussing attention on unrealistic, neurotic or marginal behaviour. Shows have respective topics such as "Ultimate Moochers" (Dr. Phil) or "When Your Mother drives Your Crazy" (Oprah). Guests voluntarily participate in these shows with the ostensible purpose of getting help with or insight into their own behaviour. Many are brought to the talk shows by their own family members or their friends.
Therapy concerning any specific topic, mooching, exerting control, unrealistic expectations, normal behaviour, plastic surgery, lying etc. is effected by both talk show hosts through a very brief interview or through group discussion followed up by an interview. These interviews are often interspersed with background clips which explicate the problem as seen by one or more family members or friends. Guests are positioned either as victims or as victimizers having only limited contact with reality. They undergo interrogation designed to remove the blinders preventing them from seeing themselves as they really are. This interrogation is public, and so what is deeply private becomes openly public. Such interrogation, masking as therapy, serves as entertainment for the audience.
This paper examines interviews from 10 shows, five from Oprah and five from Dr. Phil (each show is an hour in length). I examine 496 requests for information in the shows from Oprah, and 430 in the shows from Dr. Phil. Attention is given to each host"s interviewing repertoire including direct and indirect requests for information as well as requests for clarification and rhetorical questions. Both Winfrey and Dr. Phil rely extensively on conducive or provocative forms, either as positively conducive yes no questions or as B-Event (known only to the guest) and D-Event (disputable events) assertions functioning as indirect requests for information. B-Event assertions such as "This is an ego issue with you, right?" are well represented. Their presence indicates the degree to which guest"s personal knowledge/narratives are appropriated strategically by Winfrey and Dr. Phil. Not only is private information made public, but also private information upon which one bases identity is relinquished and take over by others.Contrary to the claims made by Livingstone and Lunt (1994), such talk shows do not offer an environment of supportive intimacy such that the guest/story-teller can be offered insight. Through such interrogation, both Winfrey and Dr. Phil construct themselves as teachers (Oprah, "Did you get the lesson?"). Guests in turn are constructed as beings without insight or instruction, while the viewing audience is positioned to enjoy the spectacle of other"s public exposure of private information.

Kayoko Machida, *Speech act of 'advise': why can a speaker's well-intended advice be perceived as unpleasant or offensive by the addressee?*

Advise is classified in a category of directives but differentiated from "request" by indicating that the beneficiary of its propositional act is the addressee, not the speaker (Searle 1969, 1979). Because of this for-the-addressees-sake aspect of advise, the speaker tends to consider it as an expression of friendliness and/or a rapport-building activity (Hinkel 1994). The addressee, however, may have a none-of-your-business feeling and may not be willing to accept it even though they acknowledge the speakers good intention and validity of its propositional content.
The research question the present study investigated was why an act of advise is sometimes perceived as unpleasant or even offensive by the addressee. This research was based on the data collected from approximately 130 Japanese university students who experienced a negative feeling against the advice they received. In analyzing the data, reasons for such a feeling were identified and classified based on the description of each respondents reflection.
More than 30 percent of the respondents reported that they did not like the advice from a speaker whose ability or knowledge was inferior to them, because they felt as if the speaker put himself in a one-up position in the power

dimension by issuing the advice. Another major factor given as a reason for negative perceptions was that words of advice were viewed as a denial or underestimation of the addressees behaviour, knowledge, tastes, or awareness of his/her own current state; one respondent said she did not like the advice to smile more in front of customers because it not only meant her performance was unsatisfactory but also implied she did not realize her problem even though she was fully aware of it.

Hinkel (1994) carefully suggested that giving unsolicited advice is avoided among Americans because it may threaten the negative face (Brown and Levinson 1987) of the addressee by impeding his/her freedom of action. The date in this study, however, revealed that among Japanese respondents a threat to the negative face is not a major reason for feeling unhappy with the advice they received. The primary reason was it threatened the addressees relative position to the speaker in terms of power. The present study also showed that another major reason for negative perceptions was the addressee took it as a threat to his/her positive face because it explicitly or implicitly expressed the speakers perception of the addressees abilities, knowledge, sense and conduct as unsatisfactory and in need of change.

Giuseppe Manno, *Towards a top-down version of the theory of "illocutionary hierarchy"*

The concept of "illocutionary hierarchy (Brandt et alii 1983, Brandt/Rosengren 1992, Motsch 1996 ed., Manno 1998, 1999, 2006) is based on the postulate that there exist a hierarchical relationship between the speech acts which constitute a text: a dominant act conveys the communicative purpose of the text and several supportive acts sustain it. Texts can therefore be seen as macro-speech acts (Van Dijk 1977, Nef 1980). This framework represents a useful attempt of enlargement of the theory of speech acts (Searle 1969, Searle 1979, Searle/Vanderveken 1985) which is not able to account for the textual complexity. Furthermore, like speech acts, texts are seen as social actions done in order to modify As behaviour (directive), her representations of the world (assertive), her emotional balance (expressive), etc. (Rolf 1993). Now, our analysis of several written directive texts in French shows that some postulates of this theory must be reconsidered:

1) Professional genres such as official letters may contain several illocutionary hierarchies and therefore several dominant acts. The communicative purpose of these multi-hierarchical texts does not necessarily correspond to the illocutionary force of a particular dominant act (Manno 2007, in press a).

2) Instructional texts such as recipes or written instructions for consumer products present a chronological enumeration of several instructions. It therefore seems difficult to admit a hierarchical relationship between the instructions as well as the existence of a dominant act to which they are subordinated. Nevertheless instructional texts are compatible with the concept of illocutionary hierarchy. We must assume the existence of an abstract hierarchically superior act - outside the text - which can be inferred from the text title. Still its communicative purpose does not correspond to any illocutionary category. In fact, the directive illocutionary force appears within a conditional structure: "If you wish to cook X, carry on the following procedure (Manno, in press b).

These findings lead us to question both the postulate of the existence of a strong link between the macro-textual level and the local level of the speech acts, and of the equivalence between the communicative purpose of the text and the illocutionary force of the dominant act. This conclusion makes a change of perspective necessary, i. e. replacing the bottom-up approach inherited from classical theory of speech acts by the top-down approach which allows to reconsider macro-speech acts from a reverse angle.

Juana I. Marin-Arrese, *Enunciational stance and Subjectivity/Intersubjectivity in Political Discourse. A Contrastive Study.*

The various enunciational positions of the speaker/writer reflect the attitudes, assessments and value judgements concerning the described situation, that is the speaker/writer"s stance (Biber et al. 1999: 966, 972). Brandt (2004) observes that the speaker"s basic unmarked enunciational position, the "here and now speech act" may shift in order to reflect an experiential position (*I saw X*), an epistemic position (*I know X*), or a position of "aphony", by which the speaker explicitly refrains from investing in the utterance (*I am not saying that X...*). Drawing on this proposal, I elaborate a framework which allows for finer-grained distinctions in the account of speaker/writer"s enunciational stance, and which systematically relates stance choices with differing degrees of subjectivity/intersubjectivity (Marn Arrese 2006b).

Linguistic resources for the expression of these shifts in enunciational stance include modal and evidential expressions (Marn-Arrese 2004, 2006a), as well as expressions of speech and thought representation. In addition to their contentful meaning, these expressions are indexical of the speaker/writer"s (SP/WR) subjective and intersubjective construal, that is, they evoke the speaker"s active consciousness. Subjectivity has been characterized by Langacker (1991, 2002) as the extent to which the information is implicitly grounded in the perspective of the speaker as subject of conception. Nuyts (2001) conceives the dimension of subjectivity vs. intersubjectivity as the degree to which the speaker assumes personal responsibility for the evaluation of the evidence or whether the assessment is "potentially" shared by others. On the basis of these notions, my own proposal considers the interaction of two parameters: "personal vs. shared responsibility", and degrees of "salience and explicitness of the role of the conceptualizer".

This paper presents results of a corpus study on the use of these linguistic resources in political discourse in English and Spanish. The corpus of texts analyzed include political speeches by the British Primer Minister, Anthony Blair, and by

the Spanish President of Government, Jos Luis Rodrguez Zapatero. The communicative event and the activity type in which the speakers engage, as well as their social role and their personal goals, will condition their enunciational position and their expression of inter/subjectivity. From a dialogistic perspective, the use of these resources also reflect a speaker/writer"s interpersonal style and his/her rhetorical strategies (Martin and White 2005: 95). This paper aims to characterize the interpersonal style of the two politicians and to reveal intercultural differences in the expression of stance and subjectivity. More specifically, the paper explores the following issues: (i) The expression of enunciational stance by the two speakers in comparable events and activity types, and the similarities and differences thereof; (ii) The role of the linguistic resources as indices of the expression of differing degrees of subjectivity and intersubjectivity by the two speakers.

Vassiliki Markaki, L. Mondada   & F. Oloff, *Plurilingual talk at work : negotiating and using various languages in work meetings*

Work settings are becoming increasingly international, implying complex networks of collaboration across countries and the constitution of plurilingual teams. This paper focuses on such situations and deals with the way in which professional interactions are organized and plurilingual resources are used within international work settings. More particularly, the paper explores the local negotiation and choice of particular plurilingual solutions accomplished by the participants attending to work meetings (either favouring bilingual interactions, codes-witching, use of a lingua franca, or the imposition of a unique language... - cf. Firth 1990, 1996) as well as their consequences on the sequential organization of the interaction. Analyses are based on a corpus of audio and video recordings of plurilingual interactions during work meetings collected within the framework of an european research project, Dylan/PLURiTALKpro. Thus, analysis will articulate two related aspects : the negotiation of the work language(s) and its effects on the organization of collaborative professional practices. On the one side, it will deal with the way in which opening sequences are organized : openings are the sequential position where participants organize their joint entry within interaction and where they accomplish their mutual alignment (Schegloff, 1968, 1972). Openings are also the position where pratical solutions regarding the choice of languages to be spoken in the meeting are elaborated and discussed. Although often the topical structure and the language of the meeting are planned in preparatory documents proposing an agenda of topics, our data show that language choice is regularly renegotiated at the beginning of the meeeting, and even during the meeting itself. The paper will explore the locally organized way in which these renegotiations are introduced, expanded and closed. It will also describe the interactional consequences they have on what comes next, that is on the practical tasks, discussions, topical elaborations that follow the opening sequence and that constitute the actual work in which participants are engaged. Therefore, on the other side, the paper will also deal with the effects of language choice on the sequential organization of topical discussions, exploring the consequences of a plurilingual solution and of the use of a second language in terms of possibilities and constraints on the participation framework (cf. Gardner & Wagner, 2004, Cromdal, 2001). As a matter of fact, some plurilingual solutions can facilitate or make difficult the participation of some categories of speakers, with some important consequences on collaborative tasks. Thus, the paper aims at contributing to the expanding field of a conversation analysis of plurilingual talk in interaction (Auer, 1996, Wagner, 1996, Wei ed/JoP, 2005).

Sergio Maruenda-Bataller, *Interactive ad hoc concept construction and negotiation of lexical meaning*

Existing lexical pragmatic processes of *ad hoc* concept construction instantiate a general pragmatic process of *meaning recovery* from linguistically underspecified encoded concepts, invoking contextual features to help account for aspects of meaning that go beyond the scope of lexical semantics. These processes, I argue, have a *static* (i.e. non-interactional) character, with speaker and hearer simply having the meta-communicative goal of understanding and being understood. The main reason for calling them *static* is that, as focussing on cognitive mechanisms involved in utterance interpretation, the domain of the multi-level complexity and richness of naturally-occurring conversations has hardly been explored from a relevance-theoretic perspective. Therefore, little attention has been paid to the fact that meaning in interaction is dynamically constructed by participants.
The investigation and use of real discourse in the present work responds to the aim of integrating cognitive and social pragmatic aspects of meaning in a wider picture taking into account the social and cultural character of communication. I believe that it is only when these two domains are linked in the form of pragmatic analysis that a more comprehensive and fine-grained framework becomes available. In this sense, in my attempt to account for negotiation of lexical meaning, I adopt Escandell Vidals (2004b) recent modular approach to social pragmatics, which lays the foundations of an integrative and articulated architecture for cognitive and social phenomena. This *social module*, dedicated to social categorisation and the formation of social concepts, exhibits a dual nature: universal (computational) and culture specific (representational). Both outputs feed the general inferential system. Activated social assumptions [accessible], retrieved by applying the corresponding mental frame to the particular situation, are allowed to the inferential module through working memory (i.e. as contextual assumptions).
The main objective is not just to pay attention to meaning recovery but also, and principally, to *meaning construction*. That is to say, I intend to account for the way lexical pragmatic processes work at the level of dialogical discourse. In particular, I show how interlocutors recursively and strategically use lexical pragmatic processes to *negotiate the*

meaning of words (and its associated concepts). My point is that encoded concepts can give rise to *ad hoc negotiated meanings* that hold for the purpose of the conversation only, according to interlocutors abilities and preferences and their constant metarepresentation of each others abilities, processing resources and conflicting goals. It is precisely communicators mismatch of social needs and abilities that sets off the process of negotiation of meaning, whereby communicators search for, at least, a set of mutually acceptable, negotiated conditions which allows them to proceed with their on-going talk.

In order to explain how this process of negotiation of meaning works at the lexical level, I put forward a *new, dynamic, interactive* lexical pragmatic process of *ad hoc* concept construction which is specific to negotiation of word meaning. This is characterised by using instrumentally the other process of pragmatic strengthening in an integrated way to communicate a pragmatically derived concept. One may wonder whether this is justified. Does this process add anything new to the theory? Justification: In the old processes, search for the intended relevance is a *one-step process*. Distinctly from these, in this new process, the construction of and access to the pragmatically derived concept takes place *incrementally*, step by step, constructed and negotiated by communicators in the light of new communicated assumptions, cognitive effects and contextually-(re)negotiated expectations. Each step varies substantially the accessibility of social information, which, on the one hand, influences expectations of relevance and, on the other, produces a qualitative change in the cognitive environment and modifies the final context.

On entering the domain of communicative or speech events, the theoretical contribution I am proposing in this paper aims to provide Relevance Theory pragmatics with a much-needed practical dimension, integrating social and cognitive processes. The present work is an attempt in that direction by conceiving social and cognitive aspects in the negotiation of word meaning from a unified perspective.

Jenny Mattsson, *The subtitling of discourse markers*

Audiovisual translation (AVT) is different from literary translation in that the former has certain constraints not experienced by the latter. One subgroup of AVT which is subjected to various constraints is (interlingual) subtitling. When subtitling, a subtitler has to consider not only the difficulties occurring in any translation situation, but also the special limitations of time and space. These restrictions on subtitling result in an inevitable omission of words; the source text (ST), i.e. the soundtrack of a film or TV program, is reduced, by total deletion or reductive paraphrasing, to fit the two lines of the target text (TT).

One feature that is often omitted from subtitles is discourse markers (DMs). Reasons for this omission can be (i) the view that DMs are superfluous when changed from spoken to written form; (ii) that there is enough information in the audiovisual elements of a film, TV program etc; (iii) various target language socio-cultural norms governing the subtitling in different countries, (iv) working conditions for subtitlers; etc. DMs are, however, not always redundant in subtitles, but often relevant for a viewers understanding and appreciation of a film or other broadcast subtitled material, and it is the aim of this paper to look further at the way DMs are subtitled/not subtitled and to see whether the ST discourse markers are relevant in the TT subtitle or not.

The material in focus is a corpus which is under compilation at the moment of writing. This corpus will consist of the fully transcribed soundtrack and subtitles of 10 contemporary American films with their Swedish subtitles. The films have been aired on Swedish public TV (SVT1/SVT2) and commercial TV (TV3/TV4) between the years 2000 and 2006, and they have also been released on DVD. For each DM in the corpus, there are indications of the characters gestures and intonation at the moment of uttering the DM.

Each broadcaster performs its own subtitling of every film, so the translations differ between the channels. Films broadcast on SVT between 2000 and 2006 are subtitled by in-house translators at *SVT Subtitling*, whereas the DVD releases and the films broadcast on TV3 and TV4 are subtitled by external translation agencies such as *SDI Mediagroup* and *Broadcast Text*.

This paper will illustrate the differences between the various broadcasters subtitling of DMs in the films in question. Preliminary results show that the public channels have more both tokens and types of DMs compared to the commercial channels and the DVD releases. The relevance of DMs in subtitling will be looked at closely and in connection to various variables on which this relevance depends; such as the function of the DM in the discourse in which it appears, the type of film in which the DM is uttered, the type of character uttering it, the presence of audiovisual information in a scene etc.

Mary Meagher, *The role of contextual force dynamics in signaling meaning: elections 2006*

This paper explores the role of contextual force dynamics (Talmy 1985, 2000) from a pragmatic perspective in a series of Washington Post articles leading up to the 2006 mid-term elections in the USA. Force dynamic oppositions are classified as macro/ micro and explicit/ implied conflicts. The force dynamic focus is always explicit, but it may correspond to either macro or micro conflicts. In all cases significance relates to the overall pattern of embedded force dynamic relations. Factors analyzed include the intrinsic tendencies of principal actors (rest/inaction or movement/action), their relative strength and the results of dynamic oppositions as lexicalized in discourse. In this study these factors must be viewed taking into account a dense network of dynamic relationships. Frequent explicit/implied macro oppositions correspond to the war on terrorism and the war in Iraq as well as the 2006 elections, while micro

conflicts (sometimes focused) include internal party conflicts, scandals, parliamentary procedures and individual political struggles. This analysis takes into account the way conflicts are conceptualized (Langacker 1987, 1991). Thus though relative force may be judged as hindsight, its lexicalization corresponds to speaker values at the moment of enunciation. According to Talmy, dynamic oppositions are either steady state or shifting. The antagonist of the dynamic interaction may be present in constant fashion or absent indicating a potential for force interaction. In an integral view of causal interaction, forces may also express aspectual values entering or leaving the dynamic interaction. Meagher (2004) applies Talmys multiple patterns to analysis of social discourse. When the intrinsic tendency of the focal force is inaction, the antagonist takes on the role of a causal force. On the contrary when the tendency is action, the antagonist is lexicalized as an obstacle. Although this study analyzes force dynamics from a discourse perspective, it also shows how the dynamics of individual lexemes and syntactic structure reinforce the general pattern in specific te

Salvio Martín Menéndez, *Discursive strategies and discursive genres: The intrinsic relationships*

This paper aims to demonstrate that to define a discursive genre it is necessary to show that there is an intrinsic relationship between discursive strategies and discursive genres, because the latter depends on the former.
We take as our starting point Verschuerens pragmatic perspective (1999) to frame our analysis. We will affirm that: 1) *variability* is in relation with a system of paradigmatic potential options (the grammar system in the sense of Systemic-Functional Grammar (Halliday & Mathiessen 2004) ; 2) *negociability*, with how that speaker/writer combines the resources (the chosen options) as discourse strategies (Menndez 2000); and, 3) *adaptability*, in relation with the possibility of making a genre interpretation of the uses of these strategies (Bajtin 1983, Eggins 2004)
We will prove that there is a correlation between the three main characteristic of Pragmatic Perspective with grammar, strategies and genre to show how these three analytical stages complement each other.

Variability	Grammar	Potential Options
Negotiability	Discourse Strategies	Combination of resources (chosen options)
Adaptability	Discourse Genre	Socio-cultural interpretacion´s frames

We postulate that a discursive genre could be described as a convention of use (Bajtin 1982) that has a potential structure (Hasan 1996) and a purpose (Martin 1997), but it should be analysed as a set of recurrent discursive strategies (Menndez 2005) in order to be interpreted.
We will prove our point with the analysis of the following different data of our corpus of the discourse of the *Revista de Filologa Hispnica (1939-1945)* to demonstrate how our proposal works.
We will analyse the discursive strategies that Amado Alonso uses to interpret the relations between stylistics and structuralism taken as theories of language in the discursive series called Discourse of the Instituto de Filologa (Facultad de Filosofa y Letras, Universidad de Buenos Aires, 1939-1946). We will center in the prefaces of his translations of Karl Vosslers *Philosophy of Language* (1940) and Ferdinand de Saussures *Cours de linguistique gnrale* (1945)

Katrijn Maryns, *Social diversity in criminal trials: a case study of judicial reasoning*

This paper deals with the conceptualisation of social diversity in judicial reasoning. On the basis of first-hand ethnographic data collected in the Belgian Jury Court (the only jury court in Belgium that deals with the most serious criminal offenses such as murder and rape), this paper explores how the different actors in a criminal trial consciously or unconsciously refer to aspects of social identity and diversity in framing the acts committed by the defendant. It analyses the way in which markers of socio-economic and cultural identity serve as interpretive resources in the conversion of idiosyncratic cases into decontextualised objects of legal investigation.
The law functions within an institutionally structured organisation which aims at transforming a complex set of social events into an institutionally relevant reality. The production of institutional realities is informed by a discursive negotiation of how the defendants social conduct links up with a set of formal legal procedures (the legal qualification of the facts). This interactional game, which is played out at the front stage of courtroom conduct is intertextually embedded in a realm of backstage discourses that have been produced in the larger context of the case.
This tension between backstage and frontstage performance is particularly relevant in the Belgian Jury Court for it is the only court in which the evidence has to be exhaustively (re)presented during the trial. The Jury Court procedure is a public oral judgment procedure in which the investigation has to be redone on behalf of the jury, because these people have to form their opinion about the case without inspection of the case file. Their judgment, in other words, should be motivated by the participants oral performance during the trial. This performance can be conceived of as talk-in-interaction through which the participants (magistrates, litigators, witnesses, experts) constantly represent previous discourse produced by others during the trial and in the files.
This paper aims at analysing the discursive reproduction of notions of social diversity in a murder case that came before the Jury Court of Gent in June 2006. Using transcriptions of the hearing (audio- and video-recordings), I will offer some materials to explore how the different parties involved (the prosecution and the defense) incorporate notions of social

diversity in qualifying the facts. This discourse will be shown to serve as an extenuation strategy to pathologise the defendants criminal behaviour, directly or indirectly referring to the multiple, often competing discourses produced on and behind the scene.

Viola Giulia Miglio, *The Evolution of "dizque" as Evidential Strategy in Spanish*

This paper explores the semantics and usage of "dizque" (it-is-sayd-that), an adverb used as an evidential strategy in Latin American Spanish and explores its development from the XII to the XX centuries, focusing on Peninsular and Mexican Spanish and concentrating on changes during the Colonial period. While this peculiar adverbial is very productive in Latin American usage, it seems to have been lost in Peninsular Spanish (Magaña 2005). The research questions explored in this paper are: 1) when does "dizque" emerge as an evidential strategy and what is its evolution from finite verb + complementizer to adverbial element; 2) when does the adverbial change from a purely "hearsay" marker to a marker of disbelief distancing the speaker from the information s/he is communicating. A third question explored in the paper is how reliable are online databases such as the Real Academia's "Corpus diacrónico del español" (CORDE) to carry out this type of historical analysis. This is evaluated by comparing the data obtained from CORDE to printed collections such as "Documentos lingüísticos de la Nueva España" (Company 1994). The form (se) dice que/ dicen que 'they/people say', in Old Sp. diz(en) que, is the basis of the adverbial form dizque commonly used in modern Latin American Spanish as marking information source or disbelief. The form is found in Peninsular Spanish as early as the 1200s, and its usage increases considerably towards the end of the XIII century according to data from CORDE. Already in Peninsular Spanish we can see that the verb + complementizer follows a path of grammaticalization whose stages include loss of definite subject, erosion of phonetic substance, loss of morphosyntactic properties, and fusion into an adverb. However, it is clear from the early sources that the form is an evidential strategy in the strict sense that it marks the source of information (as defined by Aikhenvald 2004), i.e. facts that the speaker has not directly witnessed: "En esta ribera a un castiello [...], o diz que sera nodrido el Antechristo [...]" ("on these shores there is a castle [...], where it-is-said-that the Antichrist will be raised", CORDE ca. 1200) – given the didactic-religious nature of the piece, the author is simply saying that he has no direct knowledge of the fact, but nothing points to disbelief. In this sense I disagree with Magaña, because she does not distinguish between the two uses of dizque that she defines as a "pragmatic evidential marker [that] demonstrates the lack of certainty of a statement: 'I don't have any evidence for it and I doubt it.'" (2005:64) The paper shows that dizque emerges very early as an evidential strategy marking information source in the XIII century, and it declines steadily from the XVII century onwards BOTH in Spain and in Mexico, according to CORDE. I show that while it is true that the form has all but disappeared in Spain, the reason for the small number of dizque's in 20th century Mexican Spanish samples from CORDE is that this adverbial has changed registers, becoming a predominantly spoken or colloquial strategy, and therefore not present in the CORDE documents. I also conclude that the use of dizque as marking disbelief is secondary compared to the evidential meaning and is not found until the XVII century (both in Peninsular and Colonial Spanish). Finally, although online databases such as CORDE are an invaluable tool to establish trends in language change such as the evolution of dizque, they cannot be used as the sole data source, as the choice of documents in the database could obscure relevant results.

Alessandra Miklavcic, *The "multi/cultural patient:" Translating meanings in mental health consultations*

How is it possible to interpret the idioms of illness, which are linguistically and culturally distant from the idioms of medicine? This is the endeavor of a group of transcultural psychiatrists who provide mental health support and expertise in cases of immigrant and refugee patients in Montreal. This paper is part of an ethnographic study conducted at the Cultural Consultation Service (CCS) of the Psychiatric division of a Montreal Hospital, Canada. It analyzes the cultural consultation service as a discursive site where psychiatric knowledge is bracketed in phenomenological sense, in order to understand culturally and linguistically diverse idioms of distress through the use of translators, cultural brokers and mental health practitioners. I argue that the cultural consultation provides a processual and hermeneutic frame within which participants co-construct the illness/life narrative of the patient case. The CCS offers mental health support to an increasingly multicultural population composed by immigrants and refugees, whose mental distress more often than not is misevaluated by medical practitioners who lack linguistic understanding and cultural references vis--vis the patients background. Spear-headed by a multi-disciplinary, multilingual and multi-cultural team, the service provides a unique space that integrates psychiatry with alternative systems of knowledge, which are valued alongside biomedical approaches. At the cultural consultation, a patients case is introduced and discussed by the principal therapist with the co-participation of health practitioners, cultural brokers, translators and students. Participants share a strong focus on framing the lived experience of the patient in emic terms, in which the patients subjectivity, her own webs of cultural meanings and expressions are central. Although the patient is not present, the principal therapist maintains efforts to not impose prestructured meanings on the case by re-telling/reporting about the patients distress using minimal medical jargon. Each participant adds a layer in the construction of the patients narrative from her own personal interaction with the patient and/or through an hermeneutic approach. In so doing the patients selfhood is produced rather than discovered. (Capps and Ochs 1995; Burck 1997). The co-produced narrative is therapeutic, not only for the patients assessment but also for the co-participants, who, in this way, can validate and reinforce the professional community of belonging. At the end of the consultation, the leading therapist writes a cultural assessment emerging from the

consultation which is sent to the patients principal caregiver. Drawing on an interactional narrative approach (Bauman 1986; Bruner 1990; Sacks, 1974, 1992; Jefferson 1978) and Critical Discourse Analysis (Fairclough and Wodak, 1996) I analyze fifteen consultations I attended, which were tape-recorded and transcribed. By asking how the narrative of the patient case is interactionally produced, this paper looks at the genres used to construct an intersubjective consultation-narrative. It also examines the rhetorical strategies implied by the leading therapist both in facilitating the consultation and in the writing up of the evaluation. At stake is the positionality of the psychiatrist who embodies an institutional and ethical role and has to protect the vulnerable patient in the political economy of structural violence, poverty, immigration and refugee status.

Rosa Graciela Montes, *Self-pointing and self-reference*

In this paper I examine **self-pointing gestures** and address two issues: first, what these gestures accomplish when the target of the point is ostensibly the self although the accompanying discourse may refer to something else and second, what triggers the self-point.

Pointing gestures, classified under *deictic gestures,* have been said to have a basic function as indexical forms to point out referents in the spatio-temporal context of an interaction. However, researchers have shown that often they are used in a non-transparent way, for example, pointing at nothing specific or else indicating a referent which has a non-obvious relationship to the talk expressed (McNeill 1992, Haviland 1996). Many pointing gestures seem to have no concrete referent in the physical context but rather seem to be establishing a different link between the entities mentioned in the discourse and the targets of the point. Kita (2004), citing Goodwin (2003), has indicated that even the simplest act of directing a finger at an object is not transparent but needs to be interpreted within the social and conversational framework in which it occurs, and adds that in order to understand the underlying meaning of these points one needs to appeal to various levels of communication including questions of politeness, face and conflict or questions of identity, stance and alignment.

In this paper I examine all instances of self-pointing gestures, from a corpus of video-taped TV interviews of fifteen Mexican speakers. In particular, I am interested in cases of non-transparent pointing to self, the non-obvious deictics, in which there is an apparent mismatch between the verbal utterance and the target of the pointing gesture which accompanies it. I discuss the types of inferences that have to be made in order to relate gesture to referent, based on data from the ongoing talk and context. The analysis of these gestures in the context of the interaction gives a range of different functions of which the most prominent, aside from the literal reference to the self (*yo,* speaker), are those that indicate the speakers alignment or evaluative stance with respect to the topics being discussed, or those which situate the self as the origo of deictic coordinates and exemplify spatially organized concepts from the viewers orientation. This portion of the analysis involves taking the gesture as the starting point and associating it with the talk in the interaction.

A second question, however, relates to what triggers the point in the first place. That is, not all cases of self-reference, for example, are accompanied by a self-point. For this portion of the analysis, which is currently ongoing, the procedure has been the inverse of the above. I have taken, to begin with, all instances in which the speaker explicitly refers to self verbally and correlated these to the gestures used. Preliminary results seem to show that when the first-person reference describes general actions or activities by the speaker, the gestures tend to illustrate these. Self-pointing tends to coincide to self-references when the speaker is expressing opinions, beliefs, positioning or alignment.

The data is taken from a corpus of the spontaneous speech of fifteen Mexican speakers participating in TV talk shows, in which they present and sustain opinions regarding a topic set by the moderator. The type of discourse is essentially argumentative, with frequent explicit contrasts of opinion.

Chiara Maria Monzoni, *Preference organization in (Italian) multi-person family interaction: accusations as an interactional achievement*

Previous research on accusations has been primarily focused on the ways this social action is responded to in relation to preference organization, especially in specific institutional contexts such as court-room interaction (Atkinson & Drew, 1979) and counselling sessions (Garcia, 1991). Here it will be discussed, instead, how accusations may emerge in interaction in ordinary (Italian) multi-person conversation during disputational sequences and how preference organization is managed throughout.

These sequences are initiated through wh-questions, through which speakers challenge their recipients for some concurrent or past action that is oriented to as troublesome. These wh-questions are rather general, thereby leaving it to recipients to see for themselves where the trouble lies. In those cases when the challenge is not responded to, a response is pursued by the first speaker through positive polar questions which indicate the trouble more explicitly and challenge recipients to produce a confirmation of the troublesome issue and thus an admission of fault. Similarly to wh-questions, positive polar questions are also not responded to. Subsequently, speakers successfully engage their recipients in interactions by turning positive polar questions into statements of a specific kind: accusations. By turning positive polar questions into accusations, they change the nature of the projected preferred response: a denial (cf. Atkinson & Drew, 1979; Garcia, 1991; among others) which is a less face-threatening move than the admission of fault.

Through the discussion of this kind of sequence we will demonstrate: how accusations may emerge in interaction as the result of an interactional achievement; and how preference organization changes during this type of sequence. In

disputational talk speakers usually employ mitigated turns at first which then become more direct and conflictual (cf. for instance Kotthoff, 1993, among others), here instead we find quite conflictual and unmitigated turns from the very beginning. Nonetheless, in these sequences accusations seem to be less aggressive and confrontational than challenges vehicled by wh-questions and positive polar questions, due to the very preferred responses they project.

Aliyah Morgenstern & Martine Sekali, *The pragmatic function of early prepositions in child language : a contrastive corpus-based study of French/English acquisition of a grammatical category*

Prepositions represent a problematic category for theories of syntax. Recent syntactic theory suggests a classification of prepositions according to either lexical or functional features: lexical prepositions contribute semantic content while functional prepositions merely assign case. Yet the same preposition can exhibit both features, and its classification will therefore depend on its use (the same preposition to in English can thus be used as a lexical spatial preposition or as a functional preposition assigning dative case. Is there a schematic form common to all uses? If the situational or contextual use of some prepositions determines their meaning or their membership to the category, a merely syntactic approach is not sufficient to understand the linguistic status of this particular set of grammatical markers. In addition to that, prepositions seem to give a better access to their variety of uses when analysed in authentic dialogical contexts than in syntactically manipulated data. Language acquisition, which is necessarily studied in spontaneous dialogical contexts, may give a new insight on prepositions as a grammatical category. Which prepositions are used by children first? How are they used? In what order do they appear and why? Do French and English children use the same first sets of prepositions? In order to tackle these questions, we analyse spontaneous verbal interactions between children aged 15 to 30 months and their parents. We compare the use of prepositions in the study of two French and two English longitudinal child corpora. The analysis reveals several interesting phenomena: - The English-speaking children use prepositions such as in, on, down and up very early (around 1;05) but in a verb-like manner (cf. Tomasello, 1987) and in isolation. Interestingly enough, where the English-speaking children say up! or down! the French-speaking children say monter! or descendre!. - The French-speaking children first use prepositions such as pour, and de around 1;10 only. They mostly correspond to the possessive case in English. Where the French child says les jambes de maman, or moi la poupe! the English-speaking child will say Mummys legs and My doll! - Around the age of 2;04, the four children use a larger variety of prepositions, semantically charged as well as more functional ones. In French, we find , pour, de, dans, sur, avec and en. At the same age they are even more varied in English: at, by, for, from, in, of, off, on, out, over, to, under, up and with. We argue that, in French and English, prepositions are first used by children as pragmatic tools to appropriate the world through language in dialogical contexts. Before semantic and functional features of prepositions are acquired, a primary feature appears - the pragmatic feature - where certain prepositions function in speech acts, by which the children can appropriate objects, distribute roles and properties, explain their intentions or claim their power over objects and people. The pragmatic features of early prepositions in child language may also set a new light on their schematic form (i.e. the common operation behind their variety of uses), which would then account for the existence of such a grammatical category.

Emi Morita, *Japanese particle yo and its role in the explicit marking of "uptake" as relevant next*

In spoken Japanese, the particle *yo* appears ubiquitously, despite the fact that it carries neither referential nor denotational meaning, nor indicates any grammatical relations. A lexeme of obvious pragmatic relevance, to date, however, most explanations of the pragmatics of *yo* have emerged from within purely psychological or cognitive perspectives. For example, the function of *yo* has been said to indicate a speakers strong conviction or assertion, or that certain information that is more accessible to the speaker than to the hearer (e.g., Kamio 1990, Maynard 1997). Still other studies associate this particle with an utterances strong illocutionary force (e.g., Nakano 1995) or guarantee of relevancy (Matsui 2000).

Yet although most of studies cited above have indicated that there are strongly assertive characteristics associated with this particle, how *yo* functions to contribute to the sequential development of actual conversation has not yet been examined. Thus, rather than seeing particle *yo* as an innate carrier of propositional or emotive meaning, my study focuses on the empirically demonstrable impact of instances of *yo* use in the real-time sequential development of talk.

Specifically, *yo* typically appears in turns where the *yo* speaker is providing some declarative information (such as answering a question, reporting, explaining, or clarifying) that is followed by explicit uptake. For example, when *yo* is deployed at the end of a turn reporting finding something, that turn is then understood by the other participant not as a mere neutral statement of fact, but rather as a reporting that makes a verbal uptake from the recipient relevant next *in addition* to the relevancy implicated by the turns sequential position (i.e., second pair part after the first pair part). This, accordingly, cast strong pragmatic constraints on the recipient of the *yo*-marked turn which may better help explain the intuition behind the reasoning that *yo* is often associated with strong assertion on the part of its speaker.

Too, my studies show that when the answer of a question-answer sequence is marked by *yo*, that response is usually followed by the other participants explicit verbal confirmation or acknowledgment, rather than the starting off a new sequence, as is often the case in non *yo*-marked question-answer sequences. *Yo*, then, may be designed for sequence closing nonetheless, in that it explicitly indicates that an explicit confirmatory uptake of the current action is needed as relevant next. Whether this uptake is an explicitly verbal action expressed in a reactive token or comment, or whether it

consists in silently and physically complying to the request, it explicitly indicates that the *yo*-marked turn makes such immediate-next action relevant as a *minimal post-expansion* i.e., *not* as the start of a *new* sequence, but the interactionally proper sequence closing still in progress.

Thus, this study of the pragmatic deployment and understanding of *yo* lends further support to the view of such particles as primarily resources for the structuring of real-time moment to moment conversational interaction, and only derivatively as reliable markers of psychological states.

Jesse Mortelmans, *Determiners in Medieval French 'units of meaning'*

In his *Search for Units of Meaning*, Sinclair (1996) proposes that a text is composed of units of meaning, lexical items that are larger than words or nominal and verbal syntagms. For instance, his examination of the context of a frequent collocation such as *naked eye* across large corpora of modern English, revealed that the first position to the left (N-1) is generally occupied by the word *the*; in position N-2, two words dominate the pattern *with* and *to*; further on to the left appear verbs or adjectives having a semantic feature of *visibility*, often accompanied by a term expressing the notion of *difficulty* (*barely / rarely / just visible* or *faint to be seen*). The following principle, also corroborated by several other examples of the composition of units of meaning, is inferred: for almost all lexical items, there are regularities with respect to either the grammatical nature or the semantic choice of words associated with a nominal or verbal syntagm; one-word units do exist, but they are rather exceptional. The further to the left, the wider the range of words qualified to enter in that particular combination becomes. Although there is a large freedom in the semantic or grammatical choice in combining words, great regularities allow us to recognize units of meaning.

In this paper, I will use this approach to analyze the use of determiners in verbal constructions in earlier stages of French. In contemporary French, for instance *cong*, accompanied by the verbs *prendre* or *donner* (take (a) leave), is used without an article. The corpus of the Base de Franais Mdival (BFM) shows that in Ancient French (i.e. up to the13th century), the noun is often determined by a definite article or a possessive determiner, whereas in Middle French (14-16th centuries), this is less frequently the case. This has often led to the conclusion that the collocation or unit of meaning *prendre/donner cong* is less stable in earlier stages of language and only fossilizes into a stable verbal phrase throughout time (as discussed in Valli, 2003). On the basis of Sinclairs framework of units of meaning, as well as other *collocation*-theories (cf. Hausmann & Blumenthal, 2006), I wish to argue that this interpretation is to be reconsidered. Although word order in Medieval French is indeed less restrictive than in contemporary French, the same elements occur in similar relations to each other. We must thus conclude that we are dealing with coherent constructions, especially if we take into account that Medieval French disposed of a larger freedom to create semantic effects through the manipulation of determiners, including the productive zero determination (Epstein, 1994, 70, Goyens, 1994 and Valli 2003). Verbal phrases in Medieval French are much less rigid than their contemporary French equivalents, but constitute nevertheless highly coherent items, displaying significant regularities, comparable to the wider ranges of possible combinations forming units of meaning in modern English.

Monica Mosca, *Spatial Reference in Italian Dialogs*

The aim of this presentation is to describe the preliminaryresults of a PhD. research, still in progress, on the models of space underlying the corresponding linguistic expressions in spoken Italian, both in terms of verbs of movement and state, and in terms of the strategies to relate objects with respect to one another or to a reference point.

My empirical data are a corpus that consists in dialogues collected by the Map Task method and by requests of road directions. The samples have been collected in different regions of Italy, in order to be able to assess the impact of the socio-cultural differences between Italian regionson the communication and linguistic strategies, such as the choice of frame of reference and lexicalisation. The corpus spans over 3 hours of recording. The corpus has been tokenized and concordances have been extracted.

The most common ingredients of linguistic space modelling are the characterisation of Motion Event, as formulated by Talmy (2000), which relates in a systematic way verbs of state or motion to spatial cognition, and that of Frame of Reference, as introduced by Levinson (1996, 2003), which accounts for the reference points used in situating objects in space.

Motion verbs and stative verbs have been first classified according to an annotation schema which has been derived from Talmys primitives, by integrating them with subcategories abstracted from the corpus by a bottom-up analysis.

The original theoretical frame by Talmy has been integrated with further studies by Slobin (2004) Jackendoff (1989); the basic notions of Figure, Ground, Path and Manner have been refined in order to capture distinctions like, for example, the one between the description of a path in relation to a Ground, in terms of a generic direction or of a geometric shape (e.g.:circle) .

A set of lexicalisation schemata has been established and applied to the corpus as annotation tags and quantitative evaluations have been carried.

Italian exhibits an idiosyncratic behaviour which conflicts with the traditional classification of languages as Verb-framed or Satellite-framed, and the characterization of Italian as V-framed as all the Romance languages. Such idiosyncrasy had been remarked before by Schwarze (1985), but the situation that emerges from the empirical data is even more complex as generic verbs specified by satellites are more frequent than expected; moreover, many verbs that

exhibit conflation of Motion+Path or Motion+Manner, and should therefore be in principle V-framed, accept satellites that repeat, in a way, the concept expressed in the verb root. A hypothesis is discussed according to which this is due to a sort of weakening of the semantic content of the root.

A second ingredient of a complete account of spatial expressions requires a discussion of the use of strategies with respect to Frame of Reference, for which the definition given by Levinson has been adopted; his distinction between relative, absolute and intrinsic has been accepted as it is as well. A link between strategies for the description of path in a map and the frame of reference adopted is established by Tversky (1996), who associates a relative (reader- centred) frame of reference and active verbs like *go* or *turn* with a **route description** strategy, and an absolute frame of reference together with stative verbs with a **survey** strategy. Space referring expressions in the corpus have been indexed and referred to ideal maps, according to whether the centre is the viewer or the landmark. Results show some discrepancies with respect to Tverskys position as route description strategies are often associated with absolute frame of reference, while stative verbs can be as well associated to relative frame of reference.

Kyoko Motobayashi, Satoko Tokumaru & Tomoko Takeda, *Positions of participants in a sequential online interaction in Japanese: An analysis of communication on an electronic bulletin board*

This study reports positions taken by participants and patterns of topic expansion i n a sequential online interaction in Japanese language among Japanese university students , international students studying in Japan, and learners of Japanese at the universities outside of Japan. The site of this study is a text-exchange activity at the university level using an electronic bulletin board , originally informed by Habermas concept of public sphere. This project employs three steps which comprise of first essays, readers responses, and writers comments to the responses , under a guiding discussion topic set each year, in order to facilitate a natural but to some extent systematically sequential communication in the written form.

In this study, 14 threads (i.e., 14 sequence s of essay-reactions-comments) which consist of 72 compositions (37 by international participants and 35 by Japanese participants) were analyzed . Our methodology is informed by conversation analysis, focusing on the patterns of sequential interaction of the text exchange. A particular attention is paid for the utterances by the international participants, namely, the international students in Japan and the learners of Japanese outside of Japan, for whom Japanese is the second language.

This study first reports various positions the international participants bring in the interaction, focusing on 37 utterances of them. Those positions include: a position with national/cultural identity ; a position as a foreigner in general; a position as Asian as a comprehensive identity ; a position as nationally/culturally neutral and personal/subjective; and a position as an objective discussant, including that of Japan and/or Japanese and that of other issues. Then, this paper examines how these positions of international participants are taken up and developed by others, based on the analysis of 72 compositions including above 37 utterances.

These findings show that the international participants in this project took a variety of positions to join in the discussion with their Japanese peers, oftentimes by using their international status as resources, creating solidarity with other discussants, or taking an objective position. At the same time, in the sequence of the interaction, their positions and topics related to that positions are not necessarilytaken up and developed by others.

Based on these analyses, we propose that in the case of text-exchange interaction, interactional order can be observed through the topic expansion by other participants. Namely, in the text-exchange activity like this project, participants can complete their utterances before they post them, different from in the case of synchronous face-to-face conversations or online chat communications where turn-taking is one of the major function for the interactional order; however, this does not mean that the communication there is free from interactional order but it is exercised differently.

Cornelia Müller, *How to reconstruct the meaning of a pragmatic gesture: A linguistic approach to the analysis of recurrent gestural forms*

There is a reviving scholarly recognition that when language is used in face-to-face situations there is more to it than words: participants use hands, gaze, facial expressions, bodily positions and orientations to frame and organize their talk and to communicate what they want to tell. Put differently, language as it is used, is inherently multi-modal (Mller in press). Yet acknowledging this fact is not sufficient. What is needed, is a theoretical framework as well as a thorough methodology to account for the multimodal character of spoken language. This talk is going to focus on one rather central modality within the range of facets to be considered in a careful analysis of language as it is used, namely on gestures that go along with speech. More specifically it is going to concentrate on recurrent gestures with pragmatic functions, such as the palm-up-open-hand (Kendon 2005; Mller 2004), the brushing aside gesture (Mller & Speckmann 2002; Teendorf 2005), the pistol-hand gesture (Seyfeddinipur 2004), and the crank gesture (Ladewig 2006). It will be argued and documented that a linguistic corpus analysis offers tools to reconstruct these functions in a methodologically systematic manner. Furthermore, it will be suggested that these forms of gestures deserve much more scholarly attention than they have received hitherto. In short, this talk presents the methodology as well as the results that have been obtained applying it in larger scale studies which focused on single gestural forms and their uses. Results were obtained based on corpora of naturally occurring and naturalistic conversations of German, Persian, and Spanish

speakers (Mller 2004, Seyfeddinipur 2004, Teendorf 2005). Despite of being clearly ubiquitous, pragmatic functions of gestures have received relatively sparse attention within gesture studies. The impressive mainstream of gesture studies has focused on the cognitive insights to be gained through the analysis of another type of gestures, namely those mostly termed iconics (McNeill 1992). These are spontaneously created, co-verbal, idiosyncratic, gestures that speakers use to describe the shape of an object (a round frame), an everyday activity (opening a window) or aspects of an event (cf. the research on gestures and motion events xxx). In contrast, rather little attention has been paid to recurrent gestural forms that primarily appear to carry pragmatic functions. Work by Streeck (1994), Kendon (1995, 2005, Mller 1998, Mller & Haferland 1997, Mller 2004) has clearly shown that this type of gestures does play an important role in everyday gesturing. McNeill (2000) has pointed out that it occupies a specific locus on the Kendon continuum of gestures which ranges from spontaneous to conventional forms of gestures in that it stands between the spontaneous ad hoc created iconic gestures and the fully conventionalized so-called emblems. Emblems may substitute speech, iconics are an integral part of speech, and recurrent gestures with pragmatic functions often function independently of speech but are nevertheless closely related to it: they may thus offer meta-comments such as retrospective (negative) assessments (Mller & Speckmann 2002, Teendorf 2005), or presentations of discursive objects as an evident ones (Mller 2004), or they may visualize discourse structure such as topic and comment (Kendon 1995, 2005, Seyfeddinipur 2004) as well as the continuation of a turn at talk (Ladewig 2006). The talk documents the steps through which these results have been obtained, underlines the importance to systematically consider this type of gesturing and in doing this, it adds a crucial facet to a corpus based analysis of spoken language as a multimodal event.

Glaucia Muniz Proença Lara, *Les opérateurs d'argumentation dans des publicités brésiliennes: étude de cas*

La Sémantique argumentative ou Sémantique de l'énonciation fondée par Oswald Ducrot, considérée dans ses rapports avec les études pragmatiques, part du présupposé que l'argumentativité fait partie de la langue et se manifeste à travers une série de mécanismes; ceux-ci sont habilement placés dans des énoncés pour les orienter vers les conclusions voulues par celui qui argumente. En d'autres mots: ces éléments – que l'on peut aussi appeler "modalisateurs", *grosso modo* – vont doter les énoncés dont ils font partie d'une force argumentative qui a le but d'agir sur le(s) destinataire(s) en provocant sur celui-ci (sur ceux-ci) certaines réactions qui peuvent être de l'ordre du verbal ou du non-verbal.
En prenant pour base ce cadre théorico-méthodologique, nous analysons, dans des publicités véhiculées par des magazines assez connus au Brésil, l'emploi de différents opérateurs d'argumentation. Ceci se lie aux études de Ducrot sur "les marques linguistiques de l'argumentation". Nous comprenons par "opérateurs" des éléments cohésifs (connecteurs) que, lors de leur insertion dans les énoncés d'un texte donné, déterminent l'orientation argumentative dudit texte, c'est-à-dire: ils indiquent le sens qu'ils veulent y mettre en relief par la manifestation de relations de différents ordres: conjonction, disjonction, contrajonction, explication, conclusion, comparaison, etc.
L'objectif qui nous guide, dans nos recherches actuelles, c'est celui de montrer comment le langage de la publicité divulguée par la presse écrite brésilienne se sert de ces éléments pour agir sur l'autre (le lecteur). En ce sens, nous examinons quels sont les opérateurs les plus fréquemment utilisés et quels effets de sens ils cherchent à produire: la surprise, l'humour, la séduction…
Pour cette exposition nous avons puisé notre *corpus* dans deux types de publications de la presse écrite brésilienne: le premier a été extrait d'un hebdomadaire informatif intitulé *Veja*; le second d'un magazine féminin intitulé *Criativa*. Ces revues s'adressent chacune à un public spécifique. Les questions que nous essayerons de résoudre ou de vérifier tiennent donc aux opérateurs d'argumentation utilisés dans les deux publicités. Sont-ils les mêmes? Sont-ils différents? Sont-ils utilisés en plus grand nombre dans la publicité de la revue informative ou dans celle de la revue féminine?
Cet exposition vise apporter, tant soit peu, une contribution aux études pragmatiques centrés sur l'emploi du portugais, langue maternelle du Brésil.

Kumiko Murata, *Don't you have opinions?: giving opinions in public in comparison: conflicting values and attitudes*

This paper deals with presumed difficulties Japanese students are supposed to experience in giving opinions in public, both in their mother tongue and in target language situations, but more so in the latter, partly through lack of language proficiency, but also due to their limited awareness of the cultural norms governing interaction implicit in the use of the target context. In addition, the effects of the cultural expectations regarding interaction inherent in their mother tongue culture also play a significant role in their perceived difficulties.
The paper specifically focuses on the giving of opinions by Japanese students in class, which is the area often noted as culturally marked, particularly by mostly Western language teachers on the basis of their own communicative values and norms, where giving opinions in class is both assumed as normal but also actively encouraged (Holliday 2005, Jaworski & Sachdev 1998, Jones 1999, Morita 2000 & 2004, Scollon & Scollon 2001, Tatar 2005, Turner & Hiraga 1996). The paper draws on data gleaned from the administration of a questionnaire to Japanese students in addition to post-questionnaire interviews. This ethnographic approach is particularly appropriate since many descriptions of Japanese students communicative behaviours available heretofore are based on impressionistic, unsystematic

observations by teachers predominantly from Western cultural backgrounds. Classroom behaviours of students are reported to reflect the cultural and educational values of the society at large (Azuma 1994). Thus, judging them from the values and assumptions of teachers own cultures is often either irrelevant in intercultural contexts, or worse, could be regarded as the imposition of inappropriate cultural values and norms, unless students are willing to identify very strongly with the target culture for one reason or another. This paper therefore explores the difficulty students experience in giving opinions in class by focusing particularly on their own accounts for their behaviours. Furthermore, for the sake of cross-cultural comparison the same questionnaires were also administered to British students.

The preliminary results show that the students from both groups regard highly of giving and exchanging opinions in class; however, there is a marked differences in their confidence in doing so, more Japanese students stating that they have difficulties in giving opinions and asking questions in class even if they so wish in their mother tongue situations. This is despite the fact that most of them are acutely aware that in recent university academic settings, it is a prerequisite or ideal that they give opinions and contribute actively to the co-construction of a lesson with their peers and instructors. The paper examines the background to these tendencies drawing from detailed studies of the students opinions shown in the aforementioned questionnaires and interviews.

Katalin Nagy, *The pragmatics of grammaticalization – the role of implicatures*

Theoretical background. The role of pragmatics in grammaticalization has been the subject of several studies which have emphasized that the regularity of semantic change cannot be accounted for without paying attention to the implicatures and inferences that arise in language use. The coded meaning of lexical items and constructions can change according to the influence of the context of use. The grammaticalization of the new meaning includes a process of the conventionalization of conversational implicatures (Hopper Traugott 1993, Traugott 1999, Levinson 2000, Kearns 2000). Pragmatic meaning can become semantic according to the following scale: *particularized conversational implicature ? generalized conversational implicature ? conventionalized conversational implicature ? semantic/coded meaning*.

Aims. In the present paper I intend to highlight the particular steps of the process outlined above, on the basis of a historical comparative study comparing the grammaticalization of constructions of to go with infinitives in Catalan and Spanish. Although in the medieval occurrences they appear to have the same meaning, during the language change the Spanish construction evolved into a future tense (*ir + a + infinitivo*), while the Catalan construction evolved into a past perfect tense (*anar + infinitiu*). I examine why and how the evolution of the two constructions has taken different directions.

I suppose that generalized conversational implicature stage is the most relevant in meaning change, because it indicates the first step in the grammaticalization process: when the content of the implicature is beginning to be context-independent. In order to identify this stage I use the criterion of cancelability: the possibility of creating a context in which the implicature dissappears with the addition of subsequent utterances. Finally, I attempt to reconstruct the actual steps in the meaning change process and identify the role of implicatures in it.

Corpus: Catalan and Spanish medieval texts from the XII-XVI centuries.

Findings. The content that has grammaticalized in the case of the Catalan and Spanish constructions cannot have a conversational implicature origin, instead it has become salient within the semantic structure of the original form. On the basis of historical data, my conclusions are as follows:

A distinction within the process of language change should be made between:

A) the conventionalization of semantic content originated in the context as particularized conversational implicature and
B) a certain semantic component of a lexical item becoming salient compared to the others.

Implicatures play a double role in the process of language change:

A) they can become part of the semantic meaning, attached to a certain construction as a new semantic component and
B) they can promote the saliency of a certain semantic component within the semantic structure of a lexical item.

Ikuko Nakane, *Who is the trouble maker?: repair sequence and interpreter roles in police interviews*

In recent years, more attention has been attracted to the dynamics of interaction involving an interpreter as one of the participants in institutional discourse (e.g. Roy 2000, Russell 2000, Wadensj 1998, 2004). It has been demonstrated that interpreters sometimes leave their conduit role and take a more proactive role to facilitate communication between those who represent institutions and those who come to such institutions as lay persons, while making an effort to maintain every participating partys face including their own. Among the studies in this area of inquiry, Wadensj (1998), drawing upon the work of Goffman, identifies three major interpreter roles in a consecutive mode of interpreting: animator, author and principal. In an animators role, the interpreter renders the translation of the primary speakers utterance without being responsible for the message, while in an authors role, editing of the original utterance is involved during the rendition and the interpreter is partly responsible for the message. In a principals role, the interpreter does not render the primary speakers speech but takes full responsibility for the message by stepping out of the classic conduit role. This occurs when a need arises to coordinate the discourse to ensure effective communication or to avoid miscommunication. In the study reported in this paper, it was found that one of the contexts where the interpreters role shift tends to occur is repair sequence. Adopting Wadensjs approach to interpreting and using principles of conversation

analysis, this paper discusses how problems which threaten mutual understanding and alignment in interaction are dealt with in repair sequences in interpreter-mediated police interviews where Japanese citizens are interviewed by Australian Federal Police investigators. While repair sequences in interpreter-mediated police interviews were found to share basic properties of ordinary monolingual conversation such as preference for self-repair over other-repair, and orientation to the immediately preceding and subsequent turns (cf. Schegloff 1992, Schegloff et al. 1977), there were also patterns of repair specifically found in interpreter-mediated discourse. In particular, due to the addition of an extra turn by the interpreter who had the only access to both languages used in the police interviews, confusion seemed to arise as to whose turn it was to be treated as a trouble source. In a three-part repair sequence in monolingual interaction, the next-turn repair initiator (NTRI) usually orients towards the turn immediately preceding it, which is identified as a trouble source (Schegloff et al. 1977, cf. Wong 2000). However, in interpreter-mediated interaction, there are two turns that can be identified as a trouble source, since it is possible that there is a problem in interpreters rendition of the primary speakers turn (Berk-Seligson 1990). Thus, in repair sequences, interpreters were vulnerable to being identified as the troublemaker. This appeared to result in interpreters face-saving strategies which included role-shifting through editing of primary speaker utterance or explaining why a problem requiring repair was perceived or why a repair sequence has failed to rectify a problem. The paper concludes by discussing consequences of these strategies and offering implications for fair and efficient investigation processes.

Ayako Namba, *Preference organisation of laughter and assessment sequences in Japanese interaction*

Previous studies of laughter have found some general patterns of laughter organisation (an invitation by the speaker, its acceptance or declination by the recipient) (Jefferson, 1979). Such research, however, deals with only one side of laughter organisation as a whole, and does not give an account of laughter sequences in relation to assessment sequences the speakers assessments and the recipients agreement/disagreement. Concerning these, we need to demonstrate how verbal (assessments) and non-verbal (laughter) actions construct their own preference organisation (Pomerantz, 1984) or intersect with one another in the on-going interaction.

This study aims to examine both laughter and assessment sequences the speakers assessments, the recipients reply with assessments (agreement/disagreement), replies with or without laughter in Japanese interaction, drawing on the notions of preference organisation (Pomerantz, 1984) and adjacency pair (Schegloff and Sacks, 1973). My aim is to explore the preference organisation of both laughter and assessments, and the interplay between them.

The data consists of 120 minutes of videotaped conversations between twenty-two pairs of Japanese females. The data was collected at the Japan Womens University in Tokyo, 2004. In each conversation, participants spoke for five minutes about a surprising event in their daily lives.

Based on two perspectives the speakers positive (e.g. compliments) and negative (e.g. criticisms and self-deprecations) assessments, analysis of the data demonstrates the recipient had three options: agreement as a preferred or dispreferred action, disagreement as a preferred or dispreferred action, and withholding a reply as a dispreferred action.

Focusing on laughter, speakers laughed for all types of assessments, and recipients laughed in response to the preceding utterance when intending a preferred action. However, they had a choice not to laugh when intending a dispreferred action. In the case of no-laughter by the speaker, the recipient replied with laughter or without laughter producing a preferred or dispreferred action. In addition, the recipient sometimes withheld a verbal reply but laughed in response to the speakers assessments with or without laughter as a preferred or dispreferred action.

These findings reveal that when both the participants showed positive attitudes by verbal assessments, laughter emphasised both the participants agreements. However, it also indicates that when the recipient disagreed or withheld a reply for the prior assessments, laughter played a crucial role in supporting the verbal activities through fixing or softening the delicate situation in the interaction. The study concludes that laughter and assessments have their own preference organisation but, at the same time, they sometimes interact with one another in the communication process.

Enikö Németh T. & Károly Bibok, *Interaction between grammar and pragmatics: The case of implicit arguments, implicit predicates and manners of co-composition in Hungarian*

Theoretical background.   Approaches to the relation between grammar and pragmatics can be classified into four groups: a) Grammar and pragmatics are not separated from each other since language and language use are not distinguished (e.g. Langacker 1987). b) Pragmatics is a functional perspective on any aspect of language and not an additional component of a theory of language (e.g. Verschueren 1999). c) Pragmatics is one of the components of grammar (e.g. Levinson 1983). d) In addition to grammar, pragmatics is a component of a theory of language (e.g. Kasher 1986) or cognition (e.g. SperberWilson 2002). The question of interaction between grammar and pragmatics can be raised in these latter frameworks.
Developing the ideas of the fourth group, we define grammar as the explicit model of the knowledge of language, not independent of pragmatics, and pragmatics as the model of the faculty of language use, not independent of grammar.

Thus we can assume an intensive interaction between grammar and pragmatics.

Aims. In the present paper we investigate three types of Hungarian utterances containing implicit arguments or implicit predicates as well as utterances in which the predicates and their arguments are joined by means of the co-composition. In connection with all of them, we have two aims. First, we want to demonstrate how grammatical properties such as lexical semantic meaning, grammatical morphemes, indefinite/definite conjugations and *pro*-drop phenomena, on the one hand, and pragmatic factors such as immediate and extended contexts, on the other hand, interact. Second, we attempt to highlight how pragmatic factors override the use or interpretation forced by grammar.

Conclusions. The thorough and detailed analysis of the above-mentioned three types of Hungarian utterances sheds light on the fact that the phenomena previously conceived as purely grammatical (e.g. selection restrictions in the lexical semantic representations, recovering of zero anaphors in utterances) necessarily involve pragmatic considerations. Consequently, the behavior of implicit arguments or implicit predicates as well as manners of co-composition can be explained by assuming an intensive interaction between grammar and pragmatics.

Our final conclusion is that the use or interpretation predicted by grammar should only be evaluated as the typical one that emerges due to the lack of any specific context. If the context is more specific, it determines the utterance meaning to a higher degree.

Hilary Nesi, *The function of laughter in university lectures*

Laughter has been studied in some detail in recent years, both from a biological and psychological perspective (Provine 2000) and from a sociolinguistic perspective (Glenn 2003). There is also a growing body of research into the expression and purpose of conversational and workplace humour (for example Norrick 2003, Kotthoff 2003, and the New Zealand-based *Language in the Workplace* project led by Janet Holmes). Rather surprisingly, however, the role of laughter in educational settings has been neglected, even though this would be relevant to any investigation of power-distance relationships in educational contexts, and the means by which teachers impart values to their students, and model attitudes to knowledge.

This paper examines laughter episodes in the lecture components of British Academic Spoken English (BASE) corpus, a collection of speech events recorded at the Universities of Warwick and Reading between 1998 and 2005, and the Michigan Corpus of Academic Spoken English (MICASE), a collection of speech events recorded at the University of Michigan between 1997 and 2001. The two corpora are similar in size (about 1,700,000 words) and contain lectures on comparable topics, at a comparable level of study, although the MICASE lecture component is smaller than that of BASE because MICASE includes a wider variety of speech events, whereas BASE focuses solely on lectures (primarily monologic) and seminars (where the students tend to do the talking).

In both corpora university teachers impart values and model attitudes to knowledge, thus functioning to socialize students into the discourse community. Speech events complement the written component of the academic programme by presenting a more informal and social response than is acceptable in the public arena, and this interpersonal dimension is expressed through explicit self-reference and somewhat more polarized evaluative comments (as noted in Swales and Burke, 2003).

Both corpora were encoded following TEI conventions, and all laughter in lecture transcripts was marked and attributed to one or more participants (the current speaker, and/or one or more audience member). In BASE there is a further distinction between the non-continuous <LAUGH> and iterated <LAUGHTER>, which is measured to the nearest second. A comparison of the two sets of lectures reveals some interesting differences in terms of lecturing style and student participation. In both corpora, much student laughter can be interpreted as a display of compliance, subservience or solidarity with the dominant group member the lecturer. In the more interactive MICASE lectures, however, there is less micromanagement of discourse organisation than in the BASE lectures, leading to longer anecdotes rather than British-style wordplay and pre-rehearsed one-liners. Also, whereas laughter episodes are clearly linked in both corpora to functions such as speaker self-deprecation and teasing, British and American lecturers tend to focus on different defects in themselves and their audiences.

The talk will be illustrated with examples from BASE and MICASE.

Hadar Netz, *Bringing Pragmatics into the Lab: An Experimental Analysis of Markedness*

I would like to present two experiments, which examine the way people perceive the pragmatic function of three marked theme (topic) constructions. The research is innovative in two respects: (a) in contrast to previous studies of Information Structure (e.g. Lambrecht 1994) this study assumes the listeners perspective directly, rather than pointing at the speakers calculations regarding the listeners mental states; (b) in contrast to previous psycholinguistic experiments, which are typically based on constructed language (e.g. Birch and Garnsey 1995, Gernsbacher and Jescheniak 1995), this study uses authentic speech.

The three constructions analyzed are (1) Extraposition (XP) (aka. Left-Dislocation), e.g. *Cathy shes not a good friend herself*; (2) Object Fronting (OF) (aka. Topicalization, Y-Movement), e.g. *Joy I like*; and (3) Subject Marking (SM), e.g. *dad, you know, has done some of it* (i.e. the subject is stressed and occupies a separate intonation unit).

In Netz & Kuzar (in press) it has been argued that XP and SM fulfill different functions in the realm of discourse

management: while XP is used as an opening move, SM is used to sustain the current discourse topic, while overcoming a local difficulty in the information flow. In the realm of discourse content, XP, SM and OF mark various logical relations between referents in the text. The findings of Netz & Kuzars qualitative study of speaker intentions have become the hypotheses for my present quantitative study of listener reception.

The first experiment looks at the discourse management functions of XP and SM, and the second experiment looks at the discourse content functions of XP, SM and OF. More specifically, in both experiments, subjects were presented with authentic tokens of marked sentences followed by two possible continuations of the conversation: one that had actually occurred immediately after the stimuli, and the other taken from a different point in the conversation. The subjects task was to identify the original continuation. A control group was presented with the same stimuli and continuations, only the markedness had been eliminated from the stimuli.

Results indicate that people are indeed sensitive to the presumed functions of these constructions. However, the item analysis indicates that the management function of XP is more robust than is the management function of SM. In addition, the discourse content function of OF is also more robust than that of XP and SM. These findings reinforce the claim that in markedness there is iconicity between form and function (Waugh and Lafford 2000: 273): prominent structural markedness corresponds to prominent functional markedness.

Maurice Nevile & Johanna Rendle-Short, *Nancy is in Tumblong: formulating place for being Australian on talk radio*

This paper uses talk (phone-in) radio to investigate links between conversation and culture. It reports from an ongoing study examining interaction between host and callers on a radio show that is explicitly concerned with fostering a distinctly Australian cultural identity. *Australia All Over* is broadcast by a government-funded national broadcaster, every Sunday morning, across all Australia and even into Asia. According to the shows website, around two million listeners tune in sometime - nearly 10% of the population. The shows substantial aim is to give listeners their weekly dose of Australia, and to open the window on Australians [as they create] a tapestry of a collective Australian experience quite different from the experience of any other nation. Listeners phone in to announce news and events from their part of the country, or perhaps to tell stories, jokes, or read poems. So what do host and callers treat as uniquely, unremarkably, recognizably, and authentically Australian? The study uses methods of ethnomethodology and conversation analysis for studying naturally occurring interaction to uncover the language, practices and processes of reasoning by which people accomplish social actions and produce order in everyday life.

This paper examines how host and callers make local (regional) and individual matters worthy and intelligible for a national audience of listeners, and focuses in particular on how call participants formulate place. It presents findings from analyses of trancriptions of over 30 calls, lasting from one to seven minutes, selected from 17 shows (of 4.5 hours) recorded over nine months in 2006. During call openings, as is common for talk radio, callers are typically introduced (by self or host) with reference to their location. The paper is prompted by an observation that overwhelmingly such location references are limited to place names, as in Nancys in Tumblong, and that parties treat these place names as known and recognizable. However, most callers are actually located *outside* well known cities and centres, typically in regions or small and even tiny towns (like Tumblong) of which many, most, or even all listeners across the vast country would *not* know and recognize. Such initial minimal formulations of place, as recognitional forms, without and rather than an elaborating description (like in a small town west of Canberra), would seem therefore to be not recipient designed for the listening audience, and so potentially problematic. This paper explores the sequential development of calls to see what these initial place formulations enable host and callers to do, and also the interactional work that host and callers undertake in subsequent place formulations so that initial recognitional forms are carried off unproblematically. The paper relates findings on place to preferences for recognition and minimization in person reference (Sacks and Schegloff 1979; Stivers in press).

Talk radio is a significant form of public participation media. This paper addresses a form and purpose of talk radio which to our knowledge has not previously been examined. Previous studies have mostly concentrated on talk radio for seeking and giving advice and opinion, and for discussion and argument, for example on politics or on controversial issues and news of the day (e.g. Hutchby 1996, 2001; Thornborrow 2001). The paper highlights the contribution of place in talk for creating collective cultural experience, and a common sense cultural geography (Schegloff 1972) for being Australian. It considers cultural knowledge as evident in talk, and specifically in how members treat places variously as taken-for-granted and knowable.

Florida Nicolai & Silvia M. Sottofattori, *Self-manipulation and Tourette's Syndrome*

Tourette's Syndrome was first described in 1885 by the French physician Georges Gilles de la Tourette. One of its main characteristics is the presence of multiple motor and phonic tics. Tics are abrupt, brief, repetitive movements of one or more muscle groups, frequently preceded by an uncomfortable sensation on the affected area. Tics can be simple, such as eye blinks or head twitches, involving single muscle groups or complex, such as jumping or touching an object, consisting of coordinated patterns of movements. On the other side, phonic tics consist of simple sounds such as sniffing or throat clearing, or of more complex sounds such as words, phrases or even complete sentences.

Diagnostic criteria include an onset before age 18, the presence of tics for more than one year, a variable frequency and

anatomical distribution of tics and a gradual replacement of old symptoms with newer ones. The pathophysiology of the syndrome has yet to be determined, but recent researches suggest a dysfunction in the dopamine system and an abnormal neurophysiology of the basal ganglia.

This paper looks specifically at how tics can interfere with the self-manipulative gestures, movements that can disclose our feelings. Therefore, we videorecorded three subjects (two men and a woman) affected by Tourette's Syndrome since childhood, and then we analysed the data with the software Adobe Prmiere Pro. The parametric and contrastive analysis show that the self-manipulative gesture may become a new sheath when it is possible to insert the tic. The self-manipulative gesture is not simulated so as to hide or correct the tic manifestation, but it is executed together with the self-manipulation. Consequently, the release of the tic together with the production of a self-manipulative gesture strengthen the reduction of the tension and anxiety. According to our analysis the tic is an element structured inside the touretter, who can identified himself with his tic.

Anabella-Gloria Niculescu-Gorpin, *Persuasion and Relevance Theory - the Case of the 2004 US and Romanian Presidential Debates*

This presentation is part of a larger project dedicated to the analysis of persuasion, a topic that has been approached from different perspectives, and within different disciplines, such as rhetoric, linguistics, sociology or psychology, making it a perfect candidate for an interdisciplinary approach. It has also been considered the perlocutionary effect *par excellence* (Campbel 1973, Cohen 1973, Davis 1980, Gaines 1979, Gu 1993, Kurzon 1998, Marcus 2000).

I have chosen the definition put forward by Zimbardo & Leippe (1991) persuasion is an attempt to modify peoples beliefs and knowledge, and sometimes also their behaviour since it best characterizes what politicians aim for during electoral campaigns. Persuasion takes place when opinions and values are modified and this may happen during an electoral campaign. But how candidates use discourse to achieve persuasion is still a matter of discussion.

I have chosen as my corpus the 2004 American and Romanian presidential debates in an attempt to prove that what may have contributed to persuasion in those debates was the Relevance (in the sense of Relevance Theory) of the speeches.

Determining the share of the audience who were persuaded would have involved actual questioning of people, but this was neither possible nor was it the purpose of my project. There is no doubt that some people were persuaded and others were not. Thus, I rely on the outcome of the 2004 American and Romanian elections when I make claims about who proved to be more persuasive.

The analytical framework I have opted for is Relevance Theory (Sperber & Wilson 1986/1995, 2002, Wilson & Sperber, 2004; Wilson, 2004; Carston 2002) since it claims that human cognition tends to be geared to the maximisation of relevance. (Wilson, D. & Sperber, D., 2004:5).An utterance or any input creates predictable expectations of Relevance and it is said to be worth the hearers attention when the information put forward can be linked with background information they possess, therefore they yield positive cognitive effects, that is a worthwhile difference to the individuals representation of the world. (Wilson, D. & Sperber, D., 2004:2).

My claim is that if a political speech is relevant, i.e. it produces positive cognitive effects at a low enough processing effort, then the intended perlocutionary effect (i.e. persuasion) has a greater chance of success because the low processing effort and the positive cognitive effects may modify the audiences beliefs, knowledge and even their behaviour.

My main assumption is that linguistic elements such as sentence structure coordination and subordination, passive or active voice, choice of lexical items (which will make up the main body of my presentation), the use of metaphors, framing, rhetorical elements may contribute to Relevance, and thus to persuasion. Some of the linguistic choices made by the candidates (or by their speech writers) may have required a greater or lesser processing effort, as the case may be. But if the debates were not relevant to the audience, if the processing effort was high and no positive cognitive effects were achieved, then they may have not processed them at all.

The analysis reveals that these choices have contributed greatly to the Relevance of the debates. My claim that the Relevance of the debates contributed to the persuasiveness of the 2004 presidential debates was borne out, especially since the analysis proved that, notwithstanding the differences between English and Romanian reflected in the choices made, if these choices could increase Relevance, then the respective candidate had a greater chance to persuade, and to achieve his ultimate goal, i.e. get elected.

Tarja Nikula, *Enivei: a discourse marker in the Finnish-English contact zone*

It is well established by earlier research that discourse markers often transfer from one language to another when two languages are in contact (e.g. Maschler 1998, Torres 2002, Hlavac 2006). However, previous research has often been concerned with language use in bilingual immigrant communities with daily contacts between the immigrant language and the language used in the society at large. Less is known about situations where an international languages such as English, through its presence in peoples everyday lives affects discourse marker use in contexts where it has no official status, such as Finland .

This paper focuses on the discourse marker *anyway* which is nowadays quite often used in colloquial Finnish, even by people who only know very little English. The other discourse markers such as *you know*, or *well*, even though very frequent in English, have not gained similar currency, perhaps because Finnish is a language with a rich repertoire of

discourse markers of its own. This makes it all the more interesting to consider what is it in *anyway* that makes it the Finns popular choice among English discourse markers even when it has close semantic and pragmatic counterparts in Finnish (e.g. *joka tapauksessa*, *kuitenkin*).

This paper reports on research in which the use of *anyway* is looked at in computer based language use, in blogs and chats in particular. These contexts are chosen because they represent contexts of informal language use where discourse markers are likely to occur. Furthermore, studying colloquial language use in its written form gives easier access than spoken language to variants of *anyway* with different degrees of adaptation to Finnish as there is evidence for two spellings of the marker: it is either written in its English form *anyway* or occurs in a form adapted to Finnish orthography which reflects the way the marker is pronounced, *enivei*.

Anyway is a very frequent occurrence in the data. The findings point towards it being a versatile marker both as regards its positions and functions. Interestingly, *anyway* is often used in combination with Finnish discourse particle *no* which is also very often used together with the two Finnish counterparts of *anyway* in combinations the marker *no joka tapauksessa* and *no kuitenkin*. The co-existence and concurrent use of Finnish and English discourse markers thus seems to have resulted in a new fused marker which has elements of both languages. The reasons for the popularity of *anyway* are also discussed in the paper. These range from matters of economy, *anyway* being shorter than its Finnish counterparts, to its versatile, context-dependent and often implicit functions which make it a discourse marker par excellence.

Bracha Nir-Sagiv, *"Pragmatic Inappropriateness" in Advanced Learners' Language: A Corpus-Based Analysis*

Usage-based models emphasize the linguistic sign as a *construction*, that is, the conventional association of form and meaning with the latter involving both semantic properties and pragmatic/discourse functions (Goldberg, 1995; Kay & Fillmore, 1999). In L1, the acquisition of constructions is specified as a process of moving from atomic, individual islands (Tomasello, 1992) to increasingly syntagmatic and abstract representations. This is also true of L2 acquisition (Wong-Fillmore, 1976; Ellis, 2001). However, advanced L2 learners often reach a point of high proficiency where they can comfortably produce grammatical sentences that nonetheless sound slightly off (Fujii, 1993; Waara, 2004). Such anomalousness is viewed as the result of learners" (mis)perception of particular conditions of use -- that is, the **discourse configurations** of a construction that are systematically preferred over other grammatically possible alternatives (Du Bois, 2003). When acquiring a language, each member of the speech community must learn the relevant practices for language use. These practices, or preferred *patterns of usage*, emerge as speakers repeatedly use the same particular constructions in similar situations (Ellis, 2003).

Against this background, the notion of **Pragmatic Inappropriateness[PI]** is defined as the violation of the pragmatic constraints that apply to a particular construction. For present purposes, preferred conditions of usage are specified by the tendency of constructions to co-occur *with* other constructions or *in* other constructions in a given (native language) corpus, based on the assumption that members of a speech community share the pragmatic knowledge about when, and how far, these constructions can re-combine with other constructions. The purpose of the proposed study is to provide an explicit, theoretically valid and empirically testable characterization of the notion of PI through an extensive corpus-based analysis of a range of linguistic constructions. In psycholinguistic terms, the study aims to characterize the underpinnings of PI in the text-embedded usage of native L1 speaker-writers as compared with that of "advanced learners", where is it assumed that although the correspondence between form and meaning is already well established, it is the pragmatic fine-tuning of the construction that is lacking.

Methodologically, the study will rely on a rich database of narrative and expository texts produced by adult non-native speakers of English and Hebrew as compared with a parallel corpus of native speakers of the two languages. This rich corpus was collected as part of an ongoing crosslinguistic project that aims to explore the effects of L1 on advance learners language (Co-directors: Ruth Berman, Tel-Aviv University and Christiane von Stutterheim, Heidelberg University). Based on corpus-linguistics methods of analysis, such as comparisons of frequencies within and between the two corpora (as well as comparisons with other available databases), the study will focus on identifying instances of pragmatically inappropriate use of various constructions both within the boundaries of the simple clause, as in the case of prefabs and collocations (Bybee, 2005), and across clause-boundaries, as in the case of entire units of text.

Mayumi Nishikawa, *Tautology: from the perspective of ad hoc concept*

Tautologies (e.g. *War is war.*, *Either John will come or he wont.*) are sentences which are always logically true whatever elements are assigned. Tautologies, which appear to be semantically vacant, however, do have communicative significance in real conversation. Grice (1989: 33) claims that tautologies like *Women are women.* and *War is war.* are extreme examples of a flouting of the first Maxim of Quantity and that they are informative at the level of *what is implicated* not at the level of *what is said*. In other words, according to him, the meanings communicated by using tautologies in certain contexts are recognized as particularized conversational implicatures, that are derived by observing the Principle of Cooperation and violating the Maxim of Quantity. Grices analysis, however, does not explain how the implicature is derived from a tautological utterance in a certain context. Wierzbicka (1987) claims that the meanings of tautologies can be identified by recognizing the grammatical pattern which they take and explicated in a

kind of simplified English. For example, tautologies, such as *War is war* or *Business is business*, indicate a sober attitude towards complex human activities (1987: 104-110). Her view, however, cannot account for the fact that several interpretations can be yielded from one tautological utterance depending on the context.

My aim in this presentation is, to focus on nominal tautologies which have the certain form A is A (henceforth tautology), and to account for these issues by studying the mechanism of the interpretation of tautologies in English in the framework of cognitive pragmatics called relevance theory (Sperber and Wilson 1986/1995). In this paper I will show that tautologies can be interpreted by relevance theoretic comprehensive procedure (Wilson 2002) as ordinary ostensive communications are and that the procedure of ad hoc concept construction, which is considered to be one of the inferential (pragmatic) processes in recovering explicatures in RT, plays an important role in the hearers interpretation of tautologies, as seen in (1):

(1) a. Utterance: A is A.
(1)b. Explicature: A is A*.
(1)c. Higher-level explicature: The speaker intends the hearer to know that A is A*.
(1)d. Implicature: (Depends on the context.)

The hearer recovers the explicature A is A*. including ad-hoc concept A* from the tautological utterance A is A. and then the higher-level explicature The speaker intends the hearer to know that A is A*. Also the hearer often reconstructs a range of implicatures based on the explicatures.

I will also show that my analysis can account for why a tautological utterance can be interpreted differently in different contexts. An ad hoc concept is a concept communicated by the speaker through a lexically encoded concept, which can be constructed by the hearer by inference on the basis of the encoded concept (Carston 2002: 322). Therefore different ad-hoc concepts can be pragmatically derived in different contexts and the explicatures, the higher-level explicatures and the implicatures are also different.

Hiroyuki Nishina, *The Microscopic Causation Structure of Bodily Action Verbs Evidenced*

One token of an action cannot be precisely equal to another of the same action in physical shape, energy strength, and duration, because their performers vary in height, weight, strength, etc. Even the tokens of an action by the same performer can be different depending on cases. How can humans distinguish tokens of actions and group them into the semantic categories as we have. We defined bodily actions in terms of rotation and/or turn of one vertex around another on the skeleton. Based on Jackendoff (1983) and Talmy (1976), we interpreted the rotation (turns) of a around b(b and)c on the skeleton as: b(b and c) CAUSES a to MOVE. To describe movement propagation, we invoked a frame in modal logic in Gamut (1991) and Hughs and Cresswell (1996). Assume that each vertex of a skeleton is in its own world. A world is accessible from another iff the vertex in the latter world causes the vertex in the former to move. Assume a moving vertex at its own world: 1. at wj, $\exists$ x$\in$C: MOVE(x) Each rotation or turn is described as: 2. +/-R/Ti (, {σ/μ}>}(ck)=σ/μ A staying or moving vertex cj or edge causes a vertex ck to stay (σ) or move (μ). The movement formula is valuated as: 3. VM,wj ($\exists$ x$\in$C: MOVE (x))=1(or 0) at interval i iff +/-R/Ti (, {σ/μ}>}(ck)=μ(or σ) Valuation leads to such a formula as: 4. $\Diamond$ [$\Box$[$\exists$ x$\in$C [MOVE(x)]]] in wb Thus, the modal structure of Movement for "kicking " is: 5. {, , , , }, where N(P): necessary(possible) operator and subscripts: joint and end names. It is cognitively interesting that our "MOVE" is compatible with primitive "GO" in Jackendoff (1983)'s binary causative function. "Theme", as theorized in Gruber (1976), falls on the first argument of the embedded event: 6. [Event CAUSES ([Thing a vertex(Agent)], [Event GO ([Thing another vertex(Theme)], [Path FROM a vertex (Source) TO another vertex(Goal)])])]. Here, the vertex rotating (turning) around another is caused to GO by the latter. We can attribute the transmission of the "kinetic force" of action to CAUSE. "Theme" carries this force and passes it to another vertex repeatedly. Van der Zee (2000) proposed a 3D spatial structure of the objects and their parts. In the representation of the latter, the local path describes the change in the figure. The conceptual structure has two places for the point of operation, the event clause and the BY-subordinating clause modifying it. In our propagation structure for kicking, the chain of causative relations on the skeleton extends to the point of operation. With-NP instrumental phrases in English and their Japanese counterparts express the points of operation. Therefore, the best position for our propagation structure is the local path that describes the movement of BY-clause and modifies the event in CS.

Yuji Nishiyama & Koji Mineshima, *Contextualism and Indexicalism: the Pragmatics of Predicate Nominals*

Recent studies in the semantics and pragmatics of natural language have shown that there is a considerable gap between the linguistic meaning of a sentence and the proposition expressed by an utterance of that sentence (i.e. *explicature* in relevance-theoretic terms). This raises the question: what kinds of pragmatic tasks are involved in the determination of the proposition expressed by an utterance? There are two influential approaches to this question, which we call Indexicalism and Contextualism. According to Indexicalism, all elements in the truth-conditional content of an utterance are linguistically *controlled* in the sense that they result from fixing the values of elements in the logical form (cf. Stanley 2000). The proposition expressed by the utterances of (1) could include the bracketed elements in appropriate contexts.

(1)a. The painter [in this village] disappeared.

b. Its snowing [in Tokyo] [at time t_k].

Indexicalists claim that these are instances of *saturation*, namely, the process of supplying values for indexical elements involved in the logical form of a sentence. Contextualists, on the other hand, claim that each of (1) is an instance of *free enrichment* (cf. Carston 2004). It should be noticed that, by allowing the process of free enrichment, Contextualists further commit themselves to the following claim.

(2) There is no linguistic factor or constraint involved in the way the process of

free enrichment works.

We agree with the Contextualists that it is not saturation but free enrichment that is involved in the derivation of the explicature of (1). Thus, we admit the existence of processes of free enrichment. However, based on a close analysis of *predicational* copular sentences, we will argue that the Contextualist claim in (2) is false. In particular, we argue that in no context can the process of free enrichment apply to the property concept encoded by a predicate nominal like *a painter* in (3).

(3) John is a painter.

This means that we cannot imagine any context in which the concept encoded by *a painter* in (3) might be enriched so that (3) would express the proposition in (4).

(4) John is a painter *living in this village*.

Thus we claim:

(5) Free enrichment is blocked for the property concepts expressed by predicate

nominals.

This means that there is some significant semantic *constraint* on the applicability of free enrichment. Thus, we conclude that the Contextualist assumption in (2) is false.

Our argument above shows that Indexicalism also has a serious problem. According to Indexicalists (Stanley and Szabo 2000; Stanley 2002), any nominal expression, whether it appears in a referential position or in a predicative position, contains a hidden domain variable. But if a predicate nominal contains a hidden domain variable, it is difficult to explain why contextual restriction (i.e. *free enrichment* in our terms) is disallowed for predicate nominals. From this, we argue that both Contextualism and Indexicalism are mistaken in their conception of the way linguistic semantics is related to the pragmatic processes involved in the determination of the proposition expressed.

Catrin Norrby & Gisela Håkansson, *Swedish interlanguage pragmatics – What is the key to pragmatically appropriate behaviour?*

Studies of interlanguage pragmatics indicate that while adult learners have access to the same strategies for implementing speech actions as native speakers, and are generally sensitive to contextual constraints, the pragmatic outcome still differs from target-language use. The majority of studies have concentrated on single speech acts, often elicited through discourse completion tasks. The findings are mixed, but generally point to learners being more direct, but also more verbose than native speakers (see Kasper & Rose 2002 for overview). Furthermore, studies have shown that the learning environment plays an important role for the acquisition and development of pragmatic knowledge. According to the results of studies by Bardovi-Harlig & Drnyei (1998) and Schauer (2006) learners in the target language environment (second language learners) assign greater importance to pragmatic aspects than do learners elsewhere (foreign language learners) who tend to pay more attention to grammatical errors. Findings also indicate that learners who spend an extended time in the target language environment modify their pragmatic behaviour towards the target-language norms (Barron 2003). In this paper we present the results of a pragmatic analysis, which forms part of the research project Swedish inside and outside Sweden (funded by the Swedish Research Council 2003-2005) in which we investigate the acquisition of grammar, lexicon and pragmatics in second and foreign language learners of Swedish. For the pragmatic analysis we designed three gap-fill tasks, inspired by the discourse completion type, but taking into consideration sequential aspects of the interaction in contrast to the traditional format, which usually only elicits a specific speech act in a single-turn format. The three tasks were deliberately designed to take into account differences in interlocutor, activity, setting and medium, and involved a service encounter (buying shoes), everyday small talk (meeting a friend in the street) and a telephone call to book a hotel room (the hotel). The gap-fill tasks were distributed to 20 second language learners in Malm, 17 foreign language learners in Melbourne, and 100 native speakers in Lund. All participants were university students. It was hypothesised that the second language learners would perform better (i.e. be more like native speakers) than the foreign language learners, and that learners who performed better grammatically would also do better pragmatically. The overall results demonstrate that the second language learners position themselves between the NS-group and the foreign language learners, while there is no clear-cut correspondence between grammatical and pragmatic ability in either student group. At the individual level the data suggest that the key to learners pragmatic success is to utilise pragmatic routines and certain context sensitive keywords, which will be exemplified and discussed in our paper.

Peter Nowak, *A "simplest systematics" of doctors turns in German speaking doctor-patient-interaction – meta-study methodology and results from the analysis of a corpus of 12 discourse studies*

Linguistic analysis of doctor-patient-interaction has been an established field of research since 35 years. Numerous discourse studies on different aspects of doctor-patient-interactions have been published, but thus far have not been comprehensively analysed and synthesized. Especially from the perspective of pragmatics it seems important to accumulate the results of various discourse studies for specific contexts, like doctor-patient-interaction, in varied corpora to answer the general research question: Can we find out generalizable patterns, how doctors try to get things done in their dialogues with patients?

Different to medicine and psychology, there is a lack of meta-studies in this area of discourse analysis and pragmatics. In this paper for the first time, a meta-study in which a systematic methodology for the synthesis of discourse research was developed, will be presented. In a meta study, the primary discourse studies themselves are seen as a corpus (i.e. data). The presentation will give an overview of the methodological discussion of the synthesis of qualitative social research in the past ten years and demonstrate the specific processes and instruments, which were developed to meta-analyse discourse research on German speaking doctor-patient-interaction.

In this paper, the results of the synthesis of twelve primary studies will be presented as a comprehensive systematics of doctors communicative behaviour in clinical doctor-patient-interactions. Eight (nine) basic discourse components with 47 main types and about 170 specific forms of verbal actions of doctors were identified in this corpus of primary studies. Conclusions: 1) It is surprisingly easy to develop such a comprehensive systematics through a meta-study of discourse research. 2) There is still many discourse research results that should be analysed in meta-studies to inform the development of pragmatics of doctor-patient-interaction. 3) Results of meta-studies like this could be used for the development of communication trainings for doctors and the operationalization of communicative quality.

Eva Ogiermann, *Pragmatic transfer across languages: English apologies performed by native speakers of German, Polish and Russian*

This paper analyses the speech act performance of three groups of advanced learners of English with different L1s. More specifically, it compares apologies offered by native speakers of German, Polish and Russian in their L1 as well as L2 English, while focusing on formulaic apology strategies (IFIDs) and their intensification.

An analysis of IFID realisations in these three languages and L1 English shows that although these languages offer a similar repertoire of apologetic routine formulae, their distribution varies significantly across languages. Russian exhibits a strong focus on the request for forgiveness and Polish on the performative. English is characterised by an almost exclusive use of the expression of regret, whereas German displays the most varied distribution of IFIDs. Interesting cross-linguistic differences also arise in connection with intensifying devices, whose linguistic realisations and quantity are related to the apology formula favoured in a particular language.

The distributional patterns established for English and the learners L1s serve as a basis for the analysis of the L2 data. They allow for identifying deviations from the target language and for tracing the sources of pragmatic transfer. Differences in the extent to which pragmatic transfer occurs in the examined L2 varieties can be ascribed to the divergent input students of English receive in Germany , Poland and Russia both in and outside the classroom.

The data underlying the present study have been collected by means of a DCT comprising eight scenarios, which describe situations based on varied contextual conditions and offence types. The L1 corpus consists of 100 DCTs per language, which is equal to a total of 3200 responses, while the L2 corpus encompasses 50 DCTs per L2 variety, which amounts to 1200 responses.

Etsuko Oishi, *Quoted reports of locutionary/illocutionary acts: Arguments against Semantic Minimalism*

We discuss Cappelen and Lepores (2005) analysis of inter-contextual disquotational indirect reports, which they use as evidence against contextualism. We claim, although Cappelen and Lepore base their analysis on locutionary acts rather than illocutionary acts, both levels of acts can be reported as inter-contextual disquotational indirect reports, and more fine-grained analyses of such reports are necessary. Cappelen and Lepore recognize only few context sensitive expressions, i.e., those in the Basic Set of Context Sensitive Expressions, which mainly consist of what Kaplan (1989: 489) calls indexicals. They acknowledge a very limited effect of the context of utterance on the semantic content, which they call Semantic Minimalism. One of their arguments against contextualism concerns inter-contextual disquotational indirect reports. Context sensitive expressions typically block this type of report: I and yesterday in (1b) fail to pick out the person and the day Bush picked out using those same words: (1) a. Utterance made by George Bush, June 3, 2003: I wasnt ready yesterday, b. Utterance made by Lepore, June 5, 2003: Bush said that I wasnt ready yesterday (Cappelen and Lepore, 2005: 89). According to Capplen and Lepore, the sentences contextualists claim to be context-sensitive, on the other hand, do not block this type of report. Imagine the sentence, John is ready, is uttered in two different contexts. Context 1: in a conversation about exam preparation, someone raises the question of whether John is well prepared, and Nina says, John is ready. Context 2: three people are about to leave an apartment; they are getting dressed for heavy rain, and Nina says, John is ready. We can report both utterances by saying Nina said that John is ready (Cappelen and Lepore, 2005: 91). However, we can report both utterances by saying Nina said that John is ready when we interpret the utterance John is ready as a locutionary act: in particular, a rhetic act, which is to perform the act of using that pheme or

its constituents with a certain more or less definite sense and a more or less definite reference (Austin, 1962:93). As a similar case, imagine you overheard Nina saying John is ready on two different occasions. Not knowing which individual was referred to by John in each case, you might report by saying, Nina said that John is ready (in both utterances). This does not, however, mean that the same semantic content is expressed by the utterance John is ready in both cases, or the semantic context of the sentence is not context-sensitive. If we interpret Ninas utterance John is ready as an illocutionary act, it is reported differently depending on the context. If, in Context 2, Nina says, John is ready, as a reply to the questions, Where is John? Is he really coming?, you can report Ninas utterance of John is ready by saying Nina said (or asserted) that John is coming, but, obviously, you cannot report Ninas utterance John is ready in Context 1 by saying Nina said (or asserted) that John is coming.

Florence Oloff, *Overlap as a resource for structuring activities*

This communication aims to contribute both to a sequential and praxeological approach to overlap, based on data of French and German interaction. Within Conversation Analysis (CA), the phenomenon of overlap has been studied mainly with respect to his position (Jefferson 1983, 1984) or to the methods of his resolution (Schegloff 2000), focussing on sequential aspects. Other theoretical frameworks have concentrated on the effects of simultaneous talk in conversation, preferably by taking into account certain social settings or types of interactions (Kallmeyer 1996). In conversational rhetoric for example, argumentations and disputes have been of special interest, and overlap has been analyzed as one possible method for managing conflictual interactions (Kallmeyer & Schmitt 1996). The aim was to show the use of different resources within certain activities, but without considering the detail of sequential positioning, the principal focus of this framework being the study of more general rhetorical methods. In more sequential approaches (like CA) it has been demonstrated that overlap does not automatically signify a conflict, but can also be a sign of a highly collaborative interaction (Lerner 2002, 2004) and can therefore be found within different activities. Nevertheless, the link between activity types and overlap has not been explicitly studied, giving way to a common sense statement that overlap is a sort of by-product of certain activities. In this paper, I will try to argue that simultaneous talk does not only result from activities, but also serves as a resource for structuring those activities. This communication focuses on overlap as a locally situated phenomenon which contributes to the turn-by-turn organization of the larger activities participants are involved in, trying to combine both a sequential and a praxeological point of view. Within CA, the sequential structure of certain activities has been well explored (storytelling, jokes etc., cf. Jefferson 1978, Sacks 1995), underlining the function certain resources as gaze, gesture or orientation of the body could have in order to organize this structure. I will continue along the lines of those investigations by looking in detail at the functions of overlap with respect to activities. When two speakers start telling a story simultaneously, overlap not only exhibits the competitive character, but it can also resolve this competition: Where multi-unit turns (with a high projective potential, cf. Auer 2002) are implied, overlapping those turns can help to block the emerging projection, for example by placing the overlap onset in the middle of the TCUs. Overlap may also be used in several kinds of byplay to a story (cf. Goodwin 1997). Different examples of French and German ordinary conversation will illustrate overlapping talk as a resource not only for competitive, but also for collaborative activities: its placement, frequency and structure can express as well non-alignment in disputes as co-participation (cf. Goodwin 1984, Goodwin & Goodwin 1992) or a kind of playful argument among friends (where overlapping is even an activity in itself).

Inés Olza, *On the (meta)pragmatic value of some Spanish idioms based on terms for body parts*

This paper will analyze the pragmatic values shown in discourse by a group of Spanish idioms containing certain terms for body parts –*boca* (*mouth*), *cabeza* (*head*), *cara* (*face*), *lengua* (*tongue*), *mano* (*hand*), *nariz* (*nose*), *oído* (*ear*), *ojo* (*eye*), *pelo/barba* (*hair/beard*) and *pie* (*foot*)– as base constituents. In particular, the corpus that will be studied is integrated by about 25 phraseological units whose referential or descriptive meaning has become weaker in favor of a new pragmatic-discursive content: e.g. *¡punto en boca!*, *¿has perdido la lengua?*, *oído al parche*, *poner la mano en el fuego (a que)*, *¿en qué cabeza cabe (que)?* or *pelillos a la mar*. Those expressions belong, in fact, to one of two groups: 1) to the type of phraseological units called *routine formulae* or *conversational formulae*, which function as autonomous statements by which speakers interact in stereotypical ways in specific frames or situations (Coulmas 1979: §§ 1-3 and Corpas Pastor 1996: chap. 5): e.g. *¡punto en boca!* (literally translated: *dot/period in mouth!*), which is used by a speaker to silence an interlocutor; or 2) to the group of pragmatic idioms that do not have syntactic or textual autonomy in certain contexts, and which have been usually analyzed as discourse markers –*locuciones marcadoras* in Spanish literature (Ruiz Gurillo 2001: 45-46 and 2005; Montoro del Arco 2006: chap. 9), gambits (Keller 1979), intensifiers and mitigators (Briz 2001: chaps. 4-6), or even particles (Santos Río 2003): for example, *me juego la cabeza a que* + X (literally translated: *I bet my head about* + X), by which the speaker emphatically engages with the truth of what is expressed in X.

More specifically, the expressions were also selected according to a basic criterion: they must carry out –from a wide perspective– some kind of metadiscursive operation, such as: 1) opening or closing in a ritualized way certain kinds of discourse –level of textual and discursive organization: e.g. *beso a usted la mano* (literally translated: *I kiss your hand*), employed –mainly in the past– as a stereotypical and formal farewell for letters; 2) trying to influence the other speaker's linguistic action –level of interaction between speakers: *¡punto en boca!*, mentioned before; 3) qualifying and

modifying the semantic and/or pragmatic value of the precedent or following sequence of discourse, or constructing and organizing the speech act –level of enunciation and modality: *pondría la mano en el fuego a que* + X (literally translated: *I would put my hand on fire about* + X), similar to *me juego la cabeza a que* + X. The existence and use of those idioms could be considered as explicit indicators of what Verschueren (2000: § 2) has labelled *metapragmatic awareness* –that reflexive consciousness on the real choices that take part in language use shown by speakers in their interactions.

The study of the pragmatic-discursive functions carried out by those phraseological units will be also integrated with the analysis of the primary semantic motivation of the expressions, since its metaphorical and metonymical basis has a direct reflect on the type of pragmatic instructions given by each of them (see Hopper & Traugott 1993: §§ 4.3.1, 4.3.2 and 4.4; and Olza 2006: § 3.4.3.2). The real usage of the selected group of idioms will be constantly supported by samples provided mainly by the CREA and CORDE corpora of contemporary Spanish.

Based on the theoretical and empirical proposals established by the Research Project "Lo metalingüístico en español"*, this paper aims, finally, to continue describing the implicit linguistic culture developed and stored by Spanish speakers in what has been called the *natural metalanguage of languages*, i.e. the terms and expressions of natural languages used by speakers themselves to refer to language as an object or to perform a wide range of metapragmatic functions and procedures.

Tunde Olusola Opeibi, *Reinventing and reproductions in language and communication: A discursive-semiotic analysis of selected SMS text messages in Nigeria*

In the last three decades, studies in non-native varieties of English, discourse across cultures and language use in different social and cultural domains have engaged the attention of scholars.

More significantly, recent developments in information technology have provided another rich data base for productive sociolinguistic researches. In Nigeria , for instance, the introduction of the Global System for Mobile Communications (GSM) about three years ago has opened up new communicative avenues for the citizens to process and produce information; exchange meanings; establish relationships; express feelings and influence attitudes.

In this study, I use data set taken from the pool of SMS text messages sent to my mobile phone over a period of twelve months. Insights from selected works in *discourse analysis* and *semiotics* (e.g. Cook, 1992; Schiffrin, 1994; Bahktin, 1990; Chandler , 1994) provided the theoretical construct for the study. Apart from describing significant discourse features and semiotic properties that constitute communicative strategies adopted by the senders of the messages, I also use morphopragmatic analysis to show how Nigerians create, reinvent and reproduce lexico syntactic items in English to capture and reflect their peculiar second language context.

The study also discusses how language is used to recreate events and express emotions through many of the short, crisp and pungent text messages. The SMS texts clearly reveal features of situationally-distinctive uses (varieties) of language (Crystal , 1980)

Beside examples of innovations and reproductions in L2 discourse shown in and through the data, the findings also demonstrate and confirm the influence of social and cultural contexts (that is, cultural and societal imprints on communication) on what they say, and how they convey meaning and action through the instant messaging technology.

Helen Osimo, *The limitations of corpus searches: formulaic mitigating chunks*

Formulaic language is an amorphous phenomenon of multi-word units, loosely organized in the literature according to semi transparent idioms, sentence stems, institutionalized expressions, fillers, discoursal organizers and more all of which can appear as fixed, variable, dis/continuous and of varying degreeswith opacity. Organization and discussion of formulaic multi-word units according to pragmatic functions has only been given cursory attention, particularly in relation to oppositional speech acts: complaint, criticism, disagreement and refusal. Central to these speech acts is the strategy of mitigation. Mitigation can be achieved through the modal system, by temporal distancing, by question forms, by downtoner adverbs. This paper concerns the role played by formulaic multi-word units in realization of mitigating strategies.

In order to validate the mitigating function of specific formulaic multi-word units, I have performed frequency searches per item in British and American corpora: a sub corpus of the spoken text types of the British National Corpus (BNC) and the Michigan Corpus of Academic Spoken English (MICASE) comprising 13,185,218 and 1,848,364tokens, respectively. In addition, the formulaic sequences were submitted for judgement to native speaker (NS) informants in a multiple choice discourse completion task (MDCT).The task sought verification of the mitigating function of formulaic chunks in fully contextualized oppositional speech acts. The task items were drawn from a source of authentic spontaneous interactions recorded in a tertiary setting.

In most cases high frequency counts correlated with high inter-rater informant judgement but it would seem that corpus frequency did not always reflect the salience of the items as mitigating devices.

Where a formulaic item is discontinuous or has wide morphemic variability, (Moon 1998a, 2000); or where variability alters the pragmatic function of the multi-word unit, such as the inclusion of a negating morpheme, corpora searches were found to be misleading. A frequency count cannot distinguish between occurrences of formulaicity and canonical patterns (Wray, 2002). Moreover, because mitigation is sensitive to specific speech acts which, in turn, vary according to situational contexts, a frequency search cannot discern additional pragmatic meaning appropriate to spontaneous interactional contexts. While the key word in context (KWIC) options on the BNC and MICASE can be helpful in exploring contextual and pragmatic clues, sifting through the concordance can become laborious as a regular practice with high frequency items.

Nothwithstanding these limitations, the copora searches also led to some unexpected insights regarding the 'behaviour' of formulaic chunks.

This paper will present both outcomes of the searches the limitations and the manifestations with specific reference to a sample of formulaic mitigating chunks which are being investigated in a wider study currently in process.

Steve Oswald & Patrick Morency, *Direct and indirect accessibility to speaker commitment in reported speech*

This paper addresses the issue of the hearers accessibility to the original speakers commitment in reported speech. We will assume that this accessibility can be *direct* or *indirect* (interpretive) depending on the chosen preface, and that indirect access allows for additional cognitive effects to be derived. Furthermore, we will assume that any individual can commit to a propositional content *P* (first-order commitment), but that a particular reporting speaker can communicate her/his commitment to relaying *P in a certain way* (second-order commitment). We envisage two ways of reporting speech:

A) With an explicitness preface (i.e. the original utterance was explicitly communicated) such as *declare, announce, say (that)* First-order commitment to *P* can be attributed to the original speaker, but not to the reporting speaker. By virtue of the faithfulness of the report, the explicitness preface semantically blocks inferences on possible interpretations of *P* by the reporting speaker. The explicitness of the report can lead the hearer to infer the original speakers commitment to *P*.

(1)Bush declared that he would lower taxes

Here the hearer can infer from the explicitness preface that Bush is committed to lowering taxes.

B) With an implicitness preface (i.e. the original utterance was implicitly communicated), such as *alluded to, hinted at/that, implied* First-order commitment to *P* cannot be considered as being faithfully attributable to the original speaker, because the implicitness preface communicates an interpretation of the original proposition, not its faithful report. This second-order commitment (i.e. the reporting speakers commitment to her/his interpretation of the original speakers commitment to *P*) can be determinant in assessing the original speakers actual commitment to *P*. We hypothesise that the hearer can infer the original speakers commitment to *P* because the reporting speakers interpretation communicates s/he actually believes that the original speaker committed to *P*.

(2) Bush hinted that he would lower taxes

In this example, the hearer can infer the following: i) that Bush did not explicitly say he would lower taxes, and therefore that his commitment to lowering taxes cannot in principle be accessed, ii) that, being the reporting speakers interpretation, her/his utterance can pretty safely be taken to communicate that s/he believes that Bush is in fact committed to lowering taxes.

One property of implicitness prefaces is the fact that, since we cannot access the original speakers commitment to having produced the utterance, it is highly risky to infer her/his commitment to the belief that *P* (in this case something

like *I, Bush, sincerely commit to lowering taxes*). We will also discuss cases where the hearers indirect accessibility (*via* the reporting speakers interpretation of *P*) to the original speakers commitment to *P* can lead to additional effects, such as inferring the reporting speakers potential attitudes towards either *P*, the original speaker, or the original speakers commitment to *P*.

Our research is based on recent work on metarepresentation and interpretive usages of language in radical pragmatics (Relevance theory) and pragma-semantics (notably Récanati).

Takahiro Otsu, *A Metarepresentational Account of Surface and Deep Anaphora: Beyond Linguistic Control and Pragmatic Control*

It is now commonly accepted that natural language involves two different anaphoric processes: deep anaphora can be used deictically, allowing pragmatic control, whereas surface anaphora requires syntactic parallelism between anaphor and linguistic antecedent (cf. Hankamer and Sag (1976)). However, this dichotomy is intrinsically incomplete. In the first instance, it fails to explain why some types of surface anaphora, verb-phrase ellipsis for example, are pragmatically controlled in discourse initial contexts. Ad hoc explanations have been made on the basis of them being exceptions (cf. Hankamer and Sag (1976), Schachter (1977), Stanley (2000), Merchant (2004)). In fact, pragmatically-controlled surface anaphora is not limited to verb-phrase ellipsis. Secondly, even deep anaphora is subject to morphosyntactic control such as number marking (cf. Ryck and Verluyten (1981, 1985)). Thirdly, there is a difference in the degree of syntactic consistency between surface anaphor and antecedent. Consistency constraints applying to verb-phrase ellipsis or sluicing are more gentle than those constraints on other types of surface anaphora (cf. Murphy (1985)). Besides, surface anaphors used across speakers are likely to have a more flexible consistency than those used by a single speaker. I reject the characterization of surface and deep anaphora in terms of linguistic and pragmatic control, and instead propose that anaphoric processes are controlled by the same cognitive principle: metarepresentations (i.e. interpreted thoughts or utterances) (Wilson (2000), Noh (2000)) involve a pragmatic enrichment of the incomplete logical form of anaphoric expressions. Anaphora resolution relies heavily on the addressees metarepresentational abilities in the sense that the referents of anaphoric expressions are accessible in the conceptual mental representations of the speaker who uses those expressions. Anaphoric expressions, phonologically realized or not, encode a procedure of instructing the addressee to search for their referent within these metarepresentations. Given a metarepresentational aspect, deictic expressions and deep anaphors, which had formally been placed in the same category, encode a different interpretive procedure for referent identification: deictic expressions require the addressee to refer to a real-world object or situation, whereas deep anaphoric expressions instruct the addressee to get access to the speakers conceptual metarepresentation. One might find a crucial difference in the purpose of accessing the speakers metarepresentations between the two types of anaphora. Representing another representation is the very purpose for the interpretation of deep anaphora, and therefore, definite identification of the referent is not necessarily required. In the case of surface anaphora, it serves as a means for recovering the propositional content of the incomplete linguistic expression. Hence, more precise identification drawn from the immediate discourse is an inevitable step towards the interpretation of the utterance in which surface anaphoric expressions occur.

Ulla Paatola, *'But' and 'and' as turn-initial buffers in Nordic Professional English*

Today many Finnish and Swedish companies have adopted English as their working language in Nordic and international relations. My aim is to describe this regional variety of English, which I call Nordic Professional English (NPE). More specifically, I will describe the pragmatic adaptation of turn-initial particles (e.g. *but* and *and*) as how they are used seems to be influenced by language contact, interlanguage grammar and an institutional setting.

My data consist of a three-hour-long audio-taped meeting of a Finnish-Swedish company which I transcribed as part of a project called Interaction across the Gulf of Bothnia at the Helsinki School of Economics (HSE). I consider two issues relevant as regards the data: English is a *lingua franca* for the participants in the meeting, and the setting is voluntary, goal-directed and professional.

The data is characterized by the lack or low frequency of many pragmatic particles that are common in the English of native speakers (e.g. *oh, well, anyway*) and phrases such as *Id like to say...* or *May I add...*. However, the overall frequency of *but* and *and* is high, and turns are frequently taken and initiated by them.

My aim is to show that *but* and *and* function as buffers (Kalliokoski 1989) in the beginning of a turn in NPE, that they carry a high functional load, and that the functions partly overlap as regards each particle individually and also in relation to the other. My previous work has shown that *but* prefaces countering, topic shift, topic resumption, and unfinished contrasts; it sums up arguments and sub-topics; and it is used to catch the listeners attention. However, I suggest that the functions of *but* should rather be described on a continuum than with separate categories. (Paatola 2004.) Further, preliminary analysis suggests that the functions of *and* are quite as not as varied but that *and* frequently prefaces turns that continue or offer more information on the same overall topic by the same or a different speaker, turns that remind others of something or turns that even shift the topic of the conversation.

Some of these features can be explained by transfer from the speakers native languages (Finnish and Swedish) into their English. There are also features in the speakers interlanguages that cannot be explained by the rules of English, Finnish or Swedish. The speakers favour simplified forms of politeness when it comes to debating and presenting ones opinions

in English. In this respect, the English they use is similar to international business English (Bartlett and Johnson 1997). Further, the preference of *but* and *and* in turn-initial position and the symmetrical relationship and solidarity among the NPE speakers visible in their face-to-face interaction could also reflect the efficiency and directness that are supposed to characterise western business culture and professional interaction (Scollon and Wong Scollon 1995).

Anne Patterson, *Every time we say goodbye: caring and closing in phone calls with young adults with learning difficulties*

Recent studies have shown that various conversational resources can be used to manage potentially problematic asymmetries arising because one participant may come to an interaction with a previously diagnosed challenge that may suggest a less than full capacity to participate (see Goodwin, 2003; Shakespeare, 1998; Ochs et al., 2004). These studies have focussed on the way features of talk are collaboratively produced and have emphasised the joint accomplishment of conversational tasks. The research reported here is intended to develop this line of work. The analysis draws upon a corpus of more than sixty telephone calls. These comprise two sets of calls, each between a young adult living away from home within a residential care setting, and members ofhis or herfamily. The analysis reported in this paper works with the closing sections of the calls and is particularly focused on the design of the pre-closing turns.

The aim is to explicate the following questions. What is the nature of caring closing and how is it managed? How is care and sensitivity displayed in the talk and how can this be seen to be relationship sustaining? These questions are explored through the comparative analysis of closings that build accounts for the closing and those that do not.

It is common for the closing sections toinclude an account for closing, and for accounts to appear in each pre-closing. The existence and nature of this accounting is explored. Most accounts present closing as not wished for. Some accounts construct closing as something the other party would want, in order to pursue some other desired activity, whilst others cite ostensibly unavoidable circumstances that necessitate ending the call.The accounts present the closing as something done reluctantly and so are relationship sustaining. They appear to avert negative inferences by presenting neither party as wanting to close for any other reason than that they have to, due to matters outside of their control.

It is also the case that closing sections in some of the calls do not contain accounts and so consideration is given to what does the relationship sustaining work in those calls. Is it possible that other devices are being used to do similar work? Is it possible that an account is not required in some closings because of the pragmatics of the interaction (for example, because the young adult is keen to leave the call at that time)? These questions are considered through the exploration of other resources that are drawn upon to produce caring closings when no accounts are offered.

The study makes observations that try to explicate the weave of issues associated with disability, parent-child and family talk. It considers how combinations of these issues might be meshed together in the talk and how they may account for the care that is taken over the very delicate business that is closing. The observations are used to consider broader issues about disability, asymmetry and family relations.

Maria Pavesi, *Demonstratives in audiovisual translation: spoken language features, avoidance and explicitation*

Recent research on film language has highlighted the need for an in-depth analysis and assessment of authentic and simulated spoken language in audiovisual translation. This paper will focus on the translation of demonstratives in films as demonstratives are among the main means available in face-to-face interaction to orient the hearer to entities, people and ideas in the speech situation (Halliday and Hasan, 1976; Lyons, 1977; Levinson,1983; Fillmore 1997; Diessel, 1999, 2003). Demonstratives also perform additional pragmatic functions thus contributing to immediacy of context, discourse vagueness, participants involvement and detachment (Lakoff, 1974; Duranti, 1984; McCarthy, 1998; Carter and McCarthy, 2006).

Demonstratives qualify as central linguistic features in audiovisual translation for at least three reasons. They are typical of spoken language, where in their deictic function they are more frequent than in other registers, both as pronouns and determiners (e.g. Biber et al. 1999; Botley, McEnery, 2001). As they point to some aspects of the speech situation and, prototypically, to the physical context surrounding the interlocutors, demonstratives are likely to play a significant role in cinematic language, where different semiotic codes interact, with verbal language often ostensively referring to entities visually or acoustically present on the scene. Finally, demonstratives are a locus of potential interference from the source to the target text, as they represent a salient area of contrast between languages (e.g. Da Milano, 2005).

With reference to a small parallel corpus of British and American films dubbed into Italian (Pavesi, 2005), both a target-language oriented and a source-language oriented analysis will be carried out of the translation of major pragmatic uses of demonstratives, which, following Diessel (1999), can be identified as (i) exophoric, (ii) discourse deictic, and (iii) recognitional. Exophoric demonstratives are prototypical deictics focussing the interlocutors attention on items of the situational context. Discourse deictic demonstratives pick up aspects of the meaning of previous utterances. Recognitional demonstratives are used only as determiners and introduce new referents which are nonetheless presented as known to the hearer.

The aim of the investigation is to find out whether demonstratives and their pragmatic uses are carried over from source to target language in film translation and whether there are translation outcomes which can be interpreted as resulting

from translation universals such as interference (or transfer) and explicitation (Toury, 1995; Baker, 1993, 1998; Klaudy, 1998; Englung Dimitrova, 2005).

Demonstratives are well represented in the corpus of translated films. Their overall frequency, however, is well below that of a reference corpus of spoken Italian (De Mauro et al. 1993). This suggests that dubbed Italian may be less deictic, more context-independent and less involved than original conversational Italian. Loss of deicticity is also evident in the translation process itself, whereby exophoric, discourse deictic and recognitional reference in the original texts often undergoes neutralization through deletion, substitution and lexical addition. Contrary to an initial hypothesis, the analysis shows that overt interference phenomena are rare, with source language interference mainly leading to avoidance. More specifically, there is strong evidence that strategies of explicitation work in this area, thus contributing to the loss of spoken features during the translation process.

Stefanie Peeters & Walter De Mulder, *Metaphors in context: conceptual metaphor theory and the "continuity view"*

This talk is part of an on-going project about the use of metaphors in French newspaper articles concerning the riots that took place in the suburbs of France's major cities at the end of 2005. In the framework of conceptual metaphor, these metaphors are seen as linguistic instantiations of conceptual metaphors, such as SOCIETY IS A BUILDING (Kövecses 2000: 90), illustrated by (1) and (2):

> (1)   De nombreux commentateurs … s'accordent pour déceler dans cette crise les prodromes de *l'effondrement de notre société* ('many commentators agree to see in this crisis the presages of the collapse of our society')
>
> (2)   Les *fissures creusées* dans les milieux populaires ('The cracks made in popular classes'),

or HIGH STATUS IS UP (Lakoff & Johnson 1980: 16), illustrated by (3):

> (3)   … espoirs *d'ascension sociale* … ('hopes for a social ascension')

(these examples are taken from the article "Les raisons d'une colère" by Laurent Bonelli, in *Le Monde Diplomatique* of December 2005).

However, applying conceptual metaphor theory to analyze metaphors in texts, poses several problems: (i) there are no strict criteria that allow one to link a specific metaphor to a specific conceptual metaphor (Steen 1994, Haser 2005); (ii) which metaphors are part of the list of conceptual metaphors (and which aren't): only "primary metaphors", or also complex ones? Without a clear indication on this issue, the list of conceptual metaphors could become rather long (Haser 2005) (cf. the metaphor lists available on the web); (iii) it is not clear whether the conceptual metaphors that are said to guide our interpretation of specific metaphors are always available when we process these linguistic metaphors (Steen 1994).

These problems suggest the need for a theory that is concerned with the interpretation of metaphors in context. However, several of those theories, such as Relevance theory, defend a "continuity view" (Wilson & Carston 2006), according to which the interpretation of metaphors requires no special interpretive mechanisms. Indeed, even the interpretation of ordinary utterances requires online modification of the lexical meanings of words and the construction of 'ad hoc concepts'. This raises two problems, however:

> (1)   In conceptual metaphor theory, metaphors imply mappings between different cognitive domains. Since no comparable claims have been made for hyperbolic or approximative utterances, conceptual metaphor theory seems incompatible with the continuity view (Wilson & Carston 2006: 419). The question, however, is then how the continuity view can explain the intuition that metaphor implies an incongruity between categories.
>
> (2)   If metaphor does not require special interpretive mechanisms, what distinguishes metaphor from approximative utterances and hyperbole, etc.? In order to answer this question, we will look into the arguments of Kleiber (1993), who aims to show that metaphor is radically different from approximative utterances.

We will answer the questions he raises, showing a.o. that the continuity view does allow a distinction between metaphor on the one hand and approximative and other utterances on the other.

Hermine Penz, *Preventive and post-hoc clarification strategies in task-based ELF discourse*

The study of English as a *lingua franca* (ELF) has gained more and more impetus in the last few years. However, only few studies have focused on using English as a *lingua franca* in authentic task-based communication. Among the characteristic features of *lingua franca* communication, a lack of clarification and a lack of metalanguage to deal with problems in communication has been observed (see Meierkord 1996, House 1999).

In this paper it is argued that, in task-based ELF communication, clarification is a much more prominent feature, as this communication strategy is an important means of creating understanding and common ground among participants with varying linguistic and cultural backgrounds. This presentation shows that clarification is employed both *preventatively*, i.e. to avoid troubles in communication in the first place and also *post-hoc,* i.e. to repair the discourse when problems have come up (see Long 1983 for the distinction between preventative and post-hoc strategies). It is argued that metacommunication is employed quite frequently for the purposes of clarification and that preventative strategies are even more frequently applied than post-hoc strategies in the task-based ELF interactions analysed.

The data for the study were collected via audio-taping during international project work over a period of three years. The analysis uses methods of discourse analysis and pragmatics.

Miguel Perez Milans, *Building digital corpora in a critical sociolinguistic ethnography of Madrid multilingual schools*

This paper focuses on some of the challenges, risks and dilemmas in building digital corpora when a critical sociolinguistic ethnography of schools is carried out. Taking a previous research on the implementation of the Madrid educational policies as a starting point (Martn Rojo, 2003), the current ethnographic research explores how a social order is (re)produced in everyday classroom interaction within multicultural and multilingual schools (Martn Rojo, in press). However, such a critical perspective, which is based on the current notion of Social Practice in contemporary sociology, and the concept of Community of Practice that we take into consideration (Eckert & McConnell-Ginet 1999), have some implications for the data collection as well as for the construction of a multimodal-based corpus. Regarding the data collection, main decisions are concerned with the selection of the most suitable technologies for the Data Contextual Net which is relevant when studying a particular community of practice within the institutional space of the school (Alcal Recuerda, 2006). Thus, different technologies (re)produce different relationships between the researcher and the reserchees, and have different consequences for the data analysis that starts from the process of transcription. With regard to the construction of a multimodal-based corpus, discussion is centred on how such a multimodal conception of interaction implies also multi-stage and multi-resource approaches. Finally, these approaches are examined in accordance with their constraints and contributions to the field of sociolinguistic ethnography.

Cristina Perna, *Reading in EFL: Narrowing and loosening concepts during the inferencing process*

This lecture aims at analyzing the extent to which advanced learners of English as a Foreign Language (EFL) can benefit from reading a classic literary book as opposed to just reading its abridged version. The benefit is thanks to the more complex inferencing processes undergone by the EFL student when exposed to an original rather than to its abridged form. Making the right inference allows the EFL learner to go right to the core of a text and to achieve a more proficient linguistic level since they will search and acquire other lexical items beyond the ones in the text. The justification for the present study lies in the fact that a great number of institutions that teach EFL in Brazil tend to use abridged versions when introducing students to the reading of the classics. Time constraints would be the main reason for this choice, since the curriculum usually allows two fifty-minute classes a week for the teaching of EFL.
The theories that serve as a framework for the present analysis are Sperber & Wilsons Relevance Theory (RT) (1986 and 1995), and Carstons Approach of Concept Narrowing and Loosening Processes (1996). For S &W (1986,1995), a balance between the contextual effects and processing effort increases the Relevance. Consciously or not, interpreters always calculate the amount of input received in order to understand and interpret utterances, following the least effort strategy (CAPPELEN & LEPORE, 2006). According to Carston (1996), interpreters follow the least effort strategy (LES) by checking the accessibility of their interpretive hypotheses until an interpretation that satisfies the expectation of relevance is found; then the inferential process ceases.
Carston (1996) says that one important consequence of the relevance-theoretic view of cognition and communication is that we can think many thoughts that our language cannot encode, and we can communicate many thoughts that our utterances do not encode. Our inferential skills allow us to construct concepts out of the lexicon encoded during the interpretational process. Some of these lexically encoded concepts suffer the process of narrowing or loosening. Such processes play a fundamental role during the inferring process, once both narrowing and loosening resort to our natural ability to access encyclopedic and logical knowledge. The new lexical items derived from narrowing and loosening can also enrich our knowledge of the world, which meets one of the elementary and primary purposes of RT and consequently, of the process of reading itself.
In the attempt to show there are more cognitive gains in reading an original rather than an abridged form, I will analyze excerpts chosen from classic novels originally written in English and then compare them to their correspondent abridged versions. Discrepancies among these will be demonstrated, by resorting to the processes of concept narrowing and loosening to illustrate the various ways in which the encoded concept in the original was communicated in the abridged version. A test will be carried out with advanced EFL students to validate the results.

Elizabeth Peterson, *Viewing the effects of Global English as a contact language*

Traditionally, accounts of language contact have considered intensity of contact, relating to the duration, volume of speakers involved, the dominant culture, and socioeconomic dominance (see, e.g., Thomason 2001). While these classifications may well hold true for native varieties in contact, it is unclear which or to what degree these dimensionsapply when considering the phenomenon of Global English as a contact variety. However, given the presence, hold, prevalence, and longitude of Global English in several environments in the world today, evidence of contact should be observable. This leads to the question of what linguistic elements to observe. With this goal in mind, it is helpful to consider previous studies on languages in contactespecially the relatively few studies that observe the influence of Global English, the types of linguistic features that tend to spread in the age of globalization, and the linguistic and extra-linguistic motivations for such spread. First, ample evidence shows that when languages are in

contact, the transference of discourse markers from one language to another is expected (see, e.g., Hlavac 2006). Likewise, it is the case that frequent use of discourse markers is the hallmark of the fluent speaker (Sankoff et al 1997). Furthermore, across inner-circle varieties of English, the spread of such discourse features as the quotative *be like* are at this point well-attested, having largely to do with youth language and issues related to salience (Sharp 2001, Kerswill & Williams 2002). It is not surprising, then, that discourse markers are a site of influence from Global English in L1s, as noted, for example, in Finland by researchers such as Taavitsainen & Pahta 2003, Haarman & Holman 2001, manifesting in such forms in Finnish as *pliis, jees, enivei, cool,* etc. Such discourse markers in Finnish appear, in fact, to be incorporated to the point that they are no longer considered as influence from English, but as resources in Finnish vernacular (Meyerhoff & Niedzielski 2003). My own work indicates, as well, that an existing discourse marker such as *kiitos* please may be undergoing a functional shift due to influence from English *please.* These findings point to some important considerations in discussions of contact between Global English and native languages, including such factors as grammatical functionality and versatility, the primacy of lexicon over grammar in such situations, the relationship of the L1 self to the multilingual self, and salience as a promoter of language change. This paper offers an overview of research on Global English language contact, using data from my own studies and others to illustrate the importance of discourse markers in observing this phenomenon.

Karola Pitsch, Christian Heath & Paul Luff, *Sketching as an interactional resource: Multimodality in the work practices of designers*

In recent years, research in interactional and pragmatic approaches has experienced a growing interest in the multimodal complexity of interaction. Especially, in the domain of ethnomethodological Conversation Analysis a concept of language use has been brought forward which suggests that participants in face-to-face interaction use a range different communicational resources talk, prosody, body display and (the creation of) material structures in the surround in concert with each other to construct meaning (Goodwin, 2000; Goodwin, 2003). The relevance and need of such a multimodal perspective on language use becomes evident if one takes a closer look, for example, at the everyday activities of designers: Video recordings of a team of professionals creating a museum exhibition show that participants not only talk to each other when envisioning and discussing proposals, but that producing little sketches on floor plans and gesturing over them is part and parcel of their communication. Basing upon video recordings from such design meetings, our talk will be interested in the details of the inscriptional and embodied work, and focus on sketching as an interactional resource: (1) With regard to the interactional work between the participants: How do participants especially when being criticised show the relative status of a proposal with regard to the significance of the idea? How does the marking on plans might help in doing this? (2) With regard to the design process: Which functional role does the materiality of inscriptions play in the design process? In how far can physical marks on paper be a resource or a constraint for next activities? With these questions our talk bases upon recent ideas on the multimodal constitution of meaning, but at the same time goes beyond them in so far as it takes into consideration the functional role of material structures as part of communcation (cf. Pitsch, 2006). Findings should mainly be relevant for research on multimodality, for conversation analysis (sequential implications of material structures in interaction) and linguistics (concept of language and its implications for Interactional Linguistics), but should also give some insights into the design of multimodal corpora (Pitsch, Milde & Gut, 2003).

Marie-Luise Pitzl, *"I know what you mean": managing occurrences of miscommunication in ELF business meetings*

In the globalized world of the 21st century, the English language is omnipresent in many areas of public and private life for a growing number of people. The majority of these people use English as a lingua franca (ELF), i.e. as a contact language which enables them to communicate with each other in spite of the fact that they do not have the same mother tongue. As a consequence of these unprecedented global developments, ELF has increasingly been recognized as an object of linguistic study worthy of in-depth investigation and description. The lecture at hand reports on the findings of a qualitative study on miscommunication in ELF and adds to the gradually accumulating body of research in this field.

In its approach, the study followed theoretical conceptions that regard miscommunication as an intrinsic feature of all human communication. Miscommunication is therefore expected to occur in every conversation, though with very different degrees of severity. Not every instance of miscommunication is thus an imminent threat to the success of a conversation or bound to have grave social consequences for the participants.

The two central questions which guided the analysis of miscommunication in ELF in the study were:

Which types of miscommunication can be observed in ELF interactions?

How do ELF speakers manage and resolve these different types of miscommunication interactionally?

The data collected for the purpose of this investigation stem from two business meetings recorded at two international companies in Austria and Luxembourg early in 2004. The data form part of the Vienna-Oxford International Corpus of English (VOICE) and were transcribed according to the VOICE Transcription Conventions which were specifically designed for ELF data (cf. www.univie.ac.at/voice).

The lecture will report on different types of miscommunication that occurred in the examined contexts. With concrete

examples from the data, it will be shown how ELF speakers interactionally manage different miscommunication phenomena and it will be exemplified that in the majority of cases they do so rather successfully.

Silia-Emilia Placintar, *Interpersonal politeness in business conversation by Romanian and Hungarian students of English*

The aim of this research is to analyse the politeness strategies deployed by third-year Romanian and Hungarian business students studying English in Romania. Our investigation focuses, firstly, on the similarities and differences in the polite behaviour of the Romanian and the Hungarian students and, secondly, on the facework carried out by these non-native speakers of English in comparison with that manifested by a same-size sample of native speakers, relative to the same social constraints.

The application is both a quantitative and a qualitative interpretation of a corpus of student conversations produced in the same role-play activity. As baseline, we use the findings of a similar experiment by Maier (1992) with native speakers of English having business experience. Their performance provides us with standards that are assumed to be generally accepted in the culture whose language is used. We deem that without this comparative component, our analysis would be incomplete and irrelevant to a conclusion about the sociolinguistic competence of our subjects, the more so as the ultimate goal of the study is to consider the implications for designing a Business Communication syllabus at our Faculty.

In terms of the theoretical model, we base our application on Brown and Levinsons (1987) and Scollon and Scollons (1995) models of interpersonal politeness. Conversational partners make linguistic choices associated with the positive / involvement or the negative / independence politeness systems described in terms of the power difference and the social distance between the interactants, as well as the weight of imposition in a certain context. Our interactional situation is a case of hierarchical politeness system, where the communicators are in an asymmetrical relationship of power.

Initially, the study was intended to focus on the Romanian students communicative competence in comparison with what is considered communicative appropriateness by native speakers of English. Later, we extended our research in order to gain insights into the politeness strategies employed by Hungarian students of English, given that we have a Hungarian line of study at our Faculty. As our data revealed some differences in the relational work performed by the two groups of respondents, other two groups produced conversations in their mother tongue, Romanian and Hungarian, respectively, based on the same communicative situation. These data allowed us to understand how some linguistic and interactional patterns specific to the students first language are transferred into English.

The findings indicate that, contrary to the assumption that a person in a lower power position should employ negative politeness strategies to mitigate the face threat and in comparison with the polite relational work by the native speakers, the Romanian respondents English conversations sound much more direct and informal than those produced by the Hungarian students, whose behaviour is, in most instances, over-indirect and over-prudent in comparison with the politeness strategies yielded by the baseline group. This conclusion enlightens language teaching practitioners as to the necessity to raise students awareness of the importance of sociolinguistic appropriateness in human interaction in general and in business communication in particular.

Gaelle Planchenault, *Creating a Virtual Community on the Internet: The Use of Pragmatic Markers of Solidarity in Members' Texts of Introduction in French*

The Web is more a social creation than a technical one (Berners-Lee, 1999:133)
I really believe I need you all, to be alive (a member of a Transvestites Community Website)
This proposed paper is part of a research on pragmatics marks in the discourse of a group of transvestites in a French-speaking website. The presentation will look at the ways discursive communities are built on the Internet. Virtual Communities depend on selection from members who look for a strong sense of sharing common values. This seems particularly true for transvestites who feel they need to establish similarities in their difference. According to Blanchard and Markus (2004), sense of virtual community (SOVC) is shown in four types of behaviours: membership boundaries, belongings and group symbols; influences in terms of enforcing and challenging norms; exchange of support among members; shared emotional connections among members (p. 67). Those behaviours can be expressed by the use of images but we believe they are conveyed mainly through texts. The questions this research is raising are how pragmatic markers of solidarity are used in members texts of introductions. It will particularly look at the use of forms of address (use of feminine form such as *amie, copine, consoeur*, use of inclusive pronoun *nous*) and the choice of vocabulary in order to establish a netiquette and avoid "flaming" (i.e. aggressive messages, Crystal, 2001).

Isabella Poggi & Fulvio Peroni, *Towards the lexicon of gaze. A corpus for research*

Research on eye gaze is assuming greater and greater importance within the field of multimodality. After the studies in the seventies and eighties (Kendon, 1967; Argye & Cook, 1976), the forms and uses of gaze in face-to-face interaction are now studied carefully and in depth, in the human (Goodwin, 1990; Rossano, 2005; Streeck, 2006) and primate domain (Tomasello, 2006), and in the area of Embodied Conversational Agents (Poggi & Pelachaud, 2002; Heylen,

2005; Maatman, Gratch & Marsella, 2005; Peters, Pelachaud, Bevacqua, Mancini & Chafai, 2005).

According to a model of multimodal communication in terms of goals and beliefs (Poggi, 2006; 2007), eye gaze can be seen as a communication system, more specifically as a lexicon, that is, a list of communicative items, some universal and others shared only in some culture. Each item is steadily represented in our memory as a signal - meaning pair: the signal is produced by muscular movements or morphological characteristics of the eye region of a Sender, and perceived visually by an Addressee, the meaning is the set of beliefs that the Sender has the goal to be assumed by the Addressee. Since writing down a lexicon of gaze requires describing all its possible signals and their corresponding meanings, to find out them it is necessary to analyse a wide set of gaze occurrences in different contexts.

This paper presents a corpus of gaze items and an annotation scheme aimed at analysing them both on the side of the signal and on the side of the meaning.

600 items of gaze were collected and analysed. The videotaped data are drawn from many different contexts: TV talk shows, TV and movie fiction, classroom interaction, everyday conversation, therapy sessions, political and judicial debates, advertising spots. Data are collected both in natural and experimental settings.

For each gaze item the signal and the meaning are analysed according to Poggi (2006; 2007). The signal is described in terms of its formational parameters: the movements of the eyebrows and of the eyelids, different aspects of the eyes morphology, position, direction and movements: humidity, reddening, pupil dilation, focusing, and finally the direction of the eyes, compared to the direction of the Senders head and trunk, and to the Interlocutors location. All these parameters have a meaningful import and then they must be taken into account in the analysis. Each signal is finally attributed a meaning, and each meaning is classified, according to a semantic taxonomy, as concerning the World, the Sender"s Mind, or the Sender"s Identity.

A such analysis of the corpus allows to compute the number of gaze items for each type of meaning, and hence to characterize the meanings and functions of gaze in each interaction. Moreover, it allows to check if the same signal often occurs with the same meaning, thus leading to find out systematic correspondences and then to write down a lexicon of gaze items.

Periklis Politis & Kakavoulia Maria, *Pastiche and parody in radio advertisements*

Radio advertisements constitute a privileged field of polyphonic use of language, especially of humorous imitation. This is directly linked to the basic functions of commercial advertising: the informative-argumentative, and, mainly, the emotive-suggestive function, since the ludic use of humor probably creates positive feelings toward the advertised product.

The concept of humorous imitation, however, is elementary and needs to be further specified. According to Maingueneau (1987, 2002a, b), imitation, a key important phenomenon of explicit intertextuality, should not be identified with parody, a trope negatively marked by traditional rhetoric. A specific discourse imitates another discourse on the basis of two opposing strategies: *captation* and *subversion*. In the first case, the investor discourse borrows the cultural capital of the source discourse, we then talk about *pastiche*, while in the second case imitation allows for the subversion of the cultural capital of the source discourse, we then talk about *parody*.

Our **aim** is: a) to propose a typology of the objects of humorous imitation in radio advertisements, and b) to linguistically differentiate pastiche from parody as strategies that alternately serve the informative and/or the emotive function of advertisement.

Our study relies on a corpus of 287 radio advertisements transmitted during the last three years (2003-2006) by private radio stations of Thessaloniki (Greece) and covering a wide range of consumer products.

Our **hypothesis** is that:

a) *object(s) of imitation* for radio advertisements constitute not only various genres or texts (as usually argued in the bibliography), but also features of the linguistic system and its varieties. In particular, we have imitation of:

A. elements (phonological, morphological, etc.) of the standard variety of a language, the pathology of speech , code mixing , features of a dialect or a sociolect

B. a genre or a text.

Concerning the imitation of genres, we employ Maingueneaus (1999) distinction between author, routine and conversation genres applied as follows: in the first category we consider literary and traditional closed genres (such as proverbs), in the second we consider a) genres of mass and interpersonal communication, b) personal narratives and institutional (or not) speech events, while in the third category we take into account types of everyday or professional conversation.

b) *the means of mimesis*, strategies of pastiche or parody, have at times informative or playful purpose. This formulates a continuum of four versions of mimesis, ranging from informative pastiche to playful parody.

c) pastiche and parody can be differentiated according to the contextual and lexico-grammatical criteria of M.A.K. Hallidays register theory. More specifically, the schematic structure of a genre, the contextual parameters (field, tenor and mode) along with the dominant lexico-grammatical features of each genre are reinvested with slight deviations from the source discourse in pastiche, while they are reinvested with major deviations and challenging reversals in the case of parody.

d) finally, from a structural perspective, the imitation of a radio advertisement is regulated either by autonomy or heteronomy, i.e. either covering the whole body of the advertisement or partly interacting with its informative

constituents.

Teodora Popescu, *Collocational patterning in Romanian-English translation of journalistic texts*

The aim of this paper is to present the results of corpus-based research carried out among tertiary level Romanian students who learn English as a foreign language.
The research questions were:
a) What are the interlanguage collocational patterns occurring in translations (from L1 into L2) made by students at an intermediate level of proficiency? and b) To what extent are these patterns assignable to 1) mother tongue interference and 2) developmental stage of language learning?
The underlying hypotheses were that 1) collocational patterns in L1 may be conducive to collocational errors and 2) collocational errors may also be ascribed to a low collocational competence of L2 learners.
In order to analyse collocational errors occurring in translated texts, we created an English Learner Translation (ELTC) Corpus (c. 100,000 words) that we compiled by assigning translation tasks to 200 Romanian students (in Economics, Public Administration and Sociology). The Romanian texts (c. 500 words each) were taken from national-wide journals (Adevarul, Capital, Cotidianul, Evenimentul Zilei, Romania Libera, Ziua) and were put together to form a Romanian Newspapers Corpus (RNC), which is to be further expanded with other newspaper articles (c. 100,000 words to date).
The collocational patterns under analysis were checked against the British National Corpus (BNC).
We only focused on adjective + **noun**, verb + **noun** /**noun** + verb and noun + **noun** patterns in the ELTC.
50 nodes were intentionally chosen from topical areas of interest (with obvious overlapping sometimes). We did not resort to a lemmatization process, as we also took into consideration the inflected and affixed forms of some nouns. The following is a random selection out of the 50 nouns under scrutiny:social area, economic area, political area, corruption, health, fraud, law, nation, people, poverty, profession, society, work, budget, business, deficit, economy, inflation, investment, market, money, privatisation, unemployment, appointment, candidate, coalition, party, power, services, inhabitants, companies, funds, investors, sales, officials, politics
Data obtained were analysed both quantitatively (occurrences of collocational errors, as well as their sources L1 interference or low collocational competence in L2 versus occurrences of native-speaker collocational patterns) and qualitatively. Along the research a very important issue came up, namely the relevance of cultural equivalence. A third aspect of capital significance for our study proved to be the semantic prosody inherent in Romanian texts, pertaining to the Romanian strong sense of self-irony and amused discontent.
The research results largely confirmed the two initial hypotheses, while revealing new, seminal insights into the study of collocational competence of L2 learners. Further research will concentrate on pedagogical implications as well as classroom applications of these results

Olga Pustylnikov & Alexander Mehler, *A new look on register analysis: text classification by means of structural classifiers.*

This paper explores a baseline of structure-oriented classifications of discourse units with respect to their membership in registers. In the literature on text and discourse classification, there is much research on finding syntagmatic features which allow effective classifications into genres, registers or text types. The starting point of the paper is the question:
How simple may structural features be in order to nevertheless guarantee reliable genre-related classifications?
The basic hypothesis of these models is best described by Biber (1995) who states that preferred linguistic forms of a register are those that are best suited functionally to the situational demands of the variety. Consequently, various levels of linguistic information (e.g. morphology, syntax etc.) have been investigated for their correlation with register variation and other aspects of the communication situation. On the other hand, field-related models were proposed which explore lexical features in order to account for the thematic diversity of input texts. In terms of computational pragmatics, these models correspond to the bag-of-features approach (Serafin & Di Eugenio 2004) which relies on vector spaces which are finally input to cluster analysis or some related method of multivariate statistics.
According to the results obtained by the study presented in this paper we argue for exploring the logical document structure of documents as a more robust and easily accessible information resource of text and discourse classification. Our starting point is the system theoretical model of Khler (1997) who describes syntax as a fluent equilibrium which is controlled by order parameters by operating on microscopic system variables (e.g. sentence length, depth of embedding etc.). Although this model was developed in the area of syntax, we prove its relevance for classification of text and discourse structures on the basis of the SUSANNE corpus (Sampson 1995). More specifically, we show that the system variables distinguished by Khler can be generalized in a way which allows clarifying the correlation hypothesis of Biber for any sort of texts belonging to a register. In this scenario, discourse units are represented as ordered trees (consisting of section, paragraph, sentence and other syntagmatic units) whose quantitative diversity correlates with the change of the genres of the documents being classified.
In summary, we present experimental results which show that structural features of the logical document structure are excellent indicators of their membership to registers. Further we prove the power of the method dealing with a less structured corpus compared to the SUSANNE data. The good classification results, which were achieved for data where no syntactic annotation was available, attest to a transferability of this model to corpora of a wide area of different

document types.

Liesbet Quaeghebeur, *Why embodiment entails noncompositionality*

The concept of embodiment is gaining popularity as a way of defending nonreductionist materialism in the philosophy of mind and the cognitive sciences. Also in pragmatics we hear talk of embodied language use, which usually means that features of expressive bodily behaviour, such as gesture, gaze and posture, are increasingly acknowledged as an element of context to be taken seriously. But although the investigation of the intricate interplay between text and bodily context is certainly rewarding, we could, however, ask ourselves whether this kind of research is doing full justice to the underlying theoretical framework. When we designate bodily behaviour to the realm of context, we see it as a feature that has only extralinguistic (or should I say extraverbal?) significance. Drawing on the work of the French existential phenomenologist Maurice Merleau-Ponty, my paper will discuss an intralinguistic or semantic implication of embodying language use: sentence meaning necessarily becomes noncompositional. Why is this? Linguistic action and perception are two sides of the same phenomenon: while talking and listening we are directed at the point we are both trying to make, and only little or no attention is paid to the specific words we use for this purpose. The words should not be seen as building blocks, but rather as multipurpose tools for expression that the body disposes of, combined in much the same way as I combine my actions while playing tennis: I have ways of getting the ball where I want it, yet my precise moves go unnoticed. In dealing with the world, linguistically or otherwise, we want to get things done, and our manoeuvres, or the uses we make of the bodily tools which are at hand, derive their meaning from the target they are directed at (expressing the subjects intentions), and not the other way around. This is why compositionality becomes illogical: the overall meaning of a sentence (the alleged *result* of the sum of word meanings) is the *reason* the sentence was composed in the first place.

John Rae, Penny Stribling, Nimmi Hutnik & Paul Dickerson, *Managing participation frameworks in discussing a piece of art work*

One common issue which occurs in relation to the management of participation concerns how a speakers conduct may be conditioned by their audiences level of engagement or focus of attention (Goodwin, 1984, 1986a). In this paper we examine an interaction between a teenage girl and her mother (at a high school art exhibition) in which the girl presents her mother with an account of some of the design features of a dress that she has created. We examine how the participants talk and body movement are organized with respect to features of the physical environment (in particular the dress itself) and how talk and body gestures (such as pointing are integrated) (Goodwin, 1986b, 2000; Streeck 2000). Our analysis focuses on how the girls conduct is designed with respect to her mothers changing form and level of co-participation. We identify some features of conduct which we believe have not been explored previously. For example, following the girl talking about one part of the dress (a component apparently inspired by an Egyptian symbol, the eye of Ra) the girls mothers attention moves to a *different* part of the dress, namely a distinctive lower feature. The girl then talks about that part of the dress, however she accomplishes this in a way that positions it as a topic that she has initiated rather than as something which has been touched-off by her mothers attention to it. She does this by grasping the tail of the dress thereby making it the official focus of attention (Streeck 1996) but also moves it away from her mother, literally taking control of it, and conspicuously displays. Furthermore rather than referring to the tail of the dress using a *pro-term* (e.g. that) which would acknowledge her mothers attention to it, she uses an *initial reference term* the tail of this dress (Schegloff, 1996). Therefore, in addition to managing her audiences mode of participation, the girl uses multiple modalities to sustain her identity as a designer giving a presentation of her work.

Liisa Raevaara, *Multilayered character of accounts in Finnish kiosk encounters*

In conversation analytic (CA) thinking, giving accounts for actions is considered as one of the basic methods through which the participants in interaction can achieve a shared understanding of the social world. CA is concerned with two levels of accountability: the taken-for-granted implicit reasoning through which the interaction is created and sustained, and overt explanations in which actors give accounts of what they are doing in terms of reasons, motives or causes. My paper focuses on overt explanations in which the customers and the sellers in Finnish kiosk encounters account for their current actions. The study is part of the research project on Interaction in service encounters carried out in The Research Institute for the Languages of Finland. The data used consist of 760 kiosk encounters videotaped in different parts of Finland.

In my presentation I will describe the multilayered character of accounts in kiosk encounters. Firstly, the accounts are a feature of dispreferred actions. Rejections of requests and offers are often accompanied with an account. The participants may also provide accounts for first pair parts, marking them as unexpected. It is quite common, for example, that the customers give accounts for their requests (e.g. if they want to change a note into coins or if they ask the seller to check their lotto coupon). In this way they display awareness that the service requested does not belong to the primary or routine services offered at the kiosk. Secondly, the participants provide accounts that concern routine actions, and thus do not seem to relate to doing a dispreferred action. These types of accounts are mostly presented by the

customers, and they are used to initiate small talk sequences. With the account the customer treats the action as noteworthy from his or her personal point of view. The customer may explain that she is buying candies because her grandchildren will come for a visit or that she is buying a lottery ticket because she has just won a little prize in the pools.

I will focus on the design features of the accounts and the account sequences in different kinds of cases (e.g. is the utterance marked as an account with a particle and which particle, how is the action accounted for accomplished and what is the placement of the account in the sequence), and discuss the interplay between the design and the use of the accounts.

Laurent Rasier, *Prosodic and syntactic marking of information status. An experimental contrastive study of Dutch and French as a first and a foreign language*

In recent years quite a lot of attention has been paid to the suprasegmental features of speech, i.e. stress, accent, intonation, tone, rhythm, and speech pauses (Fox 2000). By contrast, the study of prosodic systems suffers from a considerable under-representation in the field of second language acquisition research (Leather & James 1991). Indeed, most work devoted to L2 pronunciation has hitherto focussed on lower level phenomena, such as the phonemes or the syllable structure of the target language. This focus on segmental issues explains why, at a time where the process of SLA is being examined from a wide range of perspectives, so little is known (even on a purely descriptive level) about the acquisition of prosody.

In Rasier (2003) a research project aiming to contribute to current knowledge of the acquisition of prosodic and pragmatic phenomena in a foreign language, was presented. That study seeks to provide a better understanding of the way a foreign accent system is being learnt, both in terms of its phonetics, and also in terms of the linguistic and functional ends to which it is put. In this lecture we will report on some of the findings of that research project.

In the first part of our talk we will discuss some recent research on interlanguage prosody. Using quasi-experimental research methods, we will then set out to investigate the focussing strategies of foreign language learners. More specifically, we will describe how advanced foreign language learners (i.c. 20 advanced French-speaking learners of Dutch and 20 Dutch-speaking learners of Frenc) use syntactic and prosodic means in order to indicate information status in both their L1 and L2. In this talk, we will mainly focus on the syntactic and prosodic marking of new or otherwise contextually important discourse referents. To get insight in the way the learners interlanguage is being influenced by their mother tongue, we will contrast interlanguage data with either comparable data from a control group of native speakers and from the learners L1. Also the comparison of two learner language varieties will give us the opportunity to shed some new light on the more general issue of transfer in L2 phonology and pragmatics (Hiligsmann & Rasier 2006, Rasier 2006, to appear).

Renate Rathmayr, *Economic and Pragmatic Change: New Russian Politeness*

In this paper it is argued, based on an empirical study carried out with inhabitants of several large Russian cities, that political and economic changes in Russia have brought about a change in "public phenomena of politeness" in service encounters, which I would like to call "New Russian Politeness". Calques from English-speaking countries are linguistically particularly striking. Unlike in Soviet times, politeness strategies in service encounters are no longer initiated by the customers but by the shop assistants, which reflects a reversal of interests induced by the transition from the Soviet economy of scarcity to a free-market abundance of goods (cf. the social politeness parameters in Leech 1977). Shop assistants are requested to use politeness strategies, and threatened with sanctions such as salary cuts or even dismissals if they do not use them. This request for adhering to a corporate etiquette for verbal and non-verbal behaviour can be dealt with in the context of changing "politic behaviour" (Watts 2003).

This presentation is intended to show some empirical results of this survey of observations and responses relating to the spread and acceptance of politeness phenomena. Furthermore, the focus is on emotional evaluation, rational interpretation, and the spread of these phenomena into non-commercial communication domains. The informants" assessments prove remarkably heterogeneous and offer a variety of reactions, ranging from rejection and pejorative evaluation as communicative ballast to enthusiastic acceptance. The rational evaluations can be subsumed under westernisation and commercialisation of discourse two aspects of globalisation which is seen as the implementation of forms of the free market economy. On the other hand, we also find a semantic interpretation as an expression of individualisation of discourse. It can finally be observed that while some respondents even diagnosed a decrease in politeness since its climax in the late 1990s, a possible mixture of genuinely Russian politeness (characterised by warmth, openness, spontaneity, taking an interest in others, etc.; positive politeness, Brown Levinson 1987) with Western non-intrusive politeness (negative politeness, Brown Levinson 1987) was also predicted, which I regard as the most optimistic future scenario.

Pirkko Raudaskoski, *On interviews: descriptions, motives and accountabilities*

Interview is a widely used qualitative method to achieve a deeper understanding of the interviewees life world. Many

television genres use interviews for the same purpose. This paper reports on the results of analysing the descriptions found in a TV documentary interview. The methodology used combines insights from nexus analysis, discursive psychology and ethnomethodology.

Nexus analysis (Scollon & Scollon 2004) is an ethnographic framework for doing discourse analysis from the point of view of *mediated action*. The Scollons recommend *motive analysis* as a way to analyse interviews to find out which motives or attitudes the interviewees description of an action carries with it. The mediated action can be described from the point of view of the actor, the scene, the mediational means or the purpose. They base their motive analysis on Burkes (1945) grammar of motives by which he tried to explore the reasons why people account for actions in certain ways.

In *discursive psychology* (Edwards & Potter 2001),descriptions also are of interest, but as rhetorical devices (for instance, to counter potential alternative versions or resist attempts to disqualify what was said as false or partial). Any language use is also occasioned by what was going on before. While motive analysis concentrates on the positioning of the speaker vis--vis the mediated action that is talked about, discursive psychology analyses what kind of mediated action the description itself is in connecting the way of speaking to the sequential position in the stream of talk.

According to *ethnomethodology* (Garfinkel 1967), an important aspect of any (description-in-)interaction is *accountability*: 1) the world and peoples actions in it are accountable we show how we understand the world by describing it; and 2) our own actions in the ongoing situation are accountable we are normal, we are trying to make what was said as understandable for the other as possible. Thus the first point is related to the general interest that nexus analysis has on the action descriptions and the second is oriented to the description as sequential action, as does discursive psychology.

This paper presents an analysis of how adopters in a Danish documentary on transnational adoption describe their own life. These descriptions occurred in an interview situation. The documentary is a bricolage of interviews (which usually took place on a sofa in the home of the participants) and unfolding events as they occurred. The analysis takes into account the embodied action of the interviewees and this is undertaken from the perspective of them being on stage for the future documentary audience. Descriptions of past and future actions were found, but instead of being satisfied with a motive analysis (that is, from what perspective is an action described), the second aspect of accountability (the descriptions discursive work) was also analysed, and the relationship between those two motives discussed.

Through occasioned descriptions the aspiring adoptive parents account for the normality of their actions in relation to adoption. They also use descriptions when they move forward from, or solve, emotionally loaded moments in the interaction.

Elisabeth Reber, *Sound objects at the Phonetics-Lexis interface: A resource for signalling affectivity in talk-in-interaction*

This paper presents the findings of a conversation analytic study concerned with the phonetic-prosodic shapes and interactional functions of objects in talk such as *ow* or *ooh*, which have been described as interjections in traditional grammars (cf. Quirk et al. 1985). The latter work and other approaches treat such interjections as a rag bag of often phonologically anomalous forms, typically used for spontaneous outbursts of emotions in spoken language. In contrast, this study, based on a corpus of everyday English conversation, regards *sound objects* as affective displays (cf. Goffman 1978 on *response cries*). It sets out to investigate their systematic deployment in interactional environments where displays of affect may be used as vehicles for assessments (Goodwin & Goodwin 1987). Here their lower degree of lexicalisation becomes an interactional asset: Unlike explicit verbal references to affect, *sound objects* are not accountable. This makes them powerful resources for assessing in socially delicate situations, such as news telling (Maynard 1997) or troubles talk (Jefferson 1988).

The focus of this paper will be on cases where an informing about a potentially positively or negatively valenced event or state of affairs, which invites an affiliative uptake, is receipted with the production of a *sound object*, for instance as in the following.

[Holt:2:7]
>   Les: An"" di[dju bre]ak anythi:ng,
>   Cou: [Ih w""z:]
>   Cou: Well I""ve got s""m stable f:ractures a""the vertebrae
>   (.)
>   ? Les: .hhu[Ooo:.
>   Cou: [W""l it sah- I mean it sounds awful (uh bet) hhh but ((turn continues))

The analysis addresses the interactional aspects and formal properties particularly phonetic-prosodic -involved and seeks to illustrate how participants interactively construct affective valence in time: Following an informing, a recipient may respond with a *sound object* (as above) or the turn may be then expanded with a lexical expression, which may be interpreted as a verbalisation of what the *sound object* is doing. In return, interlocutors may pick up on the *sound object* (as above) or not. Assuming that explicit lexical references to affect are treated as going on record by participants and may thereby be ascribed more interactional thrust, the distribution of these patterns allows hypotheses about the affective display rules being oriented to. In addition, a formal classification of the *sound objects* found in this sequential slot will be offered.

Gisela Redeker & Markus Egg, *On the interaction of relational coherence and lexical cohesion in expository and persuasive text genres*

The essential characteristics distinguishing a haphazard collection of sentences from a text are coherence and cohesion. *Coherence* refers to the way sentences or utterances combine to convey the informational and interpersonal (expressive, persuasive, etc.) meaning of the text. *Cohesion* refers to relational elements (conjunctions and other so-called cue phrases) that signal how utterances or larger text parts are related to each other, but also to the way lexical elements like (e.g.) pronouns and definite noun phrases refer back to other items in the discourse (Halliday & Hasan, 1976). In this study, we consider only the latter kind of cohesion, i.e., links between discourse entities. We follow Halliday and Hasan in distinguishing three broad categories of lexical cohesion: reiteration (repetition, substitution), systematic semantic relatedness (synonymy, hyponymy, meronymy, etc.), and non-systematic semantic relatedness (collocations arising e.g. from schemata, as in *garden* and *digging*).

Readers take advantage of relational as well as lexical cohesive cues in constructing a cognitive representation. Breaks in lexical cohesion coincide with paragraph boundaries (e.g. Hoey 2005) and are used in computational applications for automatic text segmentation. While Halliday & Hasan, Hoey, and Tanskanen (2006), have all recognized the genre dependency of lexical cohesion, it has not yet been related systematically to the coherence structure of various text types.

We hypothesize that lexical cohesion will play a particularly important role in expository discourse, which is usually organised around a central theme, moving through sub-themes or aspects. In such texts, lexical chaining and relational coherence will be closely aligned (prompting Knott et al 2001 to suggest using cohesive instead of coherence links to describe the structure of such texts) . For persuasive text types, which are organised around a central purpose, e.g. a claim that is argued for or a request or proposal the text is intended to support, we expect more divergence between relational structure and lexical cohesion.

To test this hypothesis, we are conducting a corpus-analytic study investigating the alignment of lexical cohesion with relational structure as described with Rhetorical Structure Analysis (RST, Mann & Thompson 1988). Our (growing) corpus of RST-analyses includes various genres. For an initial pilot study, we selected four texts from the U Penn Wall Street Journal corpus (expository) and five Dutch fundraising letters and advertisements (persuasive).

The results of the pilot study clearly support our hypothesis. In the expository texts (total 358 words), there are 28 relational paths between elementary text segments. The segments involved have on average 2.1 cohesive links (range: 1.9 to 2.3 across the four texts). In the persuasive texts (total 733 words), there are 97 relational paths between elementary segments. The segments involved have on average 1.4 cohesive links (range: 1.0 to 1.8). Adjacent elementary segments without a coherence link have even fewer cohesive links (1.2 per segment in both text types). We will increase the size of our corpus andalsocompare boundaries derived from the RST-analyseswith breaks in lexical chaining (as used in computational text segmentation, e.g. Stokes 2004).

Ferne Louanne Regis, *The Dougla in Calypso[1]Discourse: "Jahaaji Blues" reprimands "Jahaaji Bhai"*

This paper will use Faircloughs (1995) discourse analysis approach to discuss the ways that Trinidads social and political situation are reproduced and reflected in the calypso, an art form which is an editorial in song of the life we (Trinbagonians) undergo[2] It will also illustrate through the analysis of audio and video performances, that the event is in fact representative of at least one of our sociocultural practices and that such a discursive event is one possible way to integrate what is known about culture and interactive conventions. A basic part of social life in Trinidad are the tensions that exist in this multi-ethnic society where the two major groups(Africans and Indians) mix and marry but do not entirely merge. Their off-spring, a Dougla, so labeled in Trinidad and in the wider Caribbean, is caught between this divide and is forced to seek alliances and allegiances with one ancestor group, at times, to the disrespect of the Other. The etymology of Dougla is the Indic word dogla which at first conveyed the meaning of progeny of inter-varna marriage.[3] In Bihar, Northern India, it still carries the meaning bastard, which represents the illegitimate off-spring of a prostitute. However, in Trinidad, these pejorative connotations, in the most part, have fallen away. But the term can still trigger the racial tensions that exist. In the midst of escalating ethnic tensions, exacerbated by the Indo-Trinidadian ascension to political power in 1995, a calypso precipitated a major controversy which exposed latent ancestral antagonisms that have haunted ethnic relations since the coming of the Indians in 1845. The song, Jahaaji Bhai composed and performed by a Dougla, Brother Marvin, celebrates the Indian presence and their impact in Trinidad. The musicality of Jahaaji Bhai made it one of the most popular songs of that calypso season as individuals of all ethnic groups revelled in the pre- Carnival festive period. After the intoxication wore off, conscious black nationalists (Regis 2002) of varied backgrounds took to task the Calypsonian and his calypso. In the third stanza of the song Marvin addressed Afro-Trinidadians who, according to the song, were being ignorant of their true heritage. Gregory Ballantine, composer performer (sobriquet GB) attacked with full force with his calypso Jahaaji Blues. The second song addresses the first on several levels. Faircloughs critical discourse analysis framework stems from Foucaultian theory which states that practices are discursively shaped and enacted, that the intrinsic properties of discourse, which are linguistically analyzable, are to constitute a key element of their interpretation. The discourse that occurs between these two calypsos, is one social practice that occurs in Trinidad. This practice and its discursive effects provide an in depth analysis of

these songs as text and performance, as commentary and as representation of cultural landscape, of language and power. For instance, The word Blues in the title of the rebuttal song is stated for a least two reasons: it links the melody and lyrics to the black forms Calypso and Soul music (Rhythm and Blues; used to rebut Marvins use of Indic melody and lyrics) and it denotes the dejection and sadness experienced by Marvin in 1997 who, after all the glory of 1996 faded, had to return to plying his trade of selling doubles[4]and sno-cones[5] in front of his daughters school. A stigmatised trade associated with the lower class in the society. [1] The Calypso is the national song of Trinidad and Tobago [2] The Mighty Duke 1968 What is Calypso [3] This according to the Sankshipt Hindi Shabdasagar, authored by Kashi, Nagari pracharini Sabha,1990 as quoted in Reddock in Contemporary Issues in Social Science:A Caribbean Perspective eds. Deosaran, Reddock and Mustapha. Vol1 1994. p [4] A type of sandwich made of two Bara with a filling of curried channa. Bara is an East Indian patty a few inches in diameter, made from a dough of wheaten flour, ground split peas and turmeric, deep fried in oil. In Dictionary of Caribbean English Usage edited by Richard Allsopp. Oxford University Press 1996. [5] Sno(w) cone is crushed ice packed in a paper-cone or plastic cup with syrup of different flavours poured on it and sold in the street by the sno(w)-cone man. In Dictionary of Caribbean English Usage edited by Richard Allsopp. Oxford University Press 1996.

Jochen Rehbein, *Pragmatic analysis of connectivity on the basis of spoken multilingual corpora*

Is there any difference in frequency, usage and function of connectives in multilingual corpora vs. monolingual corpora? onnectives, as understood in this paper, are a selected domain of linguistic elements as discourse markers, particles, coordinators and the like. The analysis is based on corpora of spoken discourse of Turkish-German bilinguals which have been transcribed with the assistance of the programme EXMARaLDA. The occurrences of the connectives in the bilingual data are compared with parallel monolingual Turkish and German data. There is a search tool by means of which the connectives are found and classified according to their linguistic features and their characteristic environments. The classification of the linguistic formatives found is taken as the basis for a comparison of the connectives in a cross corpus relation. The aim of the procedure is the pragmatic analysis of the functions of the connectives according to their environmental structures. My hypothesis is that in multilingual corpora connectives of the type investigated are subjected to language contact so that in bilingual corpora one language seems to exercise a structuring influence on the other operating in a cross-linguistic way. The used EXMARaLDA (Extensible Markup Language for Discourse Annotation) system (which was built, at the Research Centre of Multilingualism in Hamburg, using XML, an open standard for data modelling, and JAVA, a language for implementing cross-platform applications) is a collection of data formats and software tools for creating, analysing and disseminating corpora of spoken language, with the objectives among others: 1) to facilitate the exchange of spoken language corpora between researchers and between technological environments (e.g. different operating systems, different software tools), 2) to pave the way for long term archiving and reuse of costly and valuable language resources (e.g. to ensure the compatibility of corpora with existing or emerging standards for digital archiving). Six years after the beginning of its development, EXMARaLDA is now a stable system, used by a great number of researchers, mainly in the fields of discourse and conversation analysis and language acquisition studies. Several spoken language corpora have been and are currently being compiled with the help of EXMARaLDA.

Daniel H. Rellstab, *Sentences on Sheets of Assertion and Beyond - Charles S. Peirce's Formalization of Semantic and Pragmatic Aspects*

Charles S. Peirce (1834-1914) is known to linguists as one of the founding fathers of semiotics, mainly thanks to Roman Jakobson (cf. e.g. Jakobson 1965) . But his theory of natural language and his approach to the analysis of language and language use are hardly known. This is not surprising. For many of Peirces ideas on language and communication are hidden in the heaps of manuscripts he left when he died.
Not only for philological reasons they should be recovered. Especially in his late writings, Peirce tried to solve problems located at the intersection of semantics and pragmatics. As a philosopher of language, he opted for a conception of language we could classify as a special kind of *truth conditional pragmatics*. According to Peirce, every sentence is underdetermined and contains context-sensitive expressions. To become propositional, it has to be interpreted by an interpreter in a specific situation; interpretation involves the fixing of indexicals by processes of triangulation; indeterminacies are solved by abduction. And Peircean abduction can be interpreted as an inference making use of relevance (cf. especially MS 318).
As a logician, Peirce invented a logical system able to account for some of these pragmatic processes. He called it the *Existential Graphs* (EGs). It is, roughly speaking, a dynamic logic modeled according to a dialogue. Peirces EGs depict reference assignment: they represent sentences always as sentences in situations, drawn on the so called sheet of assertion , a formal representation of the field of attention shared by speaker and hearer (cf. SESI 196; MS 614: 12) ; and they anticipate findings of Hans Kamps *Discourse Representation Theory* (cf. Kamp 1981; Sowa 1997).
It is astonishing to see that Peirce fostered radical pragmatic ideas. And it is even more strinking that he tried to develop a formal representation of meaning, which integrates semantic and pragmatic aspects. Of course, Peirces EGs remain sketchy: he could only represent speech acts and propositional attitudes, but not develop a logic of speech acts or propositional attitudes. Neither could he integrate non-monotonic reasoning in his EGs (cf., e.g., SS3: 164ff.). But he

made an important step towards the integration of semantic and pragmatic aspects in the representation of meaning. And we could proceed on his way.

Johanna Rendle-Short & Maurice Nevile, *Address terms in the political news interview*

In dyadic interactions, address terms, such as names or terms of endearment, are not required to ensure recipiency through selection of next speaker (Lerner, 2003). As a result, choosing whether or not to add an address term is optional and a marked choice, providing information both concerning the speakers themselves, and their attitude towards the recipient of their talk (Duranti,1992). However, choosing whether or not to address a co-participant by name can also be a resource for particular interactional ends. This is particularly relevant within live-to-air media, for example, political news interviews or talk-back radio, where both interviewers (IRs) and interviewees (IEs) frequently use address terms in a variety of sequential environments to achieve a variety of interactional ends.

The current analysis is part of a larger project analyzing address terms within the Australian political news interview. The data set under analysis consists of 16 interviews between senior journalists and leaders of the two major political parties in the lead up to the 2004 Australian Federal election. The election was held on 9 October 2004, and for eight months prior to this date, the Prime Minister (leader of the Liberal Party of Australia) and the then Leader of the Opposition (leader of the Australian Labor Party) were regularly interviewed by leading journalists from both the Australian Broadcasting Corporation (ABC) and commercial radio and television programs.

Analysis to date has demonstrated that IRs predominantly use address terms in the pre-TCU position as a resource for marking a new topic. In contrast, IEs use address terms in the pre-TCU and mid-TCU position within contentious environments, as a resource for taking the turn, for resolving overlapping talk, or for delaying a dispreferred response. However, address terms also occur within the environment of repetitive talk, produced as part of the IE's multi-unit turn. It is the use of address terms in this interactional environment that is the focus of this paper.

Using conversation analysis, the paper shows how within the environment of repetitive talk, address terms occur either in the pre-TCU position or in the post-TCU position; and that the TCU, or part of the TCU, is repeated in either exactly the same form, or in only a slightly re-specified form. The address term itself is never repeated. The interactional outcome, however, is always the same—the repeated talk becomes the first part of a multi-unit TCU. In other words, address terms occur in an environment in which the IE re-states some prior talk in order to re-present it with a different trajectory. It is this outcome that is under scrutiny in the current examination of the sequential positioning of address terms within the political news interview.

Randi Reppen, *Directives in spoken and written university language: A corpus-based look*

In the past, studies that have investigated directives have tended to focus on conversation (e.g., Ervyn-Tripp 1976). These studies have contributed to our understanding of how directives are used to accomplish different purposes. More recent studies have begun to look at directives in academic writing (e.g., Hyland 2002). This presentation will expand the work done on spoken and written directives, by focusing on directives in the context of American university classes. University professors regularly use spoken and written directives to guide students through both in-class and out-of-class tasks. Professors use directives during the beginning of classes to provide an overview of the class structure, or of general issues related to the course (classroom management). Course syllabi and assignment descriptions are written modes that are often filled with directives which explain assignments, announce readings, or provide information about tests or exams (course management).

Thorough a corpus-based approach, this study provides an empirical investigation of directives found in a corpus of university language. The corpus, used in this study of directives, is composed of over 39,000 words of spoken classroom management, and over 50,000 words of written course management. It is a sub corpus of the almost 3 million word TOEFL 2000 Spoken and Written Academic Language (T2K-SWAL) corpus (Biber et. al. 2004). Some of the questions that can be addressed through this sub corpus include:

How spoken and written directives differ?

Are there linguistic forms of directives that are more frequent in spoken or
written language?

How do directives vary across levels (e.g., first year, fourth year courses)

How do directives vary across academic disciplines (e.g., humanities,
natural sciences)?

In addition to being the first empirical study of spoken and written directives in university language, it will contribute to a more fine grained description of the types of directives that exist in American university language. This work researchers and teachers to better understand the types of directives used in American university classes.

Carla Rodrigues de Almeida, *Discourse strategies in a Portuguese oral corpus of radio phone-in programmes*

The present research is inserted in the scope of Interactional Sociolinguistics and has as object of study the sequential

and/or interactive relations and the interlocution relations that discourse acts institute in radio verbal interactions.

Taking as reference an oral *corpus* consisting of verbal interactions presented in Portuguese radio phone-in programmes with a clear dialogical matrix (a *corpus* that gathers participations of 479 callers), we look for, on one hand, to elaborate a description/explanation of the central dimensions of discourse structuration and, on the other hand, to make a description of meaning construction processes done by the participants of these programmes that share a common *interactional space (collaborative floor)*.

Thus, we proceed to the identification of the sequential organization patterns that allow, at a local level, to study the selection, made by the participants, of the discourse strategies more adapted to the institutional radio discourse and, on a global or macro structural level, to analyse the pragmatic-functional coherence of discourse that fundamentally concerns the sequential dimensions of illocutionary acts.

The analytical focus on the processes of co-construction of meaning developed by interlocutors allows the study of interactional positions that produce specific discourse identities. It also allows the interpretation of the way these identities contribute to the construction of an image produced by speakers in discourse.

The characterisation of participants according to their belonging to a community with specific discourse practices makes possible the analysis of the discourse strategies that occur in discourses principal moments or phases: opening, development and closing.

We try, thus, to focus on the negotiation dimension of discourse, that is, to analyse the specific communicative actions that condition and support the organisation and the functioning of the interactions on radio and allow the participants" alignment *(footing)* in relation to a subject of radio broadcast and in function of the "reciprocal influence" game *(interactional order)* established in the radio programmes that constitute the gathered *corpus*.

Susana Rodríguez Rosique, *First Step to Systematic Study of Irony: An Oral Corpus-based Analysis*

The aim of this paper is to establish a systematic study of irony, applicable to Spanish teaching as a second language. In this way a Spanish oral corpus has been analysed in order to obtain recurring mechanisms that speakers use in the production of ironic utterances.

Traditionally, and from a pragmatic perspective, irony has been defined as a particularized conversational implicature (Grice 1975), triggered by the violation of the gricean maxim of Quality (don´t say things which are not true). For instance, in a raining day, the utterance:

(1) *Qué día tan estupendo,*
     [What a wonderful day]

exclaimed by somebody who has planned a picnic, will receive an ironic reading. On the one hand, the maxim of Quality has been transgressed (the content of the utterance is false); and, on the other, it represents a particularized conversational implicature, since the same utterance exclaimed in a sunny day will not be understood in the same way.

This definition of irony, however, raises serious problems. First of all, there are some ironic utterances which can not be interpreted as conveying a false content (Reyes 2002). In particular, the expression:

(2) *Parece que se ha teñido el pelo,*
     [It seems that he has tied his hair]

said about a boy with an intensive green hair, is considered an irony but it does not transmit anything false. Secondly, limiting the interpretation of irony just to a specific context makes difficult to teach it, since there are not systematic paths to follow.

From a neo-gricean point of view (Levinson 1983, 2000; Horn 1984, 1989), the maxim of Quality preserves the privileged position that Grice had established. Without abandoning the importance of context and assuming that irony is a particularized conversational implicature, this paper will show that ironic reading arises from the explicit or tacit violation of Quality, which usually triggers the inversion of Conversational Principles: Principle of Quantity, Principle of Informativity and Principle of Manner (Levinson 2000).

This perspective explains the use of recurring mechanisms in the creation of ironic utterances found in the oral corpus. For example, in the most of the cases, the creation of contrary interpretations is due to the inversion of scalar implicatures triggered by the Quantity Principle. It is also usual the exploitation of the double sense with ironic purposes, which can be explained by the inversion of the Informativity Principle. Besides, it is quite frequent to find marked expressions in habitual contexts, which can be a consequence of the Principle of Manner inversion. All these mechanisms, which are repeatedly employed by speakers in the oral corpus, turn into appropriated patterns for teaching irony to non native students.

In sum, studying the working of irony in an oral corpus can be useful to establish recurring mechanisms in the creation / interpretation of ironic utterances, which is applicable to Spanish teaching. More generally, this paper offers a systematic study of irony that goes beyond specific contexts.

Lidia Rodríguez-Alfano, Maria Eugenia Flores-Treviño & Elena Jiménez-Martin, *Cooperation strategies in the discourse of sociolinguistic interviews*

This paper is based on the presupposition that the dialogue in sociolinguistic interviews is characterized by cooperation rather than debate between the participants. Previous works on this topic are: a) Rodrguez-Alfanos paper at the 8th

International Conference on Pragmatics, in Toronto, which analyzed collaborative strategies in face-to face dialogue in three different situations (patient-doctor consultation; teacher-student classroom communication; and interviewer-interviewee exchange in the sociolinguistic study *El habla de Monterrey*); b) the doctoral thesis by Flores-Trevio on irony in *El habla de Monterrey*; and c) the presentation by Rodrguez-Alfano, Flores-Trevio and Jimnez-Martn at the 3rd International Colloquium of the EDICE Program, on Spanish politeness strategies in requests and ironic language in *El habla de Monterrey*.

For the current work, we focused on cooperation strategies which are manifested in the realization of three illocutive acts: the act of sustaining an opinion in which both interlocutors agree; the act of criticizing an opposite point of view to that which the interlocutors agree about; and the act of speaking ironically about something or someone.

The sample of study is constituted by selected fragments of interviews from the first and second phase of *El habla de Monterrey*, since this sociolinguistic study offers the most extensive digital **corpus** for Spanish-language studies[1] and furthermore, in June 2006, added new interviews, some with the same informants interviewed between 1985-1986.[2] Our main objectives are to describe the collaborative strategies of interlocutors who perform illocutive acts, and to identify diachronic contrasts in the discourse of the same interviewed person. From these synchronic and diachronic perspectives, we analyze: a) the type of collaborative strategies which lead to sustaining a shared opinion or to criticizing an opposed opinion, even by speaking ironically about an institution, occupation, or subjects; b) the sociocultural standards that underlie those discursive practices; c) the manifestation of power and ideology mechanisms through the co- realization of these speech acts; and d) the contrasts and similarities in the collaboration of the participants in the 1985/86 and 2006/07 interviews.

The theoretic and methodological foundations are based on: a) interaction, by Halliday (1978) and Per Linell (1984); co-construction of knowledge, by Rodrguez-Alfano & Durboraw (2002) and Rodrguez-Alfano & Koike (2004); strategies to support or criticize a point of view, the theory of argumentation proposed by Perelman and OlbrechtTyteca (1969), Ducrot and Anscrombe (1983) and Jean-Blaise Grize (1982); and the act of ironizing, by Ballart (1991), Hutcheon (1992) and Kerbrath Orecchioni (1993).

Following a qualitative methodology, we still were supported by the quantification of the different strategies and arrived at results on the characteristics that describe semi-formal or semi-informal discourse for each concrete enunciative situation.

The conclusions establish synchronic comparisons between speakers of different sociocultural levels and diachronic contrasts in strategies used by the same speaker 20 years later.

Pablo Romero Fresco, *Dubbing humming and hawing*

Discourse markers are often regarded as essential elements in the production of a coherent conversation. They are equally important in film dialogue and, to a different extent, in its translation. In this sense, although some of these markers are often lost in subtitling, this does not seem to be the case in dubbing. The aim of this study, included in a research project on the idiomaticity of the Spanish dubbing language, is to analyse the use of discourse markers in dubbing (English-Spanish), thus drawing on two increasingly important areas audiovisual translation and the study of colloquial conversation. Special attention has been paid to the so-called reformulative markers, used by the speakers to explain or restructure their discourse in moments of doubt or hesitation. These instances seem to be especially recurrent in both real and fictional conversation. The parallel corpus used in this study is made up of 48 episodes (original versions in English and dubbed versions in Spanish) of a popular American sitcom. Also used are a comparable corpus consisting of a similar number of episodes of a Spanish sitcom and a corpus of spontaneous colloquial conversation, which serves as a yardstick to measure the naturalness of the dubbed dialogues. Finally, the diachronic dimension is provided by a small parallel control corpus of comedies from the 70s, which yields insight into the use of discourse markers in dubbing over the last decades.

The results obtained so far show, first of all, the presence of a number of markers whose use in dubbing corresponds to that of spontaneous oral discourse. A noticeable difference has been observed in this case between current dubbing dialogues and those from the 70s. Secondly, a number of markers found in the dubbed scripts either do not occur or are used in a very different way in both fictional and spontaneous speech. These markers help to characterise dubbing language (*dubbese*) and somehow undermine the colloquial nature of the target text, introducing a different meaning and a new relationship among the participants. Finally, the analysis also shows a number of markers that are very common in fictional and spontaneous speech but rare or even non-existent in dubbed dialogues. These markers help in turn to characterise a kind of original discourse (*originalese*) that does not seem to feature in translation and that is posited here as a possible alternative to translate audiovisual dialogues in a natural and idiomatic way.

Omar Sabaj Meruane, *Towards a matrix with textual impact for the description of The PUCV 2006 Corpus: An exploratory study*

Thanks to the use of computational means, there are different lines of research nowadays in the so called corpus linguistic, which describe authentic texts from linguistics features. The criticism that has been made to such studies is found on the fact that they only reach the word level with scarce impact on the textual level. In this work, we critically revised different feature matrices and methodologies that have been used for studying Spanish and English, in order to

propose a matrix that can deal with the criticism made to previous researches. Concretely, the proposal is based on the following components: the organization modes of discourse, the sequences or lexical bundles, the Model of Event indexing and the Appraisal Theory. In addition, a component associated with grammatical elements, a component of syntactic units, and a component of statistics measures will be included. Finally we will also consider a component derived from a previous project (the dimensions established in the project Fondecyt 1020786). In order to verify its descriptive potential, the matrix, based on these components, is applied in an exploratory way to a small set of texts

Maria Sabaté Dalmau, *The interlanguage of complaints by Catalan learners of English*

The aim of this study is to investigate the developmental stages of the acquisition of pragmatic competence and new politeness systems in an L2. More specifically, it focuses on the realisations of the speech act of complaining by three groups of undergraduate Catalan learners of English differing systematically in terms of L2 proficiency, years of exposure to English, and use of English for social purposes.

Firstly, it examines the average number of main complaint strategies per situation and group in twelve different face-threatening contexts. Secondly, it analyses the specific lexical choices of complaint realisations, focusing on the strategy *explicitcomplaint*, along the parameters *socialdistance* (degree of familiarity), *power* (dominance) and *sex* of the addressee. Finally, it also includes a cross-cultural comparison between the British and the Catalan complaint speech act sets, non-existent in Catalan and, in English, in the process of being redefined. L2 learners performance is analysed only when it can bring about pragmatic transfer, miscommunication and stereotyping, away from a normative approach.

The corpus comprises 118 open-ended discourse completion tasks with no hearer response. Two versions were used: the English version for the British control group and the three experimental groups and its Catalan translation for the Catalan control group. The situations in the questionnaires have been validated by several researchers (House & Kasper 1981, Trosborg 1995, Geluykens & Kraft 2003, Gershenson 2003). Informants were allowed to write as much as they wanted and had the option of opting out. Homogeneity of informants was ensured by means of a background questionnaire.

The results show that the Catalan patterns of discourse demand almost one more complaint strategy per situation than the British system, the difference between them being statistically significant. The average number of main strategies by the three experimental groups shows a belly-shaped curve. The data suggest that the intermediate learners seem to be constrained by their procedural pragmalinguistic knowledge, whereas the proficiency group appear to have developed an executive control over the patterns of behaviour of the English interactional style. The findings also show that the three groups of learners have the five main complaint strategies available: an expression of grievance *below the level of reproach*, an expression of *annoyance*, an *explicitcomplaint*, an *accusation* and finally a *threat*. However, their complaint realisation choices are not equally distributed. The intermediate and the advanced groups use a higher percentage of direct strategies (*onrecord*). By contrast, the proficiency group perform in a target-like manner and increase their use of indirect strategies (*off record*), showing an awareness of the importance of indirectness as an Anglo-Saxon conflict avoidance technique. A very gradual pattern towards a shift from more direct to less direct strategy choices seems to have emerged with increasing proficiency. This shows that optimal complaint performance can be mastered in an L2, although gradually and at a late stage, suggesting that it is possible to find a natural route of development for pragmatic competence.

Tomoko I. Sakita, *Dialogic and Cognitive Perspective on Emergence of Grammatical Patterns*

This study aims to elucidate the process of emergence of grammatical patterns in conversational discourse by integrating the cognitive concepts of schematization and extension into the theory of dialogic syntax (Du Bois 2001). Speakers often construct their utterances based on the immediately co-present utterances of dialogic partners. They array their words, structures, and other linguistic resources parallel to their dialogic partners, and activate resonance. This study examines mapping relations between comparable linguistic elements that constitute dialogic parallelism, to explicate how speakers activate resonance and how the parallelism contributes to construction of grammatical patterns as well as to shaping on-going flow of conversation. By analyzing authentic English conversational data using diagraphs with intonation units (Chafe 1994), I first outline parallelism in various levels of resonance activation, such as identical morphology, substitution of words in the same lexical categories, and reuse of syntactic structures. Speakers control the parallelism to produce intended pragmatic meanings. Then I explain the process of resonance activation in dialogic and cognitive terms. Three phases of resonance activation are illustrated. First, parallelism is constituted with extension of multiple categories in synthesis. Speakers have ability to instantly abstract a schema from a priming utterance and create extension, with layers of lexical items and syntactic structures integrated with each other. Second, parallelism is achieved as a consequence of priming and dialogic participants creation of resonance through schematization and extension. Third, parallelism may fail to develop as anticipated by dialogic partners, while it may be successfully achieved regardless of preceding structural discrepancies. In both cases, explanations are given in terms of schematization and extension: the speaker abstracts a schema that is unsuited to the previous speakers intention, or the speaker abstracts a schema and extends it by restructuring the preceding schemas that have discrepancies. Finally, I propose two premises for the dialogic and cognitive view of emergence of grammatical patterns. First, speakers may

often process information within the scope of what is available in the immediate dialogic context. Second, to activate resonance, speakers use their inherent cognitive abilities to categorize a linguistic element, generalize a framework, abstract a schema, and elaborate the schema to extend the linguistic expression. Under these premises, it is concluded that linguistic forms develop in the ongoing flow of socially coordinated cognition in the dialogic engagement, where patterns emerge in activation of mapping relations between linguistic elements used by dialogic participants.

Ibrahim Sallo, *A sociolinguistic study of Kurdish-Arabic/English code switching among educated Kurds in Mosul/Iraq*

This study investigates a recent sociolinguistic phenomenon (i.e., Kurdish-Arabic/English Code-Switching (henceforth K-Ar/E CS). This study attempts to tackle the linguistic and extra-linguistic constraints of Kurdish-Arabic code-switching among the Kurds in Mosul/Iraq. The linguistic constraints of this phenomenon, which is common in bilingual and multilingual speech communities, imply that mixing two or more languages does not represent a random blending; on the contrary, CS is systematic and follows certain linguistic rules. These rules can be grouped into two categories: linguistic and extra-linguistic (i.e., psychological, sociological and academic motivations).

This empirical study is based on the analysis of code-switched data collected from 50 educated Kurdish multilingual informants born in Mosul and aged between 18 and 60 who are speakers of a Bahdinani dialect spoken in Mosul (a version of Bahdinani K spoken in several areas in north-west Iraq). Using a variety of ways which include social participation, personal observation, interviews, questionnaires and utilising tapes where natural conversations could be approached, the informants were also requested to submit weekly language diaries. Questionnaires involved the description of some situations, for which the respondents were asked to mention what language they would use or they would mix. They were from the two sexes. The results are reported in the analysis and discussion, which identify the constraints associated with the informants language choice and K-Ar/E code-switching.

The hypotheses and objectives of the empirically collected data are presented along with a linguistic analysis. It is hypothesized that there are certain features and rules of the code-switched language used in them.

This paper focuses on the types of the constraints especially with reference to the different frequencies of Ar and/or E items within K contexts and the adherence of the coded Ar and/or E items to K morphological rules.

This study attempts to find out the extra-linguistic variables constraining the use of Arabic (Ar) or English (E) or Kurdish (K) or a specific blend of them in terms of the so-called code-switching, (K-Ar/E CS), by the Kurds in Mosul. Following Fishmans statement Who speaks what language to whom, where and when, it is expected that language choice by multilingual Kurdish people is not an arbitrary phenomenon but linked with status and psycho-sociological determinants, i.e., topic, participation, situation, mood and purpose.

Suggestions are advanced about when, how and why K-Ar/E CS occurs, emphasizing the impact of the sociolinguistic variables (i.e., topic, setting, and participant including their age, sex, education, rural vs. urban and socioeconomic background) as well as psychological, academic and other non-linguistic constraints of K-Ar/E CS. This paper will focus on the code-switched language used in tackling various topics whether daily life issues or registral language, e.g., academic, scientific, and business subjects.

Finally, some conclusions are drawn and some recommendations made for future studies to give a comprehensive picture of K-Ar/E CS in Iraq as well as in other parts of the world where CS occurs between Kurdish and the languages used there, whether in everyday language or registers .

Ali Saud Hasan, *Analysis of EFL elementary textbooks in Syria and Germany: Cognitive, affective and procedural aspects in their inter-cultural context*

This study attempts to explore and compare the cognitive, affective and procedural aspects of EFL elementary textbooks in Syria and Germany . It analyses a corpus which consists of three Syrian elementary textbooks, Starters I-III, and their German counterparts, Kooky I-II. Based on the paradigmatic change from instructivism to constructivism, a descriptive-analytical approach is used to examine the content-material in terms of teacher vs. pupil orientation, product- vs. process orientation, virtuality vs. authenticity, cognitive learning vs. learning by doing which represent the essential parameters of learner autonomy. Results indicate that the Syrian material focuses on the cognitive element of language learning without ignoring affective and procedural factors, whereas the German material tends to put special emphasis on affectivity and process-orientation.

With the discovery of the pragmatic dimension, it has become clear that speech acts do not exist in linguistic isolation, but embedded in a communicative context which is determined by the speakers" individual (psychological) condition as well as by their collective (social and cultural environment. Thus, the close relationship between communication and culture deserves great attention.

Culturally, the Syrian textbooks confine their view to the domestic background before opening up to British culture in book III, whereas the German textbooks are keen to introduce the British dimension right from the start. For the Syrian material, the study suggests the inclusion of pronunciation exercises and a stronger consideration of learner autonomy. For the German material, close attention should be paid to a well-balanced relationship between the three parameters mentioned above

Mojca Schlamberger Brezar, *The use of corpora in translation studies: comparable corpora in the study of textual information structure*

In translation studies, the use of corpora is largely generalised. On one hand, the use of parallel corpora where one can align originals and translations is widely spread. On the other hand, the use of comparable corpora, formed on the basis of texts playing a comparable function in the source language and the target language, can give a more language-specific answer on the questions discussed.

Our research was conducted on comparable corpora of French and Slovene newspaper articles. About 100 newspaper articles in each language were analysed. The point of interest was the information structure in both language, namely the structure given new, theme rheme. As it is known, the French language prefers sometimes to begin a sentence or an utterance with a piece of information that is not yet known to the public and that leads to cataphoric expressions, for example *A Paris, des meutes dans les banlieues s"intensifient* where the place *Paris* presents new information. Those structures are considered to be quite rare in Slovene where the topic order within a sentence or utterance is following the scheme given-new. So we expected this pattern to be confirmed in our analysis. The issue was that we found quite a lot of cataphoric expressions in French articles but not in every article, and that in Slovene we could also find some cataphoric expressions but they were far more rare than in French. For the verification, we conducted the research of the information structure on a parallel corpus made of French originals and Slovene translations it was done on a literary text because of the lack of translated articles from French where the originals could be available and the issue was in general confirmed although we found in Slovene part more cataphoric expressions than in the comparable corpus which might be due to the influence of the French text on the translation.

On the basis of this research, the hints can be given to translators concerning the information structure in both languages.

Reinhold Schmitt & Arnulf Deppermann, *Empirical evidence for interpretation in interaction*

Traditionally, interpretation is regarded as a mental activity. In this view, interpretation is seen as a prerequisite for action which can be inferred only indirectly from its consequences. Video recordings of interaction, however, show that participants display their online-interpretation of ongoing activities in many ways by verbal and nonverbal means, such as gaze, body movement, and gesture. These displays are used visibly and ostensibly and they thus also become observable to the researcher by video-recordings.

In our paper, we will discuss two major issues of interpreting in interaction. The first is monitoring (perception): participants constantly monitor their partners" activities. Monitoring is a necessary means for coordinating activities, because it allows participants to adapt themselves to their partners" activities. Participants show, if they are attentive and available for interaction or if they publicly disattend ongoing activities and are absorbed with their current own activity. Monitoring, furthermore, is reflexive, because it also involves observing alter"s actions for their interpretation of ego"s activity. The second issue we will deal with is the relation between verbal and "non"-verbal means of interpretation. With respect to reference to space, we will show how nonverbal arrangements provide for referential specifications which are regularly absent from the talk. Verbal activities, however, provide for evaluative and other attributive actions which express stances and project further actions. In this way, there seem to be functional specialisations of "non"-verbal action and spatial presence on the one hand and talk on the other hand, which in turn lead to specific patterns of observable behaviour and linguistic structure.

Our paper is based on extracts of video records that document the complex coordination and cooperation of film crews at the set.

Hans-Christian Schmitz, *Tatsächlich (in fact)*

We asked 42 test persons (26 native speakers of German and 16 non-native-speakers of German) to interpret the answer of the following dialogue:
(1)   Wie spät ist es? --- Es ist 5 nach 3, meine Uhr geht aber fünf Minuten vor.
        (What time is it? --- It's 5 past 3, but my watch is five minutes fast.)
36 test persons (85.7%) interpreted the answer as meaning that it is three o'clock. Only six test persons (14.3%), all of them native speakers of German, interpreted the answer literally as meaning that it is five past three. Why is the non-literal interpretation clearly preferred over the literal interpretation? If the answer is interpreted literally, then the fact that the watch is five minutes fast is totally irrelevant regarding the question under discussion: The questioner only asked for the time, he is not interested in arbitrary facts about the respondent's belongings. If, on the other hand, the answer is interpreted non-literally in the sense of "on my watch it is five past three, but my watch is five minutes fast", then the information about the watch becomes relevant for determining the time: on the watch it is five past three, the watch is five minutes fast, therefore it is three o'clock. The questioner finds out what time it is, he comes to know the respondent's information source and its reliability, and he sees that the respondent measures the time in minutes – it is not only *about* three o'clock, but *exactly* three o'clock. The questioner is informed about the time and that the

information is precise and reliable. As long as there is no reason to assume that the respondent gives irrelevant information, the questioner must prefer the non-literal interpretation.

To derive the non-literal meaning representation, we first must be able to construct literal meaning representations for all constituents of the answer sentence. This can be achieved compositionally in the usual way. Secondly, we must be able to construct an intensional context for the proposition that it is five past three. This demands a context-sensitive operation of meaning enrichment: The proposition is to be related to an information source (the respondent's watch); the information source is to be contextually determined – here, it is to be extracted from the second conjunct of the answer sentence. The definition of the enrichment operation is rather simple: A proposition p is transformed into a proposition $R(is,p)$ meaning that p is believed by the information source *is*. (We use "believe" as a technical term: each information source is ascribed an information state, propositions following from the information state are believed by the source.) The determination of the information source demands a context search operation and knowledge on what can count as a potential source. Thirdly, for distinguishing adequate from inadequate meaning representations – here: for recognising the adequacy of the non-literal interpretation and the inadequacy of the literal interpretation – we need adequacy criteria. These are defined following Groenendijk's *Logic of Interrogation*.

As the case may be, a recipient can enrich the literal meaning of an utterance in order to grasp the meaning that was intended by the speaker. The speaker must be able to foresee which enrichment operations the recipient might perform. (Otherwise the recipient's interpretation was completely beyond his control.) The total number of possible enrichment operations must therefore be limited. It might be the case that in a given context both a literal and a non-literal interpretation of an utterance are adequate. In such a case, the recipient cannot be sure whether he has to perform an operation of meaning enrichment or not. Moreover, the speaker cannot be sure whether the recipient will perform such an operation. In such a case, it is appropriate to control the recipient's interpretation behaviour. We claim that this can be done by the use of particles like "tatsächlich" (*in fact*):

(2)   Wie spät ist es? --- Tatsächlich ist es 5 nach 3, meine Uhr geht aber fünf Minuten vor.
        (What time is it? --- In fact, it's 5 part 3, but my watch is five minutes fast.)

We asked the 42 test persons to interpret the answer of the second dialogue: 40 test persons (95.2%) interpreted the answer literally as meaning that it is five past three. Only two test persons (4.8%), both of them non-native speakers of German, interpreted the answer non-literally meaning that it is exactly three o'clock. We claim that "tatsächlich" does not change the truth conditions of the answer sentence but deters the recipient from constructing an intensional interpretation context. That is, "tatsächlich" has not a truth conditional but a merely pragmatic meaning. We define the meaning of "tatsächlich" in the context of semantic feature structures: Types of enrichment operations are accepted as features. Possible values for these are either specifications of the enrichment operations or a value by which the application of the operation is forbidden. One type of enrichment operation is "creation of an intensional context"; possible values are "no" (set by "tatsächlich") or, e.g., the specification of an information source ("watch").

In our talk we will discuss a formally precise interpretation of the examples (1) and (2).

Eeva-Leena Seppänen & Marja Etelämäki, *Grammaticalization of a referential indexical: a case of the Finnish particle "tota"*

The paper discusses 1) the use of a Finnish particle *tota* in spoken interaction and 2) its origins and grammaticalization process. The paper is a part of a larger project which focuses on the grammaticalization of referential indexicals and aims at combining conversation analytic method and insights with the theoretical framework of cognitive grammar. (See Etelämäki, Herlin, Jaakola, Seppänen & Visapää 2004.)

The data consist of ten hours of everyday face-to-face and telephone conversations. The particle *tota* can occur in various syntactic positions: utterance-initially, utterance-internally, and utterance-finally. By utterance we mean a linguistic unit that functions as a TCU. Regardless of the variation, we argue that there is something that combines all the uses of *tota*: it expresses continuity and maximal openness of the action of the current speaker. Even when the particle occurs in the beginning of a TCU, it connects the current utterance to an activity that has been initiated or projected earlier in the conversation and will be completed by the speaker of the on-going turn.

The particle *tota* has originally been a partitive case form of the demonstrative pronoun *tuo* (roughly that). The same form still belongs to the inflectional paradigm of the demonstrative pronoun: as a pronoun it can compose an NP of its own or function as an adnominal demonstrative determiner. The particle *tota* is frozen form the partitive form of the pronoun *tuo*. As a particle, *tota* does not get a referential interpretation.

We suggest that the use and the meaning of *tota* is motivated by its origins. The Finnish demonstrative pronoun *tuo* expresses referential openness by which we mean that the interpretation of the referent is currently on-going. Simultaneously it implies symmetric idexical ground, which means that the participants share an understanding of the on-going activity. (See Etelämäki 2005, 2006.) The partitive case in Finnish expresses that either the quantitative amount of the referent expressed by the NP or the process expressed by the verb is unrestricted; in another words, its expresses openness. Referential indexicals function simultaneously referentially and indexically, meaning that they point at a referent while they are indexing the ground. (See Hanks 1992.) When they grammaticalize, they lose their referentiality, while maintaining their indexical meaning. In addition, their original referential meaning adds up to their indexical function. With the particle *tota*, the referential openness has turned to indexing openness of the action, which is then supported by the frozen partitive case form.

Susanna Shore, *Aina "always, forever"*

The Finnish adverb *aina* – like its most common English translation equivalent "always" – is generally regarded as a circumstantial or material adverb(ial) of time. The first sense given to *aina* in the Basic Dictionary of Finnish (1990) reflects this view: *aina* is paraphrased
in such terms as 'at all times', 'eternally' and 'continuously'. This first sense of *aina* in the dictionary is illustrated by examples such as *on aina moittimassa toisia* 'is always criticising others' and *olen aina viihtynyt maalla* 'I've always enjoyed being in the countryside'. It is doubtful, however, that *aina* would be used in a material or circumstantial sense in these contexts: someone who is 'always criticising', for example, does not literally criticise every single minute of the day. In fact, the majority of the examples in the dictionary entry could be related to the fourth sense given by the dictionary: 'expressing the certainty, necessity of something'. In other words, *aina* as used in many of the examples could be seen as a (subjective) modal or stance adverb(ial) or as a circumstantial adverb(ial) with a strong subjective input.
My paper will report on research that I am carrying out on the use of *aina* in written Finnish. The research is based on data from the first 20th century Finnish translation of the Bible (1933/38), which is available in electronic form on the net (1), and from the Language Bank of Finland (2). As with the dictionary examples, the data indicates that *aina* can seldom be interpreted as purely material or circumstantial. Even the biblical *aina ja iankaikkisesti* "for ever and ever" (lit. always and eternally) is generally used in a promissive context (e.g. "I will keep thy law continually, for ever and ever"). Both the biblical and modern use of *aina* in Finnish, however, is complex and includes inter alia the use of *aina* as an intensifier (*aina kuolinpäiväänsä asti* 'even unto the day of his death', *aina parempaan suuntaan* 'in an even better direction').
The paper will focus on a qualitative description and a quantitative overview of the different contexts in which *aina* occurs, taking into account syntactic and pragmatic factors as well as other factors that come into play, including the genre in which *aina* occurs. I shall also address the more general question of the functional categorization of time adverb(ial)s such as *aina* in Finnish and *always* in English. In the final part of my paper I shall address more theoretical issues related to the theme of the congress: the empirical foundation of received grammatical descriptions and the relation between grammatical descriptions and genres of language use. The theoretical basis of my research is broadly functional, drawing upon a number of relevant functional approaches to the description of language in use.

Janice H. Silva de Resende Chaves Marinho, *Investigating the use of pragmatic connectives in different textual genres*

This paper examines the use of pragmatic connectives in texts of different genres, aiming at understanding issues involved in discourse articulation and in textual genre construction. The data I am working on is composed by texts (written in Brazilian Portuguese) produced by Brazilian proficient writers and students.
Based on the Modular Discourse Analysis (Roulet, Filliettaz et Grobet, 2001), I assume that the study of pragmatic connectives must be integrated in a global model of the complexity of the organization of monological and dialogical discourse. Thus I present the description of the relational organization form of these texts - that leads to the identification of illocutionary and interactive relations between textual segments and implicit information, stored in what Berrendonner (1983) calls discursive memory -, since this organization form deals with discursive relations as well as with the contributions of pragmatic connectives to their interpretation. The description of the relational aspects of a text seems to be therefore important because it contributes to the elucidation of articulation in the text by making evident the dominant relations inside its organization and the way its constructed.
Then, through the description of the relational organization of these texts, I discuss the observable differences between the genres through the use of pragmatic connectives in terms of the complexity of such texts. I also discuss my assumptions about the choices made by the authors when they write a text in relation to linguistic markedness of textual relations. I base these assumptions on the hypotheses that differences in the markedness of textual relations can be related to the skills of the writers, among other reasons.

Judit Simo, *The concept of "game" in Hungarian- a mixed methods study*

The conceptual theory of metaphor (Lakoff & Johnson, 1980; Lakoff & Johnson, 1999) characterizes metaphor as a phenomenon related to cognitive categorization, which in turn is a process whereby humans group and delineate concepts. Categorization is driven by mental representations that accent some features and suppress others. Metaphors exploit these representations; however, the beauty lies in the sometimes-unpredictable nature of this process, particularly in the use of specific metaphorical expressions in discourse contexts.
The study of categorization started with Aristotles classical theory of necessary and sufficient conditions, which has since then given way to prototype theory (Rosch, 1973), schemas and frames (Lakoff, 1987), and exemplar theory (Hampton, 1995). However, issues still remain about the most appropriate methodology for investigating cognitive categorization. Most of the current research has been triggered by Rosch and Mervis (1975), who investigated the

structure of categories using quantitative instruments elicitation surveys, Likert- scales and attribute lists. Researchers in other languages stick to this methodology: Niedenthal, Auxiette, Nugier, Dalle, Bonin, and Fayol (2004) used questionnaires and reaction times to analyze French motion. Storms, De Boeck, and Ruts (2000) also use different types of surveys to find out about eight categories in Dutch. While these studies provide an indispensable foundation to our understanding of these categories, the question remains what qualitative methods like interviews or text analysis might add to the picture.

The present study examines the representation of the concept of *game* in Hungarian speakers minds and its relation to metaphorical expressions occurring in Hungarian discourse. In order to investigate the appropriateness of various methodologies, I am using mixed methods, combining surveys with interviews and text analysis. Participants for my study were students at two Hungarian universities. Texts for analysis come from Hungarian web sites and online version of journals.

Main findings from the quantitative surveys include Hungarians naming the superordinate category more readily than the basic level and a tendency to view board games as the archetypal game, followed by sports and card games. The attributes listed by participants showed that games are first of all associated with fun, friends, and entertainment. This image fits well that of the highest scoring game, the board game *Activity*. Interviews disclose rich, sometimes idiosyncratic, in-depth explanations; for example, that involvement in the activity is necessary for something to be considered a game. Finally, text analyses show that metaphors that describe a given game can only be partially predicted from quantitative data; for example, *chess* is most often associated with competition and mental capacities; at the same time, chess metaphors come from a broad spectrum of war, health, and the supernatural, among others.

Clearly, using mixed methods in pragmatics results in a fuller and more exciting data than a single method. Quantitative data offers the outlines by identifying prototypes and lesser examples as well as the most frequent associations. Qualitative data fills in with the missing details by providing authentic examples and explanations of usage. While some of these bear out the quantitative findings, others come as a surprise and attest to the unique, complex nature of language- a nature that can be accessed only via a gamut of data sources.

Mandy Simons, *Presupposition and Cooperation*

In this paper, I articulate and defend a novel view of the notion of linguistic presupposition. Like the well-known view of Robert Stalnaker (1973, 1974, 2002), the proposed account offers a unified understanding of the variety of phenomena classed as presuppositional; it differs crucially from the Stalnakerian account in that it makes no appeal to constraints on common ground.

The novel view I propose is rooted in the Gricean view of conversation as a cooperative proocess. In the Gricean picture, it is the job of speakers to speak cooperatively. But interpreters, too, have an obligation: namely, to interpret cooperatively. A cooperative interpreter should assign to utterances an interpretation which renders the speaker maximally cooperative. I call this making sense of an utterance.

I argue further that one aspect of making sense of an utterance is the identification of the background assumptions which the speaker must be making, given the premise that she is speaking cooperatively (cf. Sperber and Wilson 1986, Thomason 1990). I illustrate this process of background construction with the case of Relevance implicatures. Consider, for example, the following exchange:

(1)   A: Are we going to have a picnic?
        B: Its raining.

On standard assumptions, Bs utterance is taken to implicate a negative answer to As question. But in order for A to arrive at this interpretation, she must recognize that B is assuming that one does not picnic in the rain. If she does not recognize this assumption, she cannot identify the intended implicature.

I then demonstrate that these implied background assumptions show all of the standard properties of presupposition: they may be old (common ground) information, but need not be; if the interpreter is unwilling to accept the background assumption, the utterance may induce a presupposition denial response (e.g. *But we can picnic in the rain!*); if a background asumption is not challenged, it will become part of the conversational common ground; background assumptions are typically not the main conversational point of an utterance, but, via an exploitation-like process, can become so; and, perhaps most interestingly; implied background assumptions display projection behavior: for example, in a given conversational context, utterance of a sentence S, of the negation of S, of a yes/no question based on S, and so on, will typically all induce the same implied background assumption.

Given these observations, I formulate my alternative characterization of presupposition:

(2)   *p* is a presupposition of an utterance U iff:
        (i) It is not part of the speakers primary communicative intention to convey p and
        (ii) the interpreter of U must take the speaker of U to accept p in order to make sense of U.

Clause (i) is required to distinguish presupposition from assertion, and will be justified in the presentation. (Note that acceptance here is not equated with belief: See Stalnaker 1984.)

In the remainder of the talk, I will discuss how the standard properties of presupposition, listed above, can be explained given my view of the phenomenon.

Karianne Skovholt & Jan Svennevig, *Giving response in email interaction*

In this paper, we examine how employees in a distributed work group in a Norwegian tele-company give e-mail responses. Our data consists of 500 emails collected from the project group during a three-month period. Our main goal is to identify the norms of giving response in e-mail interaction and to compare this with the organization of adjacency pairs in conversation.

The messages have been divided into requesting and non-requesting messages. Our results show that the most typical and unmarked course of email interaction is a questionanswer or requestresponse exchange. Only 3% of the requesting messages are not followed by a response. Second, absent responses are followed by reminders from the requesters or by accounts from the recipients. Thus, e-mail resembles conversation in that requests provide for the conditional relevance of a response in the form of a granting or rejection. In the case of questions, there seems to be a tolerance for delay ranging up to some days. In requests for action, the tolerance for delay seems greater, especially if the requested action is elaborate. However, a practice has developed for preempting negative inferences from missing responses, namely placeholder messages signaling compliance and committing to a future granting of the request. This seems to be a practice that has developed to deal with the potential negative implications of silence derived from conversational interaction.

A class of systematic exceptions to the norm of responding to requests is invitations to correct or comment on proposals. In these cases, the original message performs two actions simultaneously: it presents information or makes some proposal (in the message itself or in an attachment), and furthermore asks the recipients to comment on it. In these cases, the norm seems to be that addressees should respond if they have suggestions to make, and if not, they need not respond. In these cases, then, silence is not treated as problematic and conveys acceptance or agreement.

Non-requesting messages do not make a response conditionally relevant, and minimal acknowledgements and receipts are far more rare than in conversation. The main class of such responses is assessments and thanks and other forms of positive feedback provided by the group manager.

There is great variation in the patterns of response that are not normatively regulated, such as whether or not to respond to a non-requesting message and when to respond to a requesting message. The contextual factors that seem to be most relevant for explaining such variation are the number of addressees and their relative institutional roles. In addition there is great idiosyncratic variation and this points to a system of interaction that is not (yet?) strongly codified. Different patterns of response also have the potential for signalling interpersonal relations, and may be used to display involvement and intimacy.

Kim Sleurs & Dorien Van De Mieroop, *Multiple identity constructions in an experimental, institutional setting*

As Fairclough argues, every social practice involves the construction of identity (Fairclough, 2000: 168). This identity can be regarded as an ever changing construct that can even be manifold during one single conversation. Especially in institutional settings, we often see that participants on the one hand speak on behalf of their organizations, often actively categorizing themselves by means of the "corporate *we* (Fowler & Kress, 1979: 202), while on the other hand they also construct a more personal identity and present themselves as experts (cf (Dyer & Keller-Cohen, 2000).

We focus on data that were collected in an experimental setting that can be characterized as institutional, since a formal task had to be carried out and the experiment took place in a university office under the guidance of a researcher. More specifically, the experiment was part of research on press releases, for which two PR-professionals were asked to produce a so-called concurrent protocol. Protocol analysis fits in the cognitive-psychological tradition of writing research (Ericsson & Simon, 1993). It is aimed at offering a detailed insight into the process of writing and involves subjects thinking out loud while they are engaged in a writing task.

The two PR-professionals were chosen on the basis of their expertise and institutional background. They were both active in the IT-sector. While they were equal in years of experience, one professional worked as an account manager (bearing final responsibility for an account) while the other worked as an account executive (being responsible to an account manager). In this paper, we will focus on the case in which they wrote an authentic press release and verbalized any thoughts that came up in the course of the writing process. Although there was a researcher present in the room during this process, the writers were instructed specifically to pretend they were in the room by themselves. They were told explicitly that they should not consider the researcher as a partner for conversation and did not have to worry about whether or not the researcher understood what they were saying.

When considering this situation from the perspective of Goffmans participation framework (Goffman, 1981), the researcher takes on a position of *overhearer*, while actually the logical role in this specific setting would be *primary addressee*. We will see in the analyses that the participants in the experiments sometimes shift the researchers general positioning of *overhearer* to that of *addressee* and while doing so, that they construct their identities of experts. Furthermore, they also position themselves within their companies, as such constructing an institutional identity as well. Within the two protocols, we see an interesting interaction between the speakers situated identities of participants in an experiment, the construction of expert identities and their alignments with their companies.

Mikolaj Sobocinski, *'Alice-in-Wonderland Pragma-semiotics'. Verbal Proxemics in Metropolitan Discourse*

The language of the street has been approached from a number of perspectives. The name itself may actually denote a few different domains of study. For the purpose of this presentation the language of the street denotes verbal messages spread around city centres by various institutions. Such messages are usually analysed from syntactical, semiotic, stylistic, discourse, or intentional perspectives becoming more or less pragmatic in their results. However bridging between some concepts ranging from biology, social psychology, semiotics, and linguistic pragmatics another perspective may be elicited, which in turn should enable formation of a quite innovative pragmatic tool. This Alice-in-Wondelrand Pragma-semiotic tool actually extracts ideas from the span of the last century.
It cannot be defended any more that words, phrases, or even whole texts have a fixed meaning in themselves. There are numerous factors influencing the meaning which individual receivers of messages will arrive at. Throughout this presentation, Discourse is treated with a pivotal role to any analysis of a communicative message and a communicative act which are always rooted in some context. Nevertheless, Discourse should not be the starting point for a pragmatic analysis as it will be claimed here. What should become of primary concern to the analysis is the biological background all living organisms, so human beings as well, share. It is exactly that biological factor as put forward by Jakob von Uexkll, which shapes all of our interactions with the world and other organisms Umwelt. After understanding how humans live in the world, how they perceive the world, how they communicate within that world, only than any analysis of human interactions may claim to be properly rooted. However, the understanding of Umwelt theory takes us to the level of interaction as such without reaching the level of language in use itself. The following intermediate layers of analysis should recapitulate findings of T. Sebeok (Semiosphere), E.T. Hall (Proxemics), E. Goffman (Face and Interaction Ritual), , P. Brown & S. Levinson (Politeness Theory), and D. Sperber & D. Wilson (Relevance Theory).
When those seemingly detached theories are interwoven in a discourse analysis of linguistic interactions between human beings a new pragmatic tool for the discussion of context based text analysis may be found. This so called Alice-in-Wonderland Pragma-semiotics, or Verbal Proxemics, by converging ideas that are actually central to Pragmatics but refer to different levels of human activities and are described by different branches of Science should project not only how we may communicate linguistically, but also how it is done within urban context, between social actors sharing some specific cognitive abilities.

Juyoung Song, *Language ideology and socialization: The use of wuli (a first person plural pronoun) in a Korean heritage language classroom*

Korean *wuli* as a first person plural pronoun and possessive form can be used the same way as we our in English, and it can be interpreted as either to include or to exclude addressee(s). However, it often appears where *na* (a first person singular) or *nauy* (a first person possessive) should be more proper grammatically and semantically. For example, *wuli* is frequently used as *wuli nampyen* (our husband). Since a husband cannot be shared with somebody else, *wuli*s appearance in this example shows that the use of *wuli* is not confined to the context where the speaker can share the object with addressee(s) directly. This way of using *wuli* occurs frequently between an adult and a young child, but still commonly appears in adult to adult conversation.
Some scholars argue that the use of *wuli* as in *wulinampyen* (our husband) is influenced by such expressions as our school and our teacher and thus it is used as singular *nauy* (my) (e.g., Kim, 2003). However, the use of *wuli* and *nauy* is not the same, although both can be interpreted as a singular possessive. In many cases using *nauy* (my) instead of *wuli* (our) such as *nauy umma* (my mom) is not felicitous in proficient Korean (Cho, 1982). Pragmatically, when *wuli* is used as a singular like the one as in *wuli nampyen*, the conveyed meaning of *wuli* obscures the boundary between the speaker and the hearer and thus indexes a stance of inclusion between them, making it sound more polite (Cho, 1982; Eun, 2003) .
I argue that this politeness practice (or strategy) is very closely related to the local ideology of Korean selfhood that guides Korean people's social relationships. The Korean culture highly emphasizes the in-groupness (Sohn, 1999) in the construction of the self and in interpersonal relationships. Based on this notion of the self, face, which is a social approved image of the self, operates strategicallyto highlight and invoke the in-groupness. Thus, face and politeness operate variously across cultures (Matsumoto, 1988; Mao, 1994; Jung; 2000) whereas most of the cultures have the notion of face and also referring terms (e.g., Ervin-Tripp, 1995)
This paper focuses on the pragmatic aspects of the use of *wuli* in a Korean heritage language classroom in a Midwestern city in the U.S. The teacher of the first-grade classroom in the Korean school uses the inclusive *wuli* instead of I or you when she asks questions to a student or to the class as whole, and urges students to do some tasks in the classroom. The teachers use of *wuli* in these speech acts provokes and emphasizes a common ground between her and the students and thus establishes in-groupness, signifying that the task is not only for students themselves, but for both of them. Including herself in the group of students through *wuli*, the teacher emphasizes the solidarity between the students and herself and highlightes the shared membership with the students (Eun, 2003). As a result, the use of *wuli* in the context reduces the amount of imposition and the possible FTAs (Face Threatening Acts, Brown & Levinson, 1989) that may be caused by these classroom routines. According to Goffman (1981), the Korean teacher uses the participant framework, changing a point of view and enhancing the intersubjectivity in this context. Additionally, the teachers use

of inclusive *wuli* in these speech acts is contrasted by her use of exclusive *wuli* when she explains the Korean cultural practices or her experiences in Korea .

Since this linguistic practice is closely related to the Korean cultural ideology of interpersonal relationships and selfhood, it can be a socializing tool for children into a culture specific notion of social relationships. This paper also explores how the Korean teachers use of *wuli* socializes her students into a Korean social relationship. The teachers common use of *wuli* as in *wuli* first name, *wuli tonglay* (our neighborhood, meaning my neighborhood), *wuli ttal* (our daughter meaning my daughter), *wuli cip* (our house, meaning my house), as well as *wuli mal* (our language) and *wuli nala* (our country). Korean-English bilingual childrens use of *wuli* is also examined both in their speech and writings, showing their negotiation of different ideologies in the context. Childrens narratives and interactions show a contrasting result; while Korean American children who are either born in the U.S. or came to the U.S. when they were very young do not use *wuli* in the same way as the teacher, Korean children who are recent arrivals use *wuli* in a similar way. These findings will be discussed from the perspectives of language ideology, the construction of the self, and childrens dual language development.

Karyn Stapleton & John Wilson, *Accounting for Political Life: Public Discourse and Community Narratives*

Discursive approaches to social life have highlighted the relationship between public discourse/ideological structures and micro-level processes such as identity negotiation and commonsense reasoning (e.g. Wetherell, 1998). Similar work in narrative theory has focused on the role of social narratives in shaping everyday meanings and understanding (e.g. Steinmetz, 1992, Durham, 1998)[1] Here, we examine empirically how public discourse and social narrative shape everyday meanings/understandings and are themselves reproduced in that process. Specifically, we examine (a) how such structures shape *communalsense-making* in accounts of political events within one Northern Irish community; (b) how the structures are reproduced by *different categories of social actors*; and (c) how these (two) sets of accounts *differ, performatively and interactionally.*

The data are drawn from a study of *Devolution and Identity* in Northern Ireland (NI), which explores how ordinary people make sense of political change, and how they negotiate their own (personal/communal/inter-communal) identities within this context. Here, we discuss two sub-sets of the data, both from discussions in nationalist West Belfast (2003) in which the participants attempt to account for aspects of the NI political and peace process. The first sub-set (Group A) is from a group comprising community leaders, representatives and activists, all of whom were politically active at the community level. The second sub-set (Group B) is from a group of grass-roots community members, who, while espousing strong political views, were not involved in official or public life within the community. Our Analysis focuses on two key features of the data. First, we examine the immediately evident *parallels, at the level of sense-making*, between the accounts of Group A and Group B. Both groups produce almost identical patterns of practical reasoning, including common modes of attributing blame, responsibility, cause and effect. They also produce congruent versions of the future of the political process, and of the way in which their own (nationalist) community will respond to this. Additionally, both groups link this response to the shared historical experiences of their community. Secondly, we look at the *performative and/or stylisticdifferences* between the groups accounts. Hence, the same mode of sense-making is realised differently in each case, due to the groups use of different discursive and interactional strategies. Group A use highly formalised syntactic and lexical structures, often speak on behalf of others, rarely include accounts of personal experience, rarely interrupt one another, take extended turns, and adopt an expository rather than conversational style throughout. The discussion with Group B, on the other hand, shows many features of mundane conversation, including interruptions, question and answer sequences, revisions and false starts, and recycled turns. The speakers take much shorter turns and collaborative overlapping is common. Accounts are commonly personalised; e.g. framed as personal opinions or explained in terms of personal biographical experiences.

Fee Steinbach & Evelyne Berger, *Constructing space in social interaction: negotiating itineraries in a peer-group activity*

Reference to space has been an exciting and controversial object of study over the past decades, but only recently has the idea of space-in-interaction gained attention within what is called a praxeological approach. This approach is grounded in two crucial insights:

1) Spatial reference in interaction is rarely accomplished by means of language alone but involves multimodal resources of different kinds (gaze, gesture, bodily dispositions, as well as handling of objects) that shape the referential activity.

2) Space constitutes not only a possible object of discourse but also a resource exploited by participants in order to create their interactional context and to organize their social interaction; contextual features are thus not simply given a priori, but constructed and negotiated throughout courses of joint activities.

Recent studies in Conversation Analysis, which focuses on language-in-interaction and where the multimodal character of interaction is more and more taken into account, have shown the fine and precise coordination of different resources (e.g. language, gesture) to invoke space in itinerary descriptions (e.g. Mondada 2005; Brown & Laurier 2005). They also have demonstrated how the use of these resources is shaped in turn by the spatio-interactional context in which the

referential activity takes place.

The present paper follows this line of research with regard to referential activity in a particular context: an itinerary-description task in the French second language classroom. Students are asked to prepare itinerary-descriptions in small groups with the help of a city-map and then to explain the itineraries to a lost tourist in a role-play. The audio and video-taped data comes from a larger corpus of second language interactions in a Swiss-German secundary school.

What was originally conceived as a mainly linguistic task revealed itself at second glance as a complex multimodal activity: a major problem for the students in the preparatory-phase was indeed to construct a common referential ground onto which the itineraries could be mapped, rather than to produce a discourse in the second language.

The aim of our paper is to analyse the relation between the referential activity in the task and the organization of talk-in-interaction itself. Looking at the multimodal referential processes, we will observe (a) how the participants make use of language (deictic and spatial expressions) and other resources available in the interactional context (the map, gestual turn enter devices, pointing and drawing-gestures) not only to refer to but also to construct a spatial setting and make it intelligible for each other, and (b) how they exploit these multimodal resources in order to organize their talk (e.g. turn-taking, holding the floor, upgrading participation, agreeing, disagreeing).

Maija Stenvall, *Breaking news vs. features - constructing reality in news (agency) narratives*

The paper explores two different types of news narratives in the dispatches of the big international news agencies, AP and Reuters, in regard to the factuality/objectivity of their discourse. These news types breaking news and features differ markedly in several aspects. Features are in-depth stories on various topics, generated by such anticipated events as anniversaries or elections. Breaking news, in contrast, is something that has just happened unexpectedly.

Breaking news is a staple of agency news distribution; an area where the global news agencies, despite competition, still hold a crucial position. The first dispatch when news breaks is usually a news alert containing just one or two lines; after that a flow of dispatches follows. For my analysis, I have collected all dispatches transmitted by AP and Reuters to one media client on the first day after the Indonesian earthquake, which took place early on May 27, 2006, local time. It can be argued that the narrative in breaking news is the continuing story that unfolds when new details are being fed. By looking at the consecutive headlines of the earthquake reports, it becomes apparent that the leading role in that narrative has been given to numbers denoting the death toll. The first dispatches report that there are at least three people killed. Little by little the figures rise so that 24 hours later, the number of casualties has gone up to more than 3,000 (Reuters), or more than 3,500 (AP), the official toll given nine days later being 5,782. In this narrative, the news agencies give the appearance of facticity by resorting to the rhetoric of details (reporting exact numbers, names of the hospitals, etc.).

Features often begin with a traditional narrative focusing on one individual (or a family), and sometimes the story of this person is picked up in the end, forming a kind of sandwich structure. In other words, the topic is personalized, a strategy that can evoke feelings of empathy in the reader through identification. On the first anniversary of the Iraq war (March 2004), both AP and Reuters sent a feature Iraq A Year Later (AP).

The journalists try to present the outcome of the war in a balanced way, pointing out, for instance, that though people were glad to see Saddam Hussein fall, fears of disaster loom (AP). However, it can be argued that the type of narrative the journalists have chosen focusing on the experiences of one individual and his family is liable to undermine the objectivity they strive for.

Media researchers agree that such ideals as factuality or objectivity, commonly advocated by the news media, simply cannot be achieved. White (1998: 265) argues that the contemporary news item is a potent rhetorical device for backgrounding and construing as natural and commonsensical the ideologically determined world view which informs each news item. The two types of news narratives analyzed in this paper show two different ways of construing and reconstruing newsworthy facts and events (cf. Toolan 1988: 237) in wire service reports.

Clare Stockill & Celia Kitzinger, *Use of Alternative (Non-) Recognitionals: A Marked Practice to Display Social Distance*

In English, the default practice for referring to third parties, where the referent is assumed to be known to a recipient, is through use of a recognitional term. Most commonly this would be a name (Sacks and Schegloff 1979; Schegloff 1996). Any shift from a default practice is interactionally marked and inferentially rich. Following the germinal work of Sacks and Schegloff, there are a number of ways in which such a shift may occur in interaction. For example, a person in conversation with a co-parent might refer to their child by name (Alice), a recognitional descriptor (the one who came in late) or a relational category (your daughter). In this hypothetical example, the use of a name does nothing but refer to the child. However, the other two instances are examples of what Stivers (in press) defines as alternative recognitionals and are pragmatically marked in their usage. That is, the shift from the default form of person reference does more than simply refer; it constitutes an action of some kind.

Stivers work begins to explicate what sort of actions get done by alternative recognitionals. However, her analysis is, by definition, limited to those cases where the shift from default occurs within the domain of recognitional terms. The present work uses Conversation Analysis to examine cases where third parties are referred to using classically non-recognitional terms (eg this guy) when names are available to both speaker and recipient.

The cases are taken from mundane interaction between telephone conversationalists and in all examples the third party

referent(s) have been named unproblematically in the interaction before the point at which the non-recognitional term is produced. For example, in one call between two friends, the third party referent is Mark and is named as such in most places in the interaction. However, in the target utterance he is notably referred to as this guy.

What actions are constituted by using a marked non-recognitional term? One possibility is that speakers are managing what Stivers calls domains of responsibility. That is, person references are one way in which social networks and their associated obligations are displayed and speakers may draw on them to highlight or suppress particular connections to others. For example in the call between the two friends cited above, Mark is the recipients boyfriend; a hetero-romantic partnership that carries a set of normative obligations. However, the speakers use of this guy at what is for her a critical point in the interaction, effectively suppresses these features of the recipients relationship with Mark by placing him at a social distance from her. Just how and why this is done is built analytically in the paper.

Our aim in this work then is to explicate the actions that are constituted by using a particular non-default practice for referring to third parties. The case is made for a spatial metaphor of distance in which non-recognitional forms can be used to maximise social distance.

Jürgen Streeck, *Pragmatic gestures: Their placement within turns-at-talk and interactional functions*

In this paper I analyze gestures by which speakers display pragmatic aspects of their talk: its illocutionary force, construction format, its role within larger discourse units, and its preferred uptake. Of particular interest is the issue what contributions such gestures make to the moment by moment organization of talk in interaction.

I proceed by isolating a number of formshand-shapes, hand-orientations, and motion-patternsand examine them with respect to the specific sequential locations at which they are made. I work from the assumptionwell-established by conversation-analytic researchthat different points within the unfolding of utterances and utterance-sequences pose different interactional tasks for the participants. Several points can be distinguished: the transition place between turns at talk, which begins as an ongoing utterance reaches completion; mid-turn, including boundaries between successive turn-constructional units within multi-unit turns; turn-completion; and post-completion. Gestures occur at all of these places, and their functions vary markedly between them.

There is much evidence that pragmatic gestures are at least in part organized by reference to these tasks. Gestures are precisely placed within unfolding turn-structures and sequences and unfold their communicative and interactional properties and capacities by virtue of such precision placement. One form of placement of gesturesabundant but by no means exclusiveis *before* a unit of speech to which it "belongs". In this case, the gesture foreshadows talk (or an interactional move), and the gesture is understood in terms of its forward-orientation. This is a characteristic that speakers sometimes exploit: sometimes a gesture is produced along with an ongoing unit of talk, but relates to and derives its local sense from talk that will (possibly) follows, which is thereby shown to be in play before actually being produced. In this fashion, multi-unit turns can be produced: claims for such turns can be displayed gesturally, along with an account of the speech act for which the turn is requested.

Some of the data-segments for this paper are taken from a corpus of 400 pragmatic gestures collected for a multimedia project, *The American Gesture Box*, while others are taken from video-recordings of naturally occurring interaction at work and during meetings.

Magda Stroinska & Vittorina Cecchetto, *"And how are we today, dearie?" Communication with and about aging patients*

Most of us are familiar with situations where professionals talk down to those they consider incapable of fully understanding what they have to say. This is considered almost natural. A similar behaviour is becoming common when doctors and nurses talk to or about elderly patients in health care institutions and nursing homes, assuming that the elderly cannot answer for themselves or are incapable of understanding discourse, whether simple everyday topics or complex medical verbal interaction.

This paper uses methodological insights from Critical Discourse Analysis (Norman Fairclough and Teun van Dijk), Conversational Analysis (Paul ten Have) and System Theory applied to research on language and aging (Kees de Bot) in analysing data from recorded conversations between doctors or nurses, caregivers and elderly patients (both native speakers and non-native speakers of English). We believe that the discourse structures used in these settings are similar to those used in conversations with people who do not speak the language well (e.g. new immigrants) or with children whose cognitive capacities are considered inferior to those of the speaker. Some of the discourse structures found in the data include the use of the inclusive 1st Person Plural which suggests an inability to perform the action independently (*We will eat our supper now, wont we?*), use of the 3rd Person when referring to the elderly patient (*Is John going to eat?*) or addressing the caregiver when asking questions that should rightly be answered by the patient (*How old is he?*). We believe that the discourse used in conversations with aging patients reflects the views about the elderly among some health care professionals and that it also further contributes to the negative stereotyping of the elderly as unable to think and/or speak for themselves; helpless, passive and not actively involved in their own treatment. The same views are perpetuated by the media, where the elderly are increasingly portrayed as a burden for the health care system and where they are targeted mostly by advertisements for life insurance and Craftmatic beds. One of the indirect results of this type

of negative public perception of the elderly is a lack oft interest in professions dealing with the elderly: since the elderly are perceived as unable to function physically and socially, caring for them is perceived as unrewarding. All this at a time when, especially in North America, the population is aging rapidly and the elderly account for a larger percentage of the total population.

McMaster University is a leading centre for patient-oriented health care where communication is one of the foci in the relationship between doctors, nurses and patients. Together with colleagues who are health care specialists and gerontologists, we are looking at the possibility of changing the way elderly patients are talked to and about in order to give them back their agency and dignity in the health care process.

Imelda Suhardja, *Health and Medical Newspaper Reports as a Genre*

Popularisation of science is a process of mediation that can be used to bridge the knowledge gap between the scientific community and the public (Nash, 1992:12). The process of popularisation involves the transformation of specialised knowledge into everyday or lay knowledge, as well as a recontextualisation of scientific discourse, for instance, in the mass media or other institutions (Calsamiglia & Van Dijk, 2004). However, the problem is that the process of transforming and recontextualising, according to scientists, leads to distortion. Bucchi (1996:376) argued that the term distorting is used by the scientists to refer to the process of rearranging scientific theories and scientists sentences by the journalists. This indicates that there are linguistic differences between scientists texts and journalists texts. Therefore, this paper aims to establish the generic differences between health and medical newspaper reports and medical journal articles. The data consists of a corpus of health and medical hard-news reports and their corresponding journal articles. The genre of hard-news has been selected as the focus of this study as it is reported to have a detrimental effect on science communication (Friedman, 1986:25). The data will be analysed using genre analysis, particularly the methods of the English for Specific Purposes (ESP) approach (Swales, 1981; 1990). In this approach, a genre is viewed as a class of communicative events with a set of goals that are shared by the members of a discourse community. This paper shows that genre analysis will help to identify the structural and linguistic differences between health and medical newspaper reports and medical journal articles.

Malgorzata Suszczynska, *Repair work in context. Reports of adult Hungarian males and females concerning apologies*

This paper examines Hungarian adults self-reports concerning apologizing, with the goal of getting insight into the participants subjective perceptions of how apologizing functions in their lives. The participants, 9 females and 4 males, all of them teachers, took part in semi-structured interviews concerning their memories and experiences with apologies. The analysis focused on such issues as the participants roles as the offender and the offended party, on the identities of those whom the participants offended and who offended the participants, on the types of offences that happened and the presence or absence of such elements as a reproach, apology (analyzed for its components), acceptance/rejection of apology and the overall outcome of the remedial event.

The findings, among others, revealed that on the average, compared to the females, the males reported twice as many situations when they acted as offenders, although the range of reported offences was smaller in the males reports. As offenders, the females mentioned space, bumping into someone, broken trust and inattention offenses; the males did not report any of these categories. The most frequently mentioned offence type in the females-as-offenders self-reports was verbal arguing, while for the males property and time offences were equally important. One male participant reported also offences related to physical fighting and drunkenness, constructing them as displays of his male identity. The majority of the males and females offensive behaviors took place at home and at work, although in the males reports workplace slightly dominated.

In the home setting, the males reported their own offences as directed mainly against their spouses, while in the females reports a number of other family members appeared as well. The females also reported conflicts with their (often female) boss, while there were no such reports in the males stories. Both the males and the females mentioned that they had been reproached for their undue behavior. The males more often than the females admitted using more indirect or delayed apologies. Only the females reported that some of their apologies were negatively received.

In the males reports there were twice as many stories that depicted them as offenders than as the offended parties. In the females reports the numbers were roughly the same. The females experienced offensive behavior mostly at home and then at work, and the most frequently mentioned offender was the spouse, although other family members and colleagues were also present. The males reports were few so it was difficult to generalize, but the range of persons acting as their offenders was smaller and it was colleagues who seemed to occupy the central place. Both genders reported that they reproached their offenders more often than not and that the majority of apologies they received were direct and satisfactory, although the femalesreported a number of cases when they received no apologyand the outcome of the event was negative.

The study also revealed that such variables as social distance, status or affect were experienced as dynamically changing in the on-going history of relationship between the participants. Also, the absence of an apology was of equal importance as apology presence. The absence of an apology from an important other such as a spouse or a colleague at work, and in particular after a personal offence, was experienced as creating a relationship crisis. On the other hand, in

the contexts of delicate, difficult or taboo topics reproaches and apologies were reported as causing further embarrassment and thus were often avoided, which supports the view that an apology not only remedies but also to some extent makes an offence more visible.

The participants self-reports were also influenced by the context of an interview: on the whole, the males displayed more meta-pragmatic awareness than the females and focused more on the self-presentational aspect of their reports.

Satoko Suzuki, *Expressivity of vagueness in verb-tari suru construction in Japanese*

[Verb1+tari, Verb2+tari suru] construction in Japanese indicates that actions or states expressed by two verbs are inexhaustive. For example,

(1) Puroguramu no soosukoodo o mi<u>tari</u> kakikae<u>tari suru</u>koto ga jiyuu ni dekiru node

Since you are free to do things like looking at the source code of the program and changing them

(1) suggests that looking at the source codes and changing them are only examples of what one is free to do and that there may be other actions that are allowed.

Even when only one verb is used, it could indicate inexhaustive representation as in (2).

(2) Kii ga nukete<u>tari suru</u> chuukohin na no desuga

It is an old computer which has defects such as missing some keys

However, [Verb+tari suru] can be used when the action/state is exhaustive as in (3), (4), and (5).

(3) Dooshite kamera o mochikon<u>dari shita</u> no ka wakaranai.

I dont know why he ever carried a camera in. [How foolish!]

(4) Angai jibun de isshookenmei nagashite<u>tari shite</u>.

I might be desperately spreading [the rumor about me] myself [just kidding]

(5) Jitsu wa yonezawa ni kite<u>tari shite</u>masu.

To tell the truth, I am visiting Yonezawa.

For example, in (3) what the speaker is concerned with is the referents action of bringing the camera (into a dangerous place) and nothing else.

When [Verb+tari suru] is used for exhaustive representation, it results in various emotive effects such as the speakers contempt (as in (3)), joking attitude (as in (4)), and the lightened up tone (as in (5)). How are these diverse expressive functions evoked? I would argue that the sense of lack of specification in the conventional use is responsible for the connotation of contempt and that joking and light tones are derivative of the contempt function.

In the conventional use as in (4), [X+tari suru] indicates that X is only an example and does not reflect exact membership. This lack of specification suggests lack of the speaker"s willingness to commit to X. The suggestion of the speaker"s non-committal attitude toward X may be interpreted as the speaker"s contempt toward X.

The joking attitude detected in sentences such as (4) is linked to this feeling of contempt. Laughing at something is often equated with being pejorative towards something. The lightened up ambiance associated with sentences such as (5), which represents a newer use, is also related to the pejorative sense. (5) hints that the speaker might be slightly embarrassed about her action and that she is alienated from her own action (alienation in the sense of Haiman (1998)). The sense of contempt derived from the original function of lack of specification is responsible for this impression of alienation.

Jan Svennevig, *Ïkke sant?" as a response token in Norwegian conversation*

The pragmatic idiom ikke sant? (lit. not true?) in Norwegian may be compared to the German idiom nicht war? and the French nest-ce pas?. In its traditional usage, it is appended to a declarative sentence in tag position and used to appeal to the interlocutor for confirmation of common knowledge, understanding or agreement: Du skal p festen, ikke sant? (youre going to the party, right?/arent you?).

However, the last 5-10 years a new usage has appeared in Norwegian conversational language, namely as an independent response token, occurring either alone or in combination with a response word (Ja ikke sant? or Nei ikke sant?). This paper describes the sequential characteristics and pragmatic meaning of this new response token. The analysis is based on a collection of instances excerpted from two corpora of conversational language, the NoTa corpus at the University of Oslo and the UNO corpus at the University of Bergen. A Conversation Analytic approach is applied, involving close examination of the contextual specifics of each occurrence of the response token in its sequential context.

As a response token, (Ja/Nei) ikke sant? does not appeal for confirmation and is not either responded to by the interlocutor. It occurs mainly after statements of opinion or assessments, and the main function of the response is to mark emphatic agreement with this claim. It is somewhat surprising that an idiom traditionally used to appeal for agreement is now used to *display* agreement. A possible explanation is found by carrying out a sequential analysis. Many of the responses are produced in cases where the speaker has previously in the conversation already claimed or implied what the interlocutor is now asserting. In these cases, the response presents an interpretation of the previous utterance as a confirmation of ones own previous (explicit or implicit) claim.

In cases where there is no such previous claim by the speaker, this interpretation may still be the key to understanding the meaning of the response. It seems to imply that the speaker does not just agree with the interlocutor as a result of

hearing the previous utterance, but that he/she was already in advance entertaining this opinion or assumption. In this way, it is a way of claiming independent epistemic authority in the matter at hand.

The latter meaning potential implies that the expression is not unambiguously an affiliative response, but includes a competitive aspect as well. It may be used as a claim of primary epistemic access or authority. As such, it downplays the newsworthiness of the interlocutors claim.

The two corpora date from the last 10 years. A comparison with conversational data from the beginning of the nineties shows that the response type has emerged within the last 10 years. However, unlike many other newly developed discourse markers, its use is not restricted to young speakers, but is used by all age groups represented in the data.

Michiko Takeuchi, *Semantics and pragmatics of sorede (and/so/but)*

In this paper, I will discuss the information encoded by the Japanese connective *sorede* in contexts such as the following:

(i) Hanako: Its far from the station, there are so few buses, the bus stop is rather far from

Taro: *Sorede* (So) you need a car, right?

It is very frequently used and it is translated into English *and* as well as *sosite* which is regarded as equivalent to *and*, *sorede* being regarded as a variant of *sosite*. Ignoring that they are not interchangeable in almost all cases, *sorede* has seldom been the target of analysis by itself by Japanese grammarians.

I will argue that *sorede* has procedural semantics (Wilson & Sperber 1993; Blakemore 1986; 1992; 2002). My conclusion is that the sole function of the connective is to mark the utterance that follows it as a completion of the assumption in the previous thought: for instance, as a causal premise, explanation, elaboration, justification or a contextual implication of another (set of) utterance(s) or assumption(s). Unlike most existing accounts of *sorede* which see the connective as being polysemous, my approach provides a unitary account, in which pragmatic inferences play a substantial role. Taking the relevance-theoretic view of utterance understanding (Sperber & Wilson 1995), I claim that the connective is characterized as follows: first, the utterance introduced by *sorede* is relevant as an answer to a question which has been raised implicitly by the preceding utterances or raised on the basis of contextual assumptions; for example, in (i), a question such as Will you drive me? is assumed to be raised by Hanako and the *sorede* clause is understood as its answer, that is, Taro is understood as filling in Hanakos thought.

Second, my suggestion is that *sorede* encodes procedural information which indicates to the hearer that the utterance it introduces is to be understood as continuation of the preceding utterance and the hearers task is to identify the continuation relation in addition to the proposition expressed. Then, I will propose that, unlike the procedural information encoded by English discourse connectives such as *but* and *so*, which concerns on the activation of a particular cognitive effects, the procedural information encoded by *sorede* activates a particular kind of context.

Thirdly, though both *sosite* and *sorede* are regarded as *and* equivalents, I will claim that they are totally different in function in discourse. Since the connectives can be used in different discourse environments, a variety of meanings might well be treated as recoverable by a pragmatic enrichment process along the line of *and*-conjunction analysis (Carston 2002). In this paper I will argue against that analysis. I will demonstrate that while *sosite* is a conjunction as *and* is, *sorede* is a discourseconnective unlike *and* in the sense that the interpretation of the preceding utterance contributes to the interpretation of the *sorede* utterance. This analysis can also explain the fact that *sosite* and *sorede* are rarely interchangeable in discourse.

Junko Tanaka, *English article use in oral and written narratives by L1 Japanese speakers: An exploratory study using "pear film"*

Learners of English as a second language (L2) whose first language (L1) lacks articles have difficulties marking noun phrases (NPs) based on whether a referent is specific/non-specific or is known/unknown to the addressee. This exploratory study examines when such learners have difficulties in using articles in L2 English.

The study has two aims: (1) how L2 learners of English express definiteness and indefiniteness in oral and written narratives, and (2) how similar (dissimilar) their use of articles is compared with native speakers of English.

Participants (Ps) were 20 students attending a Japanese university. Their L1 is Japanese that lacks articles. Ps were assigned to an oral or a written narrative group. About half Ps had proficiency levels from proficient to intermediate, with the rest below proficient. Ten native speakers of English were included as a comparison group.

Ps watched Pear film twice on computers and were then asked to produce either a written or oral narrative in L2. Narratives were analyzed in terms of T-units and NPs that appeared in each T-unit. Narratives produced by the native speakers of English were similarly analyzed. Every NP was categorized in terms of an environment where it appeared, and then analyzed for three points: (1) Ps accuracy in terms of specific/non-specific and known/unknown to the addressees environments; (2) which of zero, null, indefinite, or definite articles should be used in a particular environment; and (3) the relationship between Ps proficiency level and the characteristics of their article use. Chi square tests were applied to determine any significant differences among categories.

Preliminary analyses showed that learners with low L2 proficiency had more difficulties in correctly producing null articles than Ps of high proficiency. Specifically, low L2 proficiency Ps had a tendency to overgeneralize the to contexts where it was not required.

Noriko Tanaka, *Politeness strategies to manage a sensitive discourse: roles and linguistic choices in telephone conversation*

In Tanaka (2001), I considered what kind of roles the participants adopt in my TV interview data, and discussed what categories we need in order to examine the interaction. Based on the categorization of social role and discourse role by Thomas (1986), I proposed the sub-categorization of the former: societal role personal relationship role and activity role. Societal role is defined as a role that the individual occupies in society, regardless of the relationship with another interactant in the current interaction. Personal relationship role refers to the personal relationship obtaining between one interactant and another in society. When we focus on a specific setting and the roles there, we may categorize them as activity role.

I applied the categorization to private telephone conversation in Tanaka (2005), developed it to deal with these data, and introduced a concept of role focus. The data come from the private telephone conversations between a mother (in her 70s) and her daughter (in her 50s), which has been recorded since June 2003. In this paper, I will use the telephone conversation again. Focusing on some examples from the data, I would like to examine what linguistic choices the participants make and what politeness strategies they employ to play their roles effectively.

The focus for analysis is on some sensitive discourses. In conversation, we may come across some sensitive points. The topic may somehow fall into negative aspect of the other person, or the other person may raise a topic which is not easy for us to handle. Then, to let the conversation go smoothly, we, consciously or not, use some strategies. In my data, the participants shift their speech styles (desu/masu or non-desu/masu style in Japanese language) to show respect or thankfulness, to avoid the seriousness of the topic, or to highlight a certain aspect of each others role. They also employ ambivalence, where the speakers do not make it clear what speech act they intend. With ambivalence, thanking or apology is performed in an implicit way for some politeness reasons.

My data will show us what kind of strategies we may take to survive the sensitive points in conversation. Then, the analysis will reveal that there is some subtle friendly power balance behind their casual talk. I hope that my work will offer an example for analysis to other researchers who are interested in this field.

Maria Tarantino, *Intentions and expectations: meaning and modality in scientific reports*

The recurrence of modality markers has been defined as a characteristic of scientific texts. The studies on this subject tend to explain the grammar structures as expression of hedging and subjective logico-semantic evaluation. The use of modality to convey objective judgement about degrees of probability, possibility, or doubt of physical events and actions seems to have remained unexplored. Consequently, the descriptions lack a framework for modality which refers to factual evidence, distinguishes constative argumentation and allows specialist discourse to conform with speech act theory criteria and the co-operative principle and maxims. The present paper investigates the use and meaning of modality markers occurring in original scientific texts. It tries to explore how knowledge about both the nature of physical events and the conditions in which observations are true-to-fact and reproducible can influence the meaning conveyed by these semantic structures. The arguments posed draw on Toulmins (1979) claim that the meaning of modality markers in scientific texts is governed by the force of the term and the criteria for its use the former determined by field-invariant logico-semantic norms, the latter depending on disciplinary knowledge, norms and conventions. A brief outline of descriptive models of modality in the literature prompts a reflection on the aims, conceptual networks and principles shared by the members of a scientific community which can determine how language is used and interpreted. The discussion suggests that a complex web of interrelated variables allows the participants to have symmetrical role in the speech event as well as demands that claims, concepts, arguments and propositions comply with field-related shared presuppositions, interests and expectations. The analysis of modality markers from authentic scientific reports will then demonstrate that the intended and inferred meaning, or illocutionary and perlocutionary force, conveyed by these particles depends on the interlocutors shared theoretical, practical and inter-textual knowledge. A comparison is then made between the meaning implied in the scientific texts and the one suggested by relying solely on logico-semantic interpetations and the consequent discrepancy is highlighted. The evidence discussed seems to support arguments that in specialist discourse modality markers besides logico-semantic meaning, convey ethnolinguistic and pragmatic content. It is thus suggested that more adequate descriptions of modality would require inclusion of alethic meaning in the explanations. The enrichment could yield a better insight into the role that pragmatics and presuppositions can have not only in giving meaning to linguistic items and texts, but also in binding interlocutors to disciplinary discourse domains.

Sedinha Tessendorf, *Pragmatic functions of gestures: The case of the 'brushing aside gesture' in Spanish conversation*

The field of linguistic pragmatics is concerned with the pragmatic features of spoken language. But the verbal side of the utterance is only one facet of face-to-face conversation. Co-speech gestures have to be regarded as a fundamental part of human communication and language use (see McNeill1992; 2005; Kendon 2004; Müller 1998) for they

contribute not only to the propositional side of the utterance, but play a crucial role in understanding of how an utterance is to be understood, what kind of speech act is performed, how turn taking is organized, etc. in short: the pragmatic side of natural discourse. The research presented in this talk shows an example of a conventionalized so-called pragmatic gesture (see Kendon 1995), or to be more precise, a conventional gesture specialized in pragmatic functions: the 'brushing aside gesture' as it is used in Spanish everyday conversations.

Within an important tradition of gesture research (McNeill 1995; 2005), co-verbal gestures have often been regarded as idiosyncratic and spontaneous, as holistic and synthetic. Within a different approach recurrent and therefore presumably conventional co-speech gestures which show a stable form-meaning pairing have so far been studied by Kendon (1995; 2004), Müller (2004), Müller & Speckmann (2002), Payrató (1993), Seyfeddinipur (2004), and Ladewig (2006). These analyses reveal that recurrent gestures, with little variations of form, persist throughout different contexts. Furthermore they indicate, that conventionality does not depend upon the absence speech. The research to be reported here is in line with this research tradition.

The analyses are based on a corpus of videotaped Spanish everyday conversations (ca. 480 min.) and TV Talk Shows (ca. 90 min.). I first analyzed the distribution and formal structure of the 'brushing aside gesture'. After finding about 60 tokens of this gestural form I carried out detailed microanalyses to reconstruct the different functions of this gesture.

Based on these microanalyses it is argued that the 'brushing aside gesture' preserves the thematic core of a basic action or "manipulation" (Streeck 1994): brushing aside annoying objects. The gesture itself is connected to the basic instrumental action through iconicity: the form is abstracted, but the main feature of the action, the quick flick of the hand away from one's body, is preserved. The findings of the formal and functional analyses uncover that the 'brushing aside gesture' with its stable form and semantic core is used in different contexts as a means for organizing turn taking, structuring the utterance, or framing as a metalinguistic comment, and for evoking or performing a speech act. It is therefore suggested that the 'brushing aside gesture' in Spanish conversation is a multifunctional gesture specialized in pragmatic functions. When used with verbal speech, it may provide additional information to the propositional content of the utterance, when used without speech, the gesture constitutes a speech act by itself. This research underlines that in order to fully understand the pragmatic features of human face-to-face communication it is essential to take co-verbal gestures into account.

Taija Ann-Marie Townsend, *Constructing Candidate Credibility in Campaign Discourse*

This paper examines campaign discourse strategies and in particular the self-presentation of women candidates on official campaign websites. I look at the U.S. Senate election 2006 and study how Hillary Clinton as an incumbent women senator, builds on her political persona.

In contemporary politics, candidate character is a significant issue in most political campaigns. Character is regarded as the most newsworthy factor in campaign coverage (Flowers, Haynes & Crespin 2003) , and voters consider candidate character to be more important than campaign issues as the basis for voting (Bimber and Davis 2003). Developing a credible candidate image statement can therefore be regarded as one of the basic and most essential functions of a political candidates campaign strategy (Byant 2004). Today, owing to the increasing role of online campaigning, candidates have a better opportunity than ever before to present themselves directly to the public.

The data consist of one of the main sections listed on both Hillary Clintons official campaign website and U.S. Senate website: about the candidate serves an introduction to the candidates personal and professional background. The analysis focuses on forms of self-reference, and particularly how they are used in relation to campaign issues. The findings suggest that gender can be used as a communication strategy in order to personalize campaign issues. In addition, the findings show how candidates can give brand status to their names, i.e. candidate names help create a political makeover

Elizabeth Closs Traugott, *On the development of ALL-pseudo-clefts in English*

In synchronic work pseudo-clefts like: (1) What you must do is (to) apply for a leave. have been discussed at length (e.g. Prince 1978, Higgins 1979, Collins 1991, Kim 1995, Lambrecht 2001, Huddleston and Pullum 2002), especially in comparison with IT-clefts. Diagnostic characteristics include: a) the WH-element is a reduced relative, b) its referent is discourse-old, or triggers an inferrable poset, c) the copula is specificational, not predicational. Mention is sometimes made of pseudo-clefts with ALL, but the only detailed study is Bonelli (1992), which investigates the strength and type of subjective perspective conveyed in different contexts by the ALL-pseudo-cleft, cf. (2) All you need do is apply for a leave. While Ball (1991, 1994) details the history of IT-clefts, the development of pseudo-clefts has been ignored. I discuss the history of ALL-pseudo-clefts from the perspective of historical micro-pragmatics (cf. Jucker 1995) and provide some comparison with the WH-type. Data are drawn from a variety of electronic data bases for the history of English (e.g. MED, ICAME, LION). The ALL-pseudo-cleft originates in predicational and purposive constructions, where all is the quantifier everything and discourse-oldness is not required: (3) All I did, was to aduance thy state. (1601) When used in adversative (typically refutational) contexts where it is discourse-old, all came to be understood as convertible with only. An early bridging example is: (4) [T]heir puzzling subtleties are to be repudiated because, all they do is to envelop the brightness of the Supper in great darkness (= the subtleties are all designed to obscure the meaning of the Last Supper, or do nothing but obscure). (1536) The ALL-pseudo-cleft arose in the 16thC in the context

of verbs of saying and do, often modified by the modal auxiliaries can and would. In the corpora, expansion to main verbs with modal meaning (desire, want) is attested in the late 17thC, and to verbs of the senses (see, hear) in the 20thC. Non-finite clauses are typically introduced by to before the 19thC, but an early example without to is: (5) All I could do was stand and laugh at him. (1681) This syntactically excludes the older purposive reading. The development of the ALL-pseudo-clefts shows that pragmatic effects arising not only from linguistic contexts (e.g. adversative but), but also from dialogic argumentative orientation (Schwenter 2000, Verhagen 2005) may become semanticized, and attracted to constructions in which they are unambiguous, e.g. with non-finite clauses without to as in (5), progressive as in All I am saying is. It illustrates subjectification (Traugott 2003) because the construction is reanalyzed as having a split Topic and Focus/Comment structure, and as signaling negative evaluation of the Focus. Furthermore, it provides historical evidence for the continuum between scalar additivity and exclusivity identified by Schwenter (1999) to account for polysemies of Spanish si if, but, because, so, and co-occurrence of si with totalization possibility as expressed by incluso even (historically derived from (totally) included).

Villy Tsakona & Argiris Archakis, *Functional literacy in practice: the use of parliamentary and media discourse in a literacy educational framework*

The communicative approach to language-teaching emphasizes language use in social circumstances related to social objectives. Furthermore, *functional literacy* should analyse the demands made on individuals *within a given society* and support these individuals by familiarizing them with the appropriate texts in order to be able to participate in and to achieve their own goals within that society (Baynham 1995). Consequently, students should be trained so as to be able to develop a criticalawareness of why the texts around them are the way they are. In this context, we suggest that media discourse in general and newspaper articles on parliamentary discourse in particular are the ideal material for achieving these goals.
As part of the broader genre of political discourse, parliamentary discourse is associated with power and used by powerful figures. Moreover, nowadays, our knowledge about reality in general and politics in particular is, to a considerable extent, mediated and shaped through media discourse. It has been claimed that there are *symbiotic relations* between political discourse and the media, since these discourses exhibit common traits resulting from politicians and journalists attempts to attract the attention of the audience via using an everyday speech style (Fetzer & Weizman 2006).
Our data consist of Greek parliamentary proceedings and newspaper articles on parliamentary debates. Our analysis focuses on the *conversationalisation* of written media discourse and, more specifically, on the *political cross-discourse*, namely the informal conversational resources used by the members of parliament and reproduced by journalists in order to approach their audience (Alvarez-Cccamo & Prego-Vsquez 2003).
The central point of our presentation is that this kind of analysis can be part of the educational methodology in a language-teaching program based on literacy practices. If the main educational goal in the modern world is the shaping of active citizens who could control their lives via discourse, the literacy of the students should not be non-critical and a-social (Cope & Kalantzis 2000). Along these lines, different *tasks* are proposed based on the comparison between parliamentary and media discourse by focusing on the function of political cross-discourse in both genres and its implications for the construction of political meaning therein - a point which we consider most important for literate students and citizens. Via this kind of analysis, we strongly emphasize the criticalclassroomorientationandpractice and literacy-basedgoals, as well as the use of contemporary material which would attract the attention of the students and result in their involvement in the learning process.

Takeshi Tsurusaki, *Is "everybody" referential?*

Contrary to the generally-held view on quantified expressions, Sugiura (2001) argues, citing examples like (1), (2), etc., that *every NP* (*everybody*, etc.) may be interpreted referentially. In this paper, I argue that Sugiura's argument is based on a misinterpretation of the relevant data, and offer some pragmatic explanations for them.

(1) a. Everybody $_i$ appeared [PRO $_{i/*j}$ singing].
     b. [PRO $_{i/*j}$ Singing], everybody $_i$ appeared.
(2) a. Nobody $_i$ appeared [PRO $_i$ singing].
     b. *[PRO $_i$ Singing], nobody $_i$ appeared.

Sugiura (2001) points out that although (1a) can be interpreted either as (3a) or as (3b), (1b) allows only the latter reading, and while (2a) is acceptable in the (3a)-type reading (i.e., for no x, x a person, it is true that x appeared singing), (2b) is unacceptable in both types of readings.

(3) a. Bound-Variable/Distributive Reading (D-reading): For all x, x a person, it
         is true that x appeared singing (i.e., x was singing when x appeared).
     b. Core fere ntia l /Group Reading (G-reading): All members of a certain set S
         consisting of people appeared singing simultaneously.

To account for these data, Sugiura proposes to assume that *everybody* in (1a) can either be a quantificational expression or a referential expression, and in D-reading, *everybody* is quantificational, and in G-reading, it is referential. The lack of D-reading in (1b), she argues, derives from some structural constraint blocking variable-binding in the

adjunct-preposed construction, and the unacceptability of (2b) results from the fact that *no NP* (*nobody*, etc.), unlike *every NP*, can never be referential.

    Although Sugiura's argument is attractive in some respects, it also faces a number of serious problems. Compare (4a-b) below with (1b) and (2b) respectively. The acceptability of (4a-b) in the D-reading (and the difficulty of G-reading for (4a)) cast doubt on Sugiura's argument for the referentiality of *every NP* and her structural constraint blocking variable-binding in the preposed construction.

(4)   a. [PRO $_i$ trem bling], every passenger $_i$ boarded the plane.
        b. (Dancing and shouting, many people appeared, but)
            [PRO $_i$ singing], nobody $_i$ appeared.

    In my view, G-reading of (1b) is pragmatically derived from its D-reading: if it is the case that for every x, x a person who belongs to a given set S, x sang, it is certainly possible that all members of S sang simultaneously (for singing is often a group activity). The unacceptability of (2b) (and the acceptability of (4b)) is explicable if we assume that the preposed manner adjunct is usually interpreted as being outside the scope of negation (induced here by *nobody*), unless it is clear from the context, as in (4b), that it is preposed for the purpose of emphasis or contrast, rather than for the purpose of putting it outside the scope of negation.

Joan Turner & Masako K. Hiraga, *Constructing the academic habitus: An intercultural perspective on the British academic tutorial*

A key question in pragmatics relates to how best to describe and explain the socio-cultural assumptions that play an important role in the generation, perception and interpretation of pragmatic practices in our daily communication. In our ongoing study of educational background assumptions and how they impact tutorial encounters between Japanese students and British tutors (e.g. Hiraga & Turner, 1996; Turner & Hiraga, 1996; Turner & Hiraga, 2003, among others), we enlist in this account the general theory of practice developed by Pierre Bourdieu (1991). In particular, Bourdieus concept of habitus is seen as useful because it implies the internalisation of social practice. The main data that we are looking at for this presentation are semi-structured interviews administered to eight Japanese students about their experiences of studying in the UK, and in particular, their experiences of the academic tutorial. The content of the interviews displays both overtly and covertly the socio-cultural assumptions shared by Japanese students and how they differ from the expectations of the British academic context. Building on our analysis of 21 video-taped one-to-one tutorials between British tutors and Japanese students and the recurring speech act patterns found there, we look beyond the pragmatic uptakes expected to wider cultural presuppositions. We describe and explain how our informants construct an academic habitus in their interactions with British tutors, while comparing, evaluating, and struggling with the older habitus that they have acquired through their socialisation and schooling in Japan. Special focus will be placed on the construction of their identity, re-construction of it, the use of evaluative language, and values assigned to verbalisation, authority, and face. At the same time, we take a critical stance towards the taken-for-granted expectations of appropriate uptakes to conventional, but for the most part, indirect utterances on the part of British tutors. Most of their initial elicitations are open-ended, relying on the students reflective awareness of the specific disciplinary parameters, despite the fact that they have not been spelled out. In many respects, this is reminiscent of the Socratic dialogue, an educational process deeply embedded in the western cultural tradition. There is a need for educational practitioners in all cultures to have a reflexive awareness of their conventional ways of engaging with students, especially in the current context of educational globalization. Emphasising the increasingly intercultural nature of academic encounters between tutors and students, and elaborating them as both language and social practices is one way of working in this emerging academic world.

Tuula Tykkyläinen & Minna Laakso, *Practices of persuasion in 5-year-old girls' play negotiations: The case of Finnish particle combination jooko*

Pretend play is an achievement in which children talk and act the pretend play world into being. In order to do this, constant negotiations between the players are taking place. In this study we analyse how 5-year-old girls direct the on-going play activity and negotiate on the details of the play. The focus of this study is a specific linguistic practice, a Finnish particle combination *joo+ ko* (meaning appr. *yeah + question clitic*) which the girls frequently use in their proposing turns. The particle combination *joo+ko* gives the turn a persuasive nature. The proposal turn opens a negotiation in which one player formulates a proposal and the other player aligns or disaligns with it. The data of peer play comes from *The Helsinki Child Language Cross-Sectional Corpus.* Themethod of analysis is ethnomethodological conversation analysis (Sacks, Schegloff & Jefferson 1974, Goodwin & Heritage 1990).

In the analysis, the larger context, the local context and the linguistic and non-verbal elements of the proposing action with *joo+ko* are described. One typical environment for a proposal with *joo+ko* to occur, is the environment of two parallel play activities. In the local context of the turn, the position of *joo+ko* is in the focus. The turn initial, turn middle and turn final cases of *joo+ko* and the character they give to the proposing action is described and analysed.

Varying and frequently occurring use of the particle combination *joo+ko* in 5-year-old girls play negotiations shows the girls mastery in the use of linguistic means. The use of specific linguistic practice reveals also girls awareness of the

finegrained interaction. The *joo+ko* turn seeks alignment and co-operation of the other player. The collaborative-oriented character of girls play negotiations found in this study is in line with the earlier findings on gender related linguistic practices in girls interaction.

Angeliki Tzanne, *"Entry is forbidden": Multimodal texts and the construction of authority in Greece*

The door-to-door distribution of various publicity materials inside blocks of flats in Athens is a practice that has been associated with crime, as it is thought to give prospective burglars the opportunity to enter the building and spy on the accessibility of certain flats and on the everyday routine of their residents. In an attempt to strongly discourage this practice, in recent years, many blocks of flats have put up notices on the main door of the building refusing entry to publicity material distributors. These notices constitute tokens of multimodal discourse (Kress and van Leeuwen, 2001), as they articulate their message through both verbal and visual means of communication. The present paper will analyse the multimodal articulation of the notices in question and attempt to explain it in terms of the dynamic construction of situated identities (Antaki and Widdicombe, 1998; Duszak, 2002). It will be argued that by borrowing visual and verbal elements from institutionalized domains of public discourse, the authors of these notices aim to construct an identity of power and authority for themselves, which they may deem necessary for the effectiveness of their message.

Dorien Van De Mieroop/, *Interacting between past and present - Contradictory identity constructions in the narrative of a former SS-soldier*

Life stories and narratives are an important aspect of human life, since through them people are able to express themselves as individuals. Therefore, it is fairly logical that the study of narratives and identity became closely intertwined, since it is exactly in these discourses that identity constructions have many opportunities to flourish. Moreover, narratives are closely related to their contexts: they are not only context-changing, but they are also context-reflecting (De Fina 2000: 133). This link is often quite complex, especially when looking at life stories which cover a much wider temporal span than narratives and which refer both to past and present. As Schiffrin says: Knowledge accrued from numerous pasts and continuing presents creates complex, nonlinear relationships between what we think of as past and what we view as present, and these relationships intrude on the linear chronology of events that we might assume to actually underlie a life story (Schiffrin 2002: 315). Among examples of such knowledge that can influence life stories, Schiffrin discerns social, cultural and political changes in the society that the narrator lives in.
In this paper, I investigate a life story that is expected to be heavily influenced by its context and to be in a very complicated interaction with the different contexts to which it relates through time, especially because of the dramatic difference of the political and ideological context between the present and the past. The corpus consists of a life story that was told by an 86 year old German who was part of the *SS Leibstandarte* (Hitlers elite troop)during the Second World War and who has been living in Belgium for approximately sixty years. For the scope of this paper, only the section that focuses on the Second World War years is used as data.
In this fragment, the narrator describes his actions as one of Hitlers elite soldiers during the war. In his description, his identities are not only multiple, (a selection of these identities have been discussed in a previous publication. Van De Mieroop et al. forthcoming), but they are also contradictory. I will demonstrate that the narrator positions himself on the one hand as a simple soldier who is in disagreement with Nazi politics and who for example mocked Hitlers typical salute. However, on the other hand he is a man who is proud to belong to Hitlers elite troops, which is shown for example in a fragment in which the narrator tells about his job as one of Hitlers personal guards. The contradictions between these divergent positionings clearly reflect the complex shift of these stories between past and present and are thus emblematic for the complicated relationship of the life story with its numerous contexts.

Sonia Vandepitte, *A triadic taxonomy for the description of language data in parallel corpora*

The present paper deals with the question how to describe language data parallel corpora. It starts from Chestermans heuristic classification of textual strategies (1997 Ch 4, repeated in Chesterman and Wagner 2002: 60-63). This categorization - based on two linguistic types of features, the syntactic and semantic ones, combined with a category of pragmatic strategies can, however, also be used to describe the results of the translation process. Unfortunately, it contains some conceptual problems that are already announced by Chesterman himself. For example, the three categories are not mutually exclusive: some strategies from one category also belong to another (the phrase structure changes of modification and definiteness strategies can also be seen as semantic strategies since they concern meaning). Secondly, some of the strategies (even within one category) seem to be of a totally different nature: literal translation, paraphrase and cultural filtering are applied for reasons that are different from those underlying the application of, e.g., transposition, synonymy and illocutionary change, respectively. So, if [w]e are only beginning to establish the conditions under which a particular strategy is used (or rather: used successfully) (Chesterman and Wagner 2002:64), it is probably not only the complexity of the facts that plays a role, but also these weaknesses with the categorization of the conceptual tools available.
Molina and Albir (2002) already propose a remedy for the second weakness: they clearly distinguish between

translation method and strategies to describe larger and smaller textual and contextual process-oriented features, on the one hand, and translation techniques to refer to result-oriented characteristics of a translation at a small level, on the other hand. Applying the literature critically and paying much attention to underlying criteria, they present an alphabetical list of eighteen micro-level textual techniques without any categorization going from adaptation to variation. Unfortunately, no distinction has been made between those techniques that imply a meaning difference and those that do not. In fact, their discussion hardly ever refers to the semantic and pragmatic impact translation techniques have.

The present paper will therefore set up a conceptually improved approach which is triadic in nature. The new model will distinguish between translation strategies, reformulation techniques (taking into account findings from Brondeel 1998 and 2001, Langeveld 1986, Vandepitte 2001 and Vandepitte 2005) and meaning shifts. Following Molina and Albir, translation strategies will be considered as directly related to the process of translation: they direct the translators choice between alternative formulations. They are not themselves directly visible but they can be inferred systematically from the translation choices that have been made. In contrast, reformulation techniques and meaning shifts are directly retrievable from the source and target texts. Indeed, target texts (whether literary or not) can be compared with their source texts in terms of their different formulations and in terms of their meanings. Both types of descriptive analyses yield their own results: some reformulations in a target text imply meaning shifts, while others do not.

The model will be illustrated with an analysis of the Dutch translation of imagery, cultural references, non-standard language in different types of English texts.

Inga Vasilieva, *Gender perspective on the functions of adverb really in English computer-related texts*

The paper presents the analysis of pragmatic functions of the adverb *really* from a gender perspective in a professional type of discourse.

A variety of discursive functions of the adverb *really* has been described both in corpus-based studies of language (Paradis /online version/, Stenstr m 1986) and in corpus-based grammars of English (Quirk, Greenbaum, Leech, Svartvick, 1985; Biber, Conrad, Leech 2003). The functional ambiguity of *really* is related to the process of delexicalization and grammaticalization that the adverb is currently undergoing (Lorenz 2002; Ito, Tagliamonte 2003). This ambiguity, in turn, presents certain challenges in the analysis of *really* since its lexical and grammatical functions are sometimes difficult to disentangle.

However, linguists have consistently distinguished two main pragmatic functions of *really*: 1) as an epistemic adverb of reality/actuality (= in fact), that attests the truth of a proposition ; 2) as an intensifier (= very), that scales up or boosts the meaning of a syntactically-related linguistic element. Intensification often correlates with emphasizing function (Quirk et al. 1985, Paradis /online version/). Besides *really* can be used on its own and performs important functions in spontaneous interaction (Stenstr m 1986) .

The present study makes an attempt to add a gender dimension to the analysis of pragmatic functions of *really* since the functional and semantic shift of this adverb has to be considered in a specific socio-pragmatic context (Ito, Tagliamonte 2003).

So far gender differentiation in language has been extensively studied in spoken discourse of interpersonal interaction. A new aspect of the present research is selecting a type of technical discourse as material for analysis. There was special interest in texts produced by female writers having expert knowledge in the field, which is traditionally male-dominated. For our analysis a corpus of computer-related texts written by male and female authors was compiled (the texts are further referred to as F-texts and M-texts).

The analysis of the corpus included both quantitative and qualitative aspect. The quantitative data have indicated that *really* occurred more frequently in M-texts: out of the total 257, 64 occurrences of *really* were found in F-texts and 193 occurrences in M-texts.

The qualitative microanalysis of texts has demonstrated that while the frequency of occurrences of *really* as an epistemic adverb of reality and an emphasizer did not display considerable variation in terms of gender (M 0,03 vs. F 0,02; M 0,17 vs. F 0,07 per 1000 tokens), in the intensifying function *really* showed a high degree of variation and was preferred in M-, rather than in F-texts, with frequencies of 0,54 for M- and 0,20 for F-texts per 1000 tokens.

The preliminary results of the study suggest that there seems to be a complex correlation between the pragmatic function of *really* and the gender of the language user. The analysis has revealed a gender-specific use of *really* in its intensifying function in computer-related discourse. Since intensifiers often serve as linguistic clues to the identity and group membership of the speaker (Lorenz, 2002:157), and theintensifier *really* has a high frequency and even distribution in M-texts, then it could be regarded as a solidarity marker within a professionally-delimited group of male computer experts. The research has been supported by the Swedish Institute and MalmUniversity.

Alena Vasilyeva, *Fallacies in naturally occurring argumentative discussions*

Ample research has been conducted on different aspects of argumentation such as the structure of the argument; resources that are available to the interactants, techniques they employ in the course of argumentation, argumentation and knowledge, and application of argumentation theory in practical spheres (e.g, mediation, the legal system, decision-

making, conflict managing). Among the many issues that scholars investigate, fallacies, that is, wrong moves in argumentative discussion, enjoy a special place. The interest in fallacies and the importance of studying them are determined by the fact that deviation from the standard practices can shed light on the process of normative argumentation and provide interactants with techniques that will enable them to make interaction more effective. Fallacies have been the focus of many scholars from the ancient times. Researchers in two major streams, monologic and dialectical have been concerned with the issue of what a fallacy is and what types of fallacies exist. However, both approaches have shortcomings. The problem with the monologic approach is that researchers start with assumptions about the fallacy and abstract this phenomenon from the process of communication. However, some types of fallacies are by nature context-dependent (Eemeren et al., 1996). The dialectical perspective treats argumentation as a dialogic process and stresses the necessity of considering the communicative and interactional context in which the fallacies occur (Eemeren et al., 1996, p. 21). Although this approach is more valid, the research based on this view tends to put too much stress on the role of the speaker who commits a fallacy and the intentionality of this action and overlooks the orientation of interactants themselves to the fallacy. One more problem of studies in both approaches is that the majority of them are theoretical. I adhere to the perspective that to understand interaction processes, it is necessary to look at communicative practices themselves and study them in naturally-occurring conversations. This study employs the constitutive view of communication, according to which a conversation is a collaborative activity. Seeing arguments as an interactional process, Hutchby (1996) states, it is important to look not only at how arguments are made, but also at how their recipients respond to them (p. 21). In line with this interactional perspective, the study examines how participants of mediation sessions treat fallacies in naturally occurring argumentative discussions. The data on which this paper is based are drawn from an existing collection of transcripts of mediation sessions from three different mediation agencies in western and southwestern American cities. All the interactions were performed in English by native speakers of this language. To examine the data, the study employed the methods of conversation analysis and discourse analysis. In particular, in this paper, I analyze what interactants consider to be fallacious moves, how fallacies get constructed and how interactants respond to them in argumentative discussions.

Camilla Vasquez, *"I just feel disjointed…": Construction of identity in workplace narratives of non-experts*

In recent years, interest in examining the diverse functions and features of oral narratives told within workplace contexts has grown alongside the body of research investigating the role of language in enacting power and politeness in the workplace (e.g., Holmes & Stubbe, 2003; Lochner, 2004; Thornborrow, 2002; Vine, 2004). A number of these studies have been undertaken to better understand the social functions of oral narratives of personal experience and how they contribute to the discursive construction of professional identities. For example, Dyer and Keller-Cohen (2000) demonstrate how two university professors (professionals with considerable experience and expertise) were able to reconcile seemingly contradictory facets of their identities in their oral narratives, produced during lectures. Similarly, in their analyses of workplace narratives, Holmes (2005) and Holmes and Marra (2005) found this ability to manage apparently disparate aspects of identity by another type of experienced, expert professional: business managers. Although such work has concentrated on narratives told in different institutional settings and produced during different types of overarching speech activities (i.e., university lectures, business meetings) the tellers of these narratives have all been experts. In contrast, little attention has been given to examining the discursive construction of identity of *non-experts* in their workplace narratives.

This paperanalyzes thediscursive construction of a non-expert (or novice) identity in one workplace narrative. Specifically, I present a micro-analysis of a representative narrative taken from a corpus of teacher/supervisor feedback sessions. Following Labov (1972), Linde (1993), Polanyi (1996) and others, the following features and their functions are analyzed in this case study of a novice teacher narrative: internal/external evaluation, lexical hedges, and markers of uncertainty. I show how, by simultaneously attending to both professional expectations (i.e., the need to present a reflective and engaged professional self) and the politeness demands of the situation (i.e., sensitivity to the face-needs of both participants, particularly given their asymmetrical relationship) and in her inability to ultimately balance the two the narrators/novice teachers presentation of self remains contradictory within her narrative, as she constructs an ambivalent moral stance (Ochs & Capps, 2001). Consequently, I argue that the ability to use linguistic and discursive resources to articulate a coherent professional self within workplace narratives (while simultaneously attending to the multiple communicative demands and expectations associated with the overarching type of institutional activity) may pose significant challenges for non-experts. I further suggest that the ability of some individuals to seamlessly weave together disparate facets of their identity in the narratives they tell at work is critically linked to their status as expert, their relationship with their interlocutors, their past professional experiences, and perhaps, their prior formulations of a coherent professional life story.

Rene Venegas, *Disciplinary semi-automatic classification of the Academic Corpus El Grial PUCV-2006*

Classifying texts as part of one academic domain or another has been a mayor problem in text linguistics. Qualitative and quantitative analysis have been used independently to advance in this research area. New insights from corpus linguistics, semantics, and computational linguistics are helping to fill the gap. The objective of this presentation is to describe the results of a semi-automatic text classification of a group of academic texts included in the Corpus El Grial

PUCV-2006, collected as part of a larger research project on written academic discourse. The semi-automatic computational method is based on shared lexical-semantic content words that are part of the growing corpus of academic texts used in four professional careers at the Pontificia Universidad Catlica de Valparaso, Chile. The research corpus is formed by 160 texts (with 13,938,038 words) : 14 texts are used in civil engineering in construction , 10 in chemistry, 112 in psychology and 24 in social work. The classification process is based on a multi-vectorial statistical method called discriminant analysis that allows identifying discriminant functions that select a small group of shared words to classify the disciplinary domains to which each text belongs to. These discriminating functions represent the disciplinary domains in a textual map. The results shows that a method based on a small group of words help predict - with a high percentage of accuracy- the disciplinary domains of a new academic text in a query. We project to use this method as a part of a higher multidimensional analysis of the Corpus El Grial PUCV-2006.

Daniela Veronesi, *Language attitudes, communicative practices and multimodality: how musicians talk about language*

Research on multimodality has abundantly shown how speakers draw on a multiplicity of resources - verbal and non-verbal means, along with objects and space -, in order to perform social action, thus sheding light on the interplay between modalities and their mutual contextualization in different settings (Goodwin 2000, Coupland/Gwyn 2003). While multimodal analysis has proven crucial for the study of events where verbal interaction plays a central role (classroom interaction, storytelling, family talk etc.), specific questions arise as to the contribution of spoken communication in contexts where language appears to have a marginal status if compared to other semiotic codes.
The paper addresses such issues by taking into consideration a specific type of social actors, i.e. jazz musicians, whose professional activity is mainly bound to the non-verbal musical code on the one hand, and who, acting locally and internationally, might experience intercultural communication from a language and a music tradition perspective on the other.
The research is based on the analysis of 8 narrative interviews conducted with jazz musicians in New York (of different age and playing different instruments, all of them having worked with some of the others at some point) and who can be seen as members of a specific, though not exclusive, social network sharing professional (music) and discursive (language) practices.
Following the discursive approach of language biography research, applied to investigate the ways speakers perceive and experience languages throughout their lives (Adamzik/Roos 2002, Franceschini/Miecznikowski 2004, Fix/Barth 2000), the study takes the exploration of the interviewed musicians language biography as a departure point.
Parallels and oppositions drawn between language and music are then analyzed, along with narratives and comments given a) on the role attributed to language and verbal communication for musicianship and b) on the interplay between verbal, non-verbal and music code in music making with fellow musicians and for audiences in musically and linguistically diverse contexts; particular attention will be thereby devoted to rhetorical means such as metaphors referred to music, collective music making and improvisation (Lakoff/Johnson 1980, Duranti/Burrell 2004, Monson 1996, Berliner 1004, Gueunier 2003).
The study thus aims at contributing to the investigation on multimodality from the perspective of speakers beliefs, attitudes and discourse as these emerge from narrative interviews; besides, by focussing on musicians it is meant to provide insights on how language and verbal communication are integrated within the variety of semiotic codes that such actors use to create social meaning.

Daciana Vlad, *Le discours argumentatif-polémique – un genre polyphonique par excellence*

Nous nous proposons de faire une étude du discours argumentatif-polémique en prenant appui sur les approches conversationnelles de l'argumentation, qui la situent dans un cadre dialogique. En nous servant d'un corpus comprenant des fragments de discours médiatique, scientifique et conversationnel, nous essaierons d'établir d'abord en quelle mesure il y a superposition entre argumentation et polémique, ce qui nous permettra d'isoler, à part les cas de discours argumentatif-polémique, des exemples d'argumentation non polémique (l'argumentation publicitaire) ainsi que des cas de polémique non argumentative. La confrontation des discours polémiques et non polémiques nous conduira à établir ce qui est indispensable pour qu'un discours soit polémique et d'en isoler et décrire les traits minimaux. L'examen de notre corpus nous permettra de distinguer deux types de manifestations de la polémique, notamment des manifestations dialogiques et dialogales (le discours conversationnel) et des manifestations dialogiques et monologales (le discours scientifique et le discours journalistique). Nous analyserons le fonctionnement de la polémique dans chacun de ces cas de figure tout en essayant d'en décrire les pratiques argumentatives.

Santoi Wagner, *Disputants' talk in mediation: Resisting the story of the other*

Mediation is a process in which disputants attempt to resolve their differences, facilitated by a neutral third party. Formal or institutionalized mediation has become increasingly common in areas of social conflict such as landlord-tenant disputes, divorce proceedings, small claims courts, and inter- and intra-organization disputes. Although the

practice of mediation is widespread, systematic research and, in particular, micro-analysis of the interactional practices that constitute it, is much more limited. While research has understandably focused on mediator behavior (e.g., mediator strategies and styles) and its effects on mediation outcomes, examination of disputants behavior and their talk has often been ignored.

This study investigates the nature of disputants talk. Disputants in mediation are called on to present their stories and work collaboratively and cooperatively to reach an agreement. Although the mediator has no formal adjudicatory power, disputants seem compelled to put forward the best possible presentation of their story. At the same time, each disputant is also concerned with resisting the story of the other.

The data source is an observed and audio-taped three hour mediation session. The case originated from a harassment complaint made to the police, brought by Anthony against his former employer, David. Anthony was in a relationship with Davids estranged wife. He claimed that David had been stalking him, and he was afraid that the situation would escalate into a physical confrontation. The data is analyzed using a Conversation Analysis (CA) informed perspective.

Disputants strategies for resisting the story of the other will be presented, including the following phenomena: overlap and interruption functioning to create an argumentative tone, strategic lexical choice/substitution to influence the evaluation of key events in the dispute, and digressive talk to strategically disrupt the others telling.

Alan Wallington, Rodrigo Agerri, John. A. Barnden & Mark. G. Lee, *Using "View-Neutral Mapping Adjuncts" for the transfer of invariant Information in metaphor*

The view underlying the research presented here is that when metaphorical language departs even moderately from fixed phraseology its interpretation can rarely be found just by applying a known mappings or correspondence between source and target (a conceptual metaphor), or a small set of specific conceptual metaphors (although such mappings do play a significant role). This is for two reasons: (a) often, much of the important meaning about the target is generated by one or more of several general mapping principles (view-neutral mapping adjuncts VNMAs) that apply by default irrespective of any specific conceptual metaphors in play and map attributes, relations etc. which convey certain types of information essentially invariantly from source to target; (b) in order to apply mappings -whether VNMAs or the mappings in specific conceptual metaphors- an open ended and possibly large amount of inferencing needs to be done in source-domain terms, to link the lexical meanings in the utterance to the conceptual items actually mapped by the mappings.

The following passage illustrates, in a much simplified manner, our approach.

1 Then one day ... Anne found a recent ticket stub in her husband"s pocket;

2 ***In the far reaches of her mind, Anne knew Kyle was having an affair***, but to acknowledge the betrayal would mean I"d have to take a stand. Not until eight months had passed did Anne confront the reality of her husbands deception.

We assume that paragraph one raises the possibility of Kyle having an affair and questions the degree to which Anne will engage with or mentally manipulate this idea; *confront the reality of her husbands deception*, as the final sentence puts it.

Now paragraph two does not merely state that *Anne had in mind the idea that Kyle was having an affair,* which might imply that Anne was confronting the idea directly. We suggest that the correct interpretation is that when she found the stub, Anne engaged with the idea to a very limited degree. This seems to be confirmed by the final sentence and what is conveying this "degree" information is the fact that the idea lay *in the far reaches of her mind*. So how is this conclusion derived?

We reject the often cited, surface orientated, correspondence, UNIMPORTANT-IS-PERIPHERAL in order to interpret *the far reaches*. Instead, starting from a query such as *to what extent will Anne mentally manipulate the idea of Kyles deception*, our implemented model includes a space we label pretence in which it is inferred, by backward chaining from the query and using common sense knowledge, that distant objects can only be manipulated to a very limited degree. A mapping rule MENTAL MANIPULATION AS PHYSICAL MANIPULATION then maps this conclusion about the manipulation of objects to a reality space conclusion concerning mental activity about the idea. The limited degree transfers invariantly via a VNMA as an adjunct to the other mappings. Note a similar process would apply to the interpretation of non-peripheral idea/objects as in, *the theory is above me*, or *its out of my grasp*.

The emphasis on the importance of invariant transfer via specific VNMAs is distinctive to our work. Currently our work suggests that VNMAs transfer at least: DEGREE, CAUSATION, VALUE- JUDGEMENT, EMOTION, EVENT-SHAPE, UNCERTAINTY, TIME, RATE and DURATION information. Also distinctive is our emphasis on the role of open-ended, large scale, inferencing in metaphor interpretation using normal, common sense, knowledge as opposed to applying correspondences contained in a range of conceptual metaphors to the surface form of the metaphorical utterance. Our presentation will report the progress made, using corpus searches and meta-analyses of listed correspondences, in cataloguing and formalizing VNMAs and our progress in implementing them in an existing computational system for metaphor interpretation that supports extensive inferencing.

Hansun Zhang Waring, *The Not Very Good "Very Good": IRF, Feedback, and Learning Opportunities in the Language Classroom*

Within the framework of sociocultural theory (Vygotsky, 1978), learning is conceptualized as participation rather than acquisition (Donato, 2000; Pavlenko & Lantolf, 2000). Given the governing metaphor of participation as learning, an important contribution that conversation analysis (CA) can make to the study of second language acquisition is to detail the instructional practices that either create or inhibit the opportunities for participation (Lerner, 1995), and by extension, the opportunities for learning (Kasper, 2006). This study focuses on one such practice in English as a Second Language (ESL) classrooms that of positive assessments (e.g., Very good.)and its relevance to learning opportunities.

The data are taken from a larger corpus of fifteen sessions of two-hour adult ESL classes videotaped at a community English program in the United States. The analysis shows that very good or its like accomplishes a very specific interactional taskthat of signaling case closed. A range of evidence including turn designs and sequential positions are considered, such as the co-occurrence of very good with other closing items or the absence of very good after a correct student response when the larger goal of the sequence is yet to be accomplished. In addition, the very good turns tend to manifest features similar to those of preferred responsesproduced without any gap, hesitation or mitigation. This very compact structure inherently discourages any sort of infiltration, and consequently, further advances the status of very good as the final say. The case-closed hearing of very good isalso embodied in itsrole not only as a comment on the linguistic accuracy of the students response but also as a congratulatory note on the eventful journey s/he has traveled to bring the task to its completion. Moreover, the prosodic marking of very good along with the emphatic repetition of the correct response works to uphold that response as definitive, singularly correct, and beyond challenge. Finally, I present evidence for the premature nature of certain very good closings, that is, student initiations much later in the interaction exhibits a yet-to-be-achieved understanding of the earlier language point, which failed to invoke any substantive engagement at the time given the positive assessment.

In short, by treating a correct student response as conclusive and exemplary, and by applauding the journey that the student has taken to reach that response,positive assessmentsoften end up suppressing the opportunities for voicing understanding problems or exploring alternative correct answers, both of which are the stuff that learning is made of. The analysis foregrounds the competing demands between nurturing affect and promoting development in L2 (second language) instructional practices. In other words, what is structurally and affectively preferred may be pedagogically and developmentally dispreferred. The paperconcludes with a discussionof pedagogical implications.

Jane Warren, Michael Clyne, Heinz L Kretzenbacher & Catrin Norrby, *The underlying pragmatics of address usage: comparing and contrasting English with French, German and Swedish*

This paper reports on findings from a large-scale comparative project on address terms in French, German and Swedish, based on data from focus groups and interviews collected in seven research sites (Paris, Toulouse, Leipzig, Mannheim, Vienna, Gothenburg and Vaasa), as well as focus group data on English from London, Newcastle, and Tralee, Ireland. The focus here is to compare French, German and Swedish, which have a T/V address pronoun dichotomy (e.g. French tu, which marks informality and low social distance, and vous, which marks formality and greater social distance), with English, which has a single address prounoun you. From a pragmatic perspective, English may thus seem straightforward, as speakers are not faced with a choice of pronouns when addressing their interlocutors. However, certain choices must be made, as English address includes formal address terms such as madam and sir, terms of endearment (e.g. dear, babe, love), and titles plus surname versus use of first name, all of which serve to mark social distance. In this paper we will discuss address in the English varieties and examine (a) to what extent they pair up with the other languages in our study; (b) how US English exerts an influence, not only on English varieties but also on address in the other languages under investigation; and (c) the categorisation of English terms such as mate. More specifically, the underlying pragmatics of the Irish English address system appear closer to the Swedish system in some respects: this variety lacks the formal markers (e.g. madam, sir) evident in the Newcastle and London English data, whereas the latter show certain similarities with the German and French systems (e.g. the use of madame and monsieur in French). Furthermore, according to our informants, increasing use of first names in French and Swedish, and in British English varieties, is due to the spread of US English norms, as is the use of the T form in French, for example, in IT workplaces influenced by US business ethos. Finally, we argue that terms such as mate, which do not easily fit in the category terms of endearment, function as lexicalised T-forms, that is, they are pragmatically equivalent to the T pronoun in the other languages under investigation, marking low social distance and informality.

Kenneth J. Weiss, Helen R Abadiano & Catherine Kurkjian, *The Interface of Discourse and the Affective and Effective Contexts for Interaction*

This project is a discourse analysis of small group discussions in a technologically mediated forum that was referred to as the Internet Caf. The purpose was to examine the interface of discourse and the effective (knowledge) and affective (emotional/aesthetic) contexts for interaction. Students in two graduate coursesTeaching Multicultural Literature and Seminar in Reading Research, were divided into groups to discuss a set of readings related to cultural authenticity across parallel cultures and the elements and processes of qualitative and quantitative research, respectively, via Internet throughout the semester. The multicultural groups provided the affective context for interaction; the research seminar groups provided the effective context for interaction. Each member of the group was assigned a role to playproposer,

opposer, monitor, and summarizer. The proposer generated important questions and issues addressed by the article, and initiated the group discussion. The opposer played devils advocate questioning and challenging the proposer. The monitor eavesdropped on the focus of discussion of other groups and shared the information with his own group. The summarizer posted highlights of the group discussion on the bulletin board. The discourse analysis involved the preliminary reading of the transcripts from each groups Internet Caf to gain a broad understanding of the texts, followed by first order analysis of semantic macrostructures and coded for macropropositions (Van Dijk, 2001, p.352). The themes emerging from the texts were then systematically examined. Caution was taken to ensure that categorizations of discourse into themes were not influenced by the subjective interpretations of the researchers. Throughout the semester the researchers met to discuss their findings and interpretations and to provide triangulation of data. The dominant themes drawn from the multicultural group discussions showed a strong interface of discourse and the affective context for interaction; the dominant themes drawn from the research seminar groups showed a strong interface of discourse and the effective context for interaction.

Karin Wetschanow, *"I know different types of headache" - Gender related differences in pain description*

The experience of pain is one of the most important symptoms of illness. It is, therefore, not surprising that, from a medical perspective, numerous taxonomies of pain representations are available which have resulted in detailed pain questionnaires. It is astonishing, however, that from a linguistic / discourse-analytic point of view, hardly any investigations on the representation of pain are to be found, although doctor-patient communication has been a central focus of discourse-analytic research for decades.
Furthermore, in recent years critical medical research and social sciences have shown more and more clearly that men and women systematically become ill differently. Women and men have different health risks, diseases and ailments; that is diseases show different symptoms and courses. Nevertheless, gender-specific aspects of pain representation have been thusfar more or less neglected in discourse analytic studies, although gender-specific differences might have effects on the diagnosis, as the results of a discourse-analytic pilot project (Menz et al. 2002) indicate.
For these reasons, the present discourse analytical paper breaks new ground in this field of research focussing on the description of pain symptoms and qualities of pain given by female and male patients suffering from headaches. All empirical research has been done within the research project The Representation of Pain and Illness Narratives: Questions of Orality, Gender, and Transformation. A discourse analytic and medical semiotic study, conducted by Florian Menz, University of Vienna.
First, I will present an empirically founded linguistic typology and classification of the procedures which German-speaking patients actually use in order to describe pain of different kinds and quality. Lexicon, metaphors, metonymies as well as grammatical metaphors and presentation strategies are of interest in this connection.
Secondly, based on this classification I will present gender related differences in the discoursive practices of pain description. While male patients tend to concentrate in their descriptions on only one quality of pain and use a limited repertoire to espress this quality, female patients provide a highly differentiated description of their headaches.
My findings are based on eight authentic, naturally occurring consultations from the Headache Outpatient Department which will be related to and compared with eight semi-structured interviews with patients conducted by one of the researchers following the consultation. Empirical data have been gathered within the afore-mentioned research project in co-operation with the Headache outpatient department of the Department of Clinical Neurology, University Clinic of Neurology, Medical University Vienna.
The study is located within the framework of the Vienna school of critical discourse analysis and a medical-semiotic framework.

Michael Wherrity, *Pressing –ing complements into service: A functional/pragmatic approach to want+NP complement constructions*

One of the ongoing phenomena in present-day English is the increasing use of the *ing* complement with *want*+NP to perform a range of functions and express a variety of messages. This development is most evident in negative constructions such as I dont want you comin round here anymore where the *ing* complement serves to add a degree of vividness and force to the utterance which is notably absent from its infinitive counterpart in I dont want you to come around here anymore. It is also increasingly to be seen in affirmatives and interrogatives, though with less frequency than in negatives. In this paper I will both present corpus-based data taken primarily form the *Guardian/Observer* 1996-2005 which support my claim that the use of the construction *want*+NP followed by an *ing* complement is becoming more frequent and suggest a functional/pragmatic explanation for this tendency. I will examine a number of representative examples which illustrate how speakers" choice of the *ing* complement in *want* constructions is motivated by the message(s) they wish to communicate and the function they wish any particular utterance to perform. In doing so I will demonstrate how messages are ultimately answerable to the basic meaning of *ing* and their interpretation the product of the interaction of the hearers semantic knowledge and pragmatic factors.

Camilla Wide, *Particles in contact: dedär/dehär in Finland Swedish and tota in Finnish*

This paper discusses the similarities between the discourse particle *dedär/dehär* lit. 'this/that' in Finland Swedish and the discourse particle *tota* lit. 'that' in Finnish. The data consist of face-to-face, telephone and radio conversations which are analyzed sequentially from a conversation analytic perspective.

Native speakers of Swedish in Finland frequently use the originally demonstrative forms *dedär(an)* and *dehär(an)* as a discourse particle in situations where the forms are not used in Sweden Swedish. The function of *dedär/dehär* is usually described as marking hesitation or structuring the flow of information (Bergroth 1917, Saari 1994, Londen 2000). Some typical examples given in the literature are shown in (1)-(2) below.

(1)   å DEDÄR de+e ja väldit nöjd å glad me men de va mycke mycke senare...'

         'and DEDÄR I am very pleased and happy about that, but it was much much later...'

(2)   … då va pojkarna (1.3) DEDÄRAN sju å elva åtta å elva år (1.0) DEDÄRAN å (.hh) ...

         '...then the boys were DEDÄRAN seven and eleven eight and eleven years old DEDÄRAN…'

It has been suggested that the use of *dedär/dehär* in Finland Swedish is due to language contact with Finnish (see e.g., Saari 1994) since the particle *tota*, also originally a demonstrative form, is used in a very similar way in Finnish. As *dedär/dehär*, the particle *tota* occurs utterance-initially, utterance-internally and even in the middle of, for example, nominal phrases. The discourse particles in both languages also seem to be used primarily in order to express continuity and maximal openness of action of the current speaker, that is to index activities (cf. Etelämäki 2005, 2006). Are we then dealing with a pragmatic particle which, although in the shape of different forms, is shared by two languages due to language contact?

In my paper I will show that the similarities in the use of *dedär/dehär* and *tota* are indeed so obvious that language contact must have played a role for the development of at least *dedär/dehär* in Finland Swedish. At the same time there are also some differences in the use of *dedär/dehär* and *tota*. For example, in Finnish the proximal demonstrative form *tätä* is not used as a discourse particle. Thus, *tota* is not syntactically interchangeable with *tätä* in the same way as *dedär* and *dehär* seem to be interchangeable, at least on the surface, in Finland Swedish. Furthermore, *tota* does not seem to be used turn-finally to the same extent as *dedär/dehär*. Even though the use of *dedär/dehär* and *tota* can be explained as a language contact phenomenon we are hence not dealing with exactly the same discourse phenomenon in both languages. The mere fact that there are two languages and two different pronoun systems involved also inevitably creates some differences in the use of the particles *tota* and *dedär/dehär*.

Karolina Wirdenäs, *Competetive girls and co-coperative boys? On argumentative styles among senior high school students*

Argumentation in spoken language is the subject of my study. More precisely, the it focusses on the argumentation which arises when 27 different groups of senior high school students discuss music. The discussions take place during group interviews where an adult inter-viewer is present. The groups have a different gender make-up: ten all-female, ten all-male, and seven mixed groups. Another basic division is between the different study programmes that the students attend. The data has been recorded and transcribed. It comprises 20 hours of conversation or approximately 205,000 words. Theoretically and methodically the study is primarily conversational analytical (Garfinkel 1967; Sacks, Schegloff & Jefferson 1974), but in a non-orthodox sense. Further-more an interactional sociolinguistic tradition (Labov & Fanshel 1977; Gumperz 1982a, 1982b; Tannen 1984; Schiffrin 1987) and to some extent argumentation theory (mainly Perelman & Olbrechts-Tyteca 1971 [1969]) are also utilized. One of the most salient impressions of the argumentations is that they seem to be part of a well-known pattern, where interlocutors in-vite one another to an exchange of opinions disagreeing as well as agreeing. Disagreement often seems to be a natural part of the con-versations. The interaction in the data has many similarities to the conversations studied by Schiffrin (1984). She identifies argumentation as sociability. In her research she makes a connection between the participants ethnicity and their enthusiasm for arguing. Even if the participants in my study share neither ethnicity nor nationality or mother tongue with Schiffrins participants, to some extent they all argue in a similar fashion. Consequently, an animated exchange of opinions seems to be a very widespread way of communicating. The overall aim is to study argumentation in interaction. This extensive task is limited by two more specific aims. As a first step the study is supposed to give elementary knowledge of the most important language tools which the interlocutors use during argumentation. For this purpose a set of questions is put forward: How do the interlocutors construct argumentation? What arguments (argu-mentative techniques) are used? In what ways are the arguments used? The answers to these questions constitute a starting point for the latter aims. This aim points out different factors which are important for the progress of an argumentation. This presentation focusses the questions concerning gender and identity in relation to argumentation and argumentative styles.

Jean Wong, *Conversation Analysis as a Resource in Language Pedagogy*

It is not surprising that applied linguists might turn to Conversation Analysis (CA) as an analytic tool for understanding issues regarding language because CA is concerned with understanding the interplay among oral language, social interaction and the actions that people accomplish using the language to engage in their everyday lives. As Sacks,

Schegloff, and Jefferson (1974) have claimed, talk is the primordial site of human sociality. Interactants do not merely use language but they *do* the talk and in so doing, they *do* the interaction thereby accomplishing actions such as requesting, thanking, apologizing, complaining, or the like. To this end, it would seem advantageous for those involved in language pedagogy to understand as much as possible about the nature and organization of naturally-occurring talk by using insights and findings in the CA literature as a resource.

Here I juxtapose a set of English as an additional language (ELL) textbook telephone dialogues against the backdrop of what the literature in CA reveals regarding the nature and organization of real telephone talk and, in particular, telephone closings. I consider whether the sequence types that typically occur in naturally-occurring telephone closings in English conversation are found in ELL textbook telephonedialogues. I also connect my discussion in this paper to the area of language for specific purposes (LSP) because in language pedagogy, the ability to converse on the telephone effectively in various institutional settings would indeed be a linguistic and social "skill" very much needed or required by English language learners. One question, then, is whether the models of telephone closings found in textbook dialogues provide templates of real social interaction that learners may emulate or model when they engage in real interaction.

The analysis done here reveals some clear gaps and weaknesses in instructional materials when compared with what goes on in natural conversation. Importantly, language learners may use textbook dialogues as models of how native speakers of English act and behave using the target language. If that is the case, it may be vital for those in curriculum instruction and materials development to consider more than they have thus far the *interactional* functions of language e.g., the *doing* of telephone closings as exemplary of one such function. Textbook dialogues should help language learners practice not only language structures but also *sequence* structures, moreover, help learners understand the interactional implications thereof. As routine or simplistic as telephone closings may appear to be, it is striking that textbook dialogues did not more closely imitate or model the sequences found in naturally-occurring telephone closings. This paper is another in an increasing series of studies that attempt to "apply" conversation analysis in applied linguistics, seeking ways to understand and appreciate how the various findings and insights of CA might serve to enrich, broaden and deepen our understanding of issues in language pedagogy.

Sayoko Yamashita, *Analysis of Interaction in a JSP Medical and Dental Classroom*

Studies of language classroom discourse have recently received renewed interest among researchers (Mori, 2002; Ohta, 2001; Seedhouse, 2004). The present study examines a beginning Japanese language classroom at a medical and dental university in Japan to see whether there are any specific characteristics in classroom interaction especially among adult studentsfrom themedical and dental professions, and an experienced teacher who is a language specialist buta novice with respect to medicine.The following research questions were specifically formulated. 1) What are thecharacteristicsamong adultmedical and dental students in terms of participation in classroom activities? 2) Are there any differences in participation between slow students and active students? 3) How is English used as alingua francain this multi-cultural classroom?

Nine complete beginners with different language backgrounds (nine countries withnine different mother tongues, namely Bangladesh, Bosnia, England, Jordan, Mongolia, Myanmar, Romania, Thailand, and Turkey) studied Japanese as a third or fourth language intensively for six months (27 hours per week/ total of 420 hours per term) before they started their graduate (Ph.D.) work in Japan. Two class periods (90 minutes each) were videotaped using two cameras and were audiotaped every week for six months for analysis. For this particular presentation, one drill classwhich was videotaped in the middle of the term (halfway through the course) is used for microanalysis using a conversation analysis approach to see how turn-taking, topic shift, floor management, and language shift (code-switching, orusing English as a lingua franca) took place. Results show that the students very often directed turns, and topics were sometimes initiated by the students instead of the teacher. The floor was managed both by the teacher and the students, and the language shifted quite often from Japanese to English. Although the agenda that the teacher prepared was sometimes modified, the class was quite controlled and conducted smoothly. The results showed a different phenomenon from previous classroom discourse findings. The findings of the current study show different perspectives regarding language classroom discourse, specifically for adult learners learning a second language with specialties or specific purposes.

Li-chiung Yang, *Hesitation, pauses, and the temporal patterns in Mandarin conversation*

Recent research on the use of pauses in speech has focused attention on the critical role of discourse elements in spoken language (Chafe, 1994; Oliveira, 2000). Pauses are important in signaling phrase boundaries and topic organization, as well as acting as cognitive and interactional discourse signals. In this study, our goal is to investigate the functions and characteristics of pauses in Mandarin spontaneous conversation and address the following questions: How do pause usage and pause duration function as indicators of phrasal and discourse organization and to what extent can pauses serve as discourse boundary marking predictors? What are the functions and distributions of pauses in spontaneous conversation and how can pause and duration information help deepen our understanding of the relationship between thought and speech?

Data for this research consist of 6 hours of spontaneous Mandarin dialogues in informal conversational settings. The

digital speech data were segmented to the syllable level, and durational features, including syllable, word, phrase, and pause durations and distance measures, were extracted automatically. For phrase and discourse boundary marking, a 3-level categorization scheme differentiating major, minor phrases and topics was adopted, resulting in 4 types of labels to account for these boundary pauses as well as internal non-boundary pauses.

Our results show that in general pauses correlate fairly well with phrase boundaries and that this result is *consistent* across all data. How well pauses serve as boundary markers, however, depends crucially upon a number of factors such as speaker, topic, and speech style (degree of spontaneity). The duration of the pause is also significantly correlated with specific boundary status in that the longest pauses occur on major phrase and topic boundaries, while shorter pauses accompany minor phrase boundaries, and non-boundary pauses have the shortest durations on average. In addition, final lengthening occurs not only on the last syllable before the pause, but occurs *progressively* a few syllables before the phrase end, suggesting that syllable duration is very significant in predicting phrase and discourse boundary status.

Analysis of our data indicates that beyond the function of boundary-marking, pauses in conversation also function as interactive signals for turn-taking and suggested topic direction, and are used as expressive elements in discourse, especially for emphasis or dramatic effect and for building up tension and climax. This supports our view that the organization of discourse in spontaneous speech occurs not only through semantic relationships among phrases, but also through exigencies of both cognitive constraints and interactive negotiations. The on-line topic redirection and memory search requirements frequently require time to coordinate, and pauses are often used to hesitate in these circumstances or in situations of uncertainty or doubt, and they frequently co-occur with discourse markers as well as interjections and particles to provide time for cognitive refocusing at key transition points of topic development.

Our results are consistent with previous research and also support the view that cognition and syntax function together to provide coherent development of topic and expression of individual state at both global and local levels. We conclude that pause distribution and duration are essential components of natural discourse that provide valuable interactive information on both the constraints and expressiveness of cognitive state in language communication.

Lynda Yates, *Approaching the negotiation of requests in the workplace: An investigation of Dinka background speakers of English*

This study investigates and compares the negotiation of complex requests in simulated workplace tasks by Dinka background learners of English with that of learners from other backgrounds and native speakers of Australian English. It was undertaken to provide insight into reports from language training centres throughout Australia that the interactive style of some immigrants from Southern Sudan was sometimes perceived as quite challenging. The aim was to provide a description of negotiating behaviours that may differ from those of native speakers in order to provide an evidence base for the development of classroom materials to address this issue.

Thirty intermediate level Dinka background speakers of English were each recorded performing two roleplay tasks in which they negotiated complex requests in workplace situations with the same, experienced NS interlocutor. The tasks were taken from the national curriculum used for the Adult Migrant English Program in Australia. The roleplays were transcribed and coded for various devices used by speakers in four aspects of their mitigation behaviour adapted from previous interlanguage studies on requests: the request formula, the lexical and syntactic devices and the extra propositions they used in support of their requests. In addition, elements which reflected the stance of the requester in relation to their interlocutor were identified and analysed. These data were then compared with data recorded for a previous study from 30 NS of Australian English and 30 learners from other language backgrounds performing the same task.

The findings highlight areas in which the Dinka background learners performance of requests differs from that of both the NS and the other learners and suggest reasons why they may be perceived by native speakers to be assertive. These findings relate to all four areas analysed. They tended to select request formulae which were more direct than either NS or learners from other backgrounds at a similar proficiency level, and more often left it to their interlocutor to make the final request. Like learners from other language backgrounds, they used fewer syntactic devices to mitigate their requests, but differed slightly in their use of lexical devices and in the type of devices they used: they used empathy, upgraders and interpersonal markers less often than either of the other groups, but they used consultative devices at a rate similar to that of NS, although they were of a different type. They therefore were not very successful at signalling interpersonal connection with their interlocutor using these devices. In contrast, they tended to rely on the volume of reasons and context that they gave in support of their requests, but did not use preparators or disarmers as frequently than either of the other groups. Taken together these differences may lead to an impression of pressure on the interlocutor but an unwillingness to take responsibility in finding a solution to the difficult request under negotiation. On the basis of these findings, I make recommendations for areas in which instruction may be beneficial.

Rachel Yifat, R. Yifat, J. Kupersmitt, E. Gal, D. Goren-Bar, N. Bauminger, Z. Massimo, O. Stock & P. Weiss, *Co-production of oral narrative texts by children with high-functioning autism: a technologically aided dyadic verbal interaction*

The present study examines the production of narrative texts by children with high-functioning autism during a dyads joint activity using computer-based technology. Recent studies have shown that computer-based intervention is of substantial value for children with autism, since it allows for direct and immediate feedback to their verbalizations. Thus, although core social communication deficits are a hallmark of autistic spectrum disorders, individuals with autism seem to benefit from intervention and are able to learn social behaviors by guidance (Paul, 2003).

In the present study, 3 pairs of boys aged 9-13 yrs were introduced to an 8 session intervention program based on the Story-Table interface, a system based on Diamond-Touch. This multi-user touch activated device is designed to support small group collaboration while telling a story, since it requires that subjects verbally agree on relevant steps to be taken during story-telling, such as releasing the ownership of an audio lady bug or choosing the narrative scenario.

The study aims to reveal the effect of both the situational and co-textual contexts in the verbal interaction that leads to text construction, and in the narratives as products. For this purpose, video recordings of the intervention sessions were transcribed, including all intelligible child-child and adult-child utterances. A framework of analysis was devised to code conversational as well as narrative utterances. The analysis of conversational utterances was intended to capture the degree of collaboration between the children while constructing narratives. Among these we included *non-narrative* and *narrative conversational utterances*. The first include discourse strategies that are not directly related to the construction of the narrative, such as (i) utterances that deal with technical matters; (ii) utterances thatrequest cooperation with the task; (iii) utterances that encourage participation; and (iv) utterancesmeant to get organized for the story-telling task. The second include discourse strategies related to the narrative itself, such as utterances about story structure and story content. The last included talking about the characters and their actions or enhancing eventfulness (e.g. what happened to the girl afterwards?). Narrative utterances are those that form part of the story itself, analyzed in terms of coherence, content and structure.

Preliminary results indicate that non-narrative utterances were the most frequent type, especially those related to technical matters. However, these decreased within sessions as the intervention advanced and also from session to session. Importantly, this was related to an increase in different measures of text coherence, such as maintaining reference to protagonists, and connecting both syntactically and thematically within and between the utterances of the story.

The study discusses the implications of technology-based intervention for enhancing social communication in children with autism. Also, it points to the contribution of different parameters related to the joint activity, such as the use of narratives in communication intervention, the adult intervention strategies, and the possible outcomes in different type of impairments.

Anastassia Zabrodskaja, *Estonian pragmatic particles in Russian*

This paper will look at pragmatic particles in the speech of Estonian Russians. John Gumperz (1982: 77-78) mentions that code-switching can have the functions of marking interjections or sentence fillers. In addition to interjections and sentence fillers, the concept of pragmatic particles includes even clausal switches with a discourse marker function. Switched pragmatic particles can signal the bilingual character of the otherwise monolingual conversation. They are very characteristic of spoken language.

The research questions are:

1) How are Estonian pragmatic particles used by Russian-speaking persons in their everyday communication?
2) What social action or pragmatic meaning is implemented with a certain particle?
3) How often do Estonian pragmatic particles appear in the talk of the same interlocutors in comparison with Russian ones?
4) What types of particles are switched?
5) What, if any, gender differences exist?

The research is based on recorded interviews with eighteen Russian-speaking first year students of Tallinn University (5 young men and 13 young women), their self-report of language use and their spontaneous everyday language practices. The total number of recorded hours of conversation is 20. Interviews were mostly individual and were held in Russian and Estonian.

Pragmatic particles are an important form of expressive lexicon. Estonian pragmatic particles in Russian speech are used to express politeness, solidarity, emotions, irony etc. The most common pragmatic markers in the data are divided into four subcategories. The first one are <u>interjections</u> such as *ah soo* oh, I see*, onju* of course; you see, you know*, Issand Jumal* my god, *hva(i)* bye*, olgu* ok; bye*, tere-tere* hello-hello (with different variations), *musi-kalli* kiss-hug, bye (with different variations)*, oot-oot* wait a minute. The second are <u>response particles</u> like *aith* thank you*, selge* it is clear*, selge pilt* it is obvious, evident*, kindel* see it is sure. The third are <u>sentence fillers</u> as *muidugi* of course*, eelkige* first of all*, natukene* a little*, tpselt* exactly. And at last <u>clausal switches</u> like *thendab* it means*, klapib* it fits etc. Such items are regarded as extrasentential switches because their role in the organisation of the sentence structure is minimal.

In my data in females speech Estonian pragmatic particles serving interjections role occur more often. One possible explanation can be found in the larger number of female informants and thus a variety of personalities. But not all young women use a lot of interjections; there are a few of them who are heavy switchers. The latter are working either in the shops or in the cafes. They have a strong exposure to the Estonian language during the whole workday. I would propose that frequent use of these Estonian interjections may cause the unconscious incorporation of them into Russian

monolingual speech.

As all Estonian pragmatic particles used by informants show phonological assimilation into Russian, I can conclude that they are becoming accepted borrowings in the local Russian variety.

Lin Zhou, Liu Hongguang & Zou Lizhi, *The Procedural Meaning of Chinese Adversative Conjunctions*

Chinese grammarians believe thatconjunctions play an important role in makingimplicit relationsexplicit. It is generally accepted that Chinese adversativeconjunctions *dan / d anshi / k eshi / raner / buguo / zhishi* are used to signalconflictingrelations between phrases, clausesand sentencesthey link.

However, there are only a few studies on the differences among *d an / danshi / keshi / buguo / raner* have not been fully explained. We make a questionnaire, and the participants are 16 native Chinese speakers from two universities in Beijing, who are university teachers or postgraduate students who specialize in Chinese language. The results of the questionnaire confirm our view that traditionalChinese grammarcan not give satisfactoryexplanation of the acceptability and the unacceptability of the substitution of adversative conjunctions*an / d anshi / buguo / zhishi* insome cases.

Sperber and Wilson (1995) discuss the role of connectives from the perspective of cognitive pragmatics, which include conjunctions, adverbs and prepositional phrases, and point out that connectives are not devices of linking lexical items but devices to restrict inferential processes. Along the same lines, Blakemore (1987, 198 9 , 1992, 2000) argue s that connectives like *after all* , *but* and *so* have procedural meanings , which impose constraints on inferences . The approach within the framework of Relevance Theory gives a psychological explanation why the speaker tries to establish the semantic relation by using connectives .

We reanalyzed the different procedural informationof three different Chinese adversative conjunctions *danshi / buguo / zhishi* within the framework of Relevance Theory. *D anshi* encodes the information where existsa full contradiction between the proposition *danshi* introduces and the assumption drawn from the first element and leads to its elimination.*Buguo* encodes the information that the proposition *buguo* introduces partly contradicts the assumption derived from the first element and weakens it.*Zhishi* has two pieces of procedural information: One is that the propositionintroducedby *zhishi* may be relevant in admitting the proposition of the first element, but pointing out the only point which is inconsistent with it, and the other is that the proposition introduced by *zhishi* givesthe reason or evidence to the first element.

The relevance-theoretic approach help us get better understanding of the role which adversative connectives play in utterance interpretation from a cognitive perspective.

Hua Zhu, *Duelling Languages, Duelling Values: Codeswitching in intergenerational dispute*

This paper examines the use of codeswitching - the alternation of language in conversation in inter-generational disputes in bilingual, immigrant families. Through a systematic examination of the sequential organisation of this complex linguistic phenomenon, the paper aims to critically evaluate current theories of intercultural communication and conflict resolution which depend heavily on dichotomies such as collectivism and individualism, as well as to construct a new general theory of the pragmatics of codeswitching.

Recent, large-scale population movements have had a major impact on family structures and values, which in turn have impacted upon the development of individual identities for the immigrants and their children. The stereotypical, western media representations of family crisis in white Anglophone communities, the dysfunction of black families, and the harmonious Chinese families are being challenged. One area that has hitherto been largely neglected but has the potential of offering new insights into the changes in family values amongst diasporas and migrant communities is Linguistic Pragmatics.

The research that this paper reports builds on both the long-term interest of Conversation Analysis in the interactional architecture of conflict talk (e.g. Grimshaw, 1990) and the recent developments in the study of bilingual codeswitching, especially by Auer (e.g. 1998), Li Wei (e.g. 2005), Sebba (e.g. 1998), Cashman (2005) and Williams (2005). These scholars have argued that bilingual codeswitching is what Sacks (1972) called Membership Categorization Device (MCD) which is strategically employed by bilingual speakers to claim/ascribe membership in a particular group and the values associated with the group. Commenting on the existing, rationality-based explanations for the motivation of codeswitching, Li Wei (2005) argues that a general pragmatics theory of bilingual interaction needs to gives priority to the sequential implicativeness of language choice in conversation; it needs to limit the possibility of imposition of the analysts interpretation on the meaning of codeswitching, and instead aims to reveal the procedures used by the conversation participants themselves in arriving at their own understanding which is evidenced in the data; and it needs to provide a general, interpretive framework within which various data sets can be analysed and compared, as well as providing links between conversational structures, grammatical structures, and higher-level social structures.

The data for the study comes from on-going work with the Chinese communities in Britain. 12 extended episodes have been transcribed using CA conventions and the LIDES system (2000). Through a systematic examination of the sequential organisation of codeswitching in intergenerational conflict talk, our analysis aims to demonstrate 1) the emergent and changing nature of family values and individuals social identities; 2) how cultural traditions and linguistic practices (e.g. politeness marking) are managed in intergenerational interaction; and 3) how conflicts in values and identities are dealt with through social interaction.

Gudrun Ziegler, *The cross-sectional analysis of discourse-organizational patterns in L1 and L2 corpora of French: the case of categorization devices in teenage classroom interaction*

Comparative studies of relevant patterns of discourse-organizational competence (e.g. reference marking) in L1 as well as L2 developing learner language (Pekarek 2005, Lenart/Perdue 2006) show that cross-sectional analyses allow for insights into the situatedness as well as the emergent systematics of such patterns in discourse-in-interaction. Generally acknowledged practices of corpus analyses and correlations document the quantitative and qualitative change of items used (when comparing beginner L2 to advanced L2 corpora) often showing a clearly visible gap (between the two) that has to be overcome in terms of successful discourse-functional development: Whereas beginner and intermediate L2 learners (age 13-14) in institutional settings rely on expert-driven discourse, more advanced learners display discourse-organizational patterns which barely can be reconstructed from a corpus-comparative account.

An exploratory study, bringing together in a rather uncommonly fashion two learner corpora (Ziegler/Berger 2006) of the same age group (age 13-14) of L1 French (classroom interaction) on the one hand, and L2 French (classroom interaction as well as small group interactional settings) on the other hand sheds light on the question as to how beginner-intermediate learners of L2 apply discourse-organizational patterns in at first sight barely noticeable fashion. In fact, their teenage L1 pairs show a highly patternized use of certain types of membership categorization devices (Sacks) which are systematically applied as a method of on-/off-topic engagement, non-preferential turn-taking and pre-closing sequences within classroom interaction. Stating this, a comparative analysis of teenage L2 discussion activities along these previously identified and systemized corpus characteristics in terms of categorization devices in L1 French allows for the subtle tracing of emerging discourse-organizational patterns in L2 (beginner/intermediate) French. Therefore, the paper not only provides evidence for the discourse-interactional continuity in L2 learner"s development (rather than "the gap") but also suggests broader, comparative data-driven corpus analysis especially with regard to interactional patterns in learner corpora.

For information on the general framework of this paper see the "CODI-project" ("Les comptences d"organisation du discours dans l"interaction"): www.unine.ch/codi

Alexander Ziem, *Multimodal Metaphors: Analyzing Word Meaning in Contemporary Corpora*

In social semiotics, several studies (e.g., Leuwen 2005, Scollon/Scollon 2003, Stckl 2004) have recently put emphasis on the fact that communication often relies on non-linguistic sign systems which influence the interpretation of given linguistic signs more fundamentally than has been commonly assumed. Analyzing examples in contemporary media, Scollon and Scollon (2003), for example, provide evidence for the fact that linguistic and iconic signs are closely interrelated with each other in many respects. From this point of view, a signs meaning is often a multimodal unit entailing different kinds of knowledge aspects from different semiotic sources.

Against this background, the question arises how linguistically and non-linguistically given pieces of information typically contribute to the meaning of such a multimodal unit. In how far do iconic signs, for instance, determine the semantic interpretation of cooccurring linguistic expressions? Do they provide a particular kind of semantic input? These issues have not been tackled yet, especially because most studies are not driven by corpus-based data (for critique, cf. Deignan 2005). Furthermore, the role of metaphors in multimodal texts remains unclear. Here, however, the issue of multimodal representation becomes particularly interesting since metaphoric shifts are often established by both linguistic and non-linguistic text elements.

In my talk, I will present some results of a corpus-based analysis of multimodal representations of metaphors in contemporary media. My particular object of interest is the word *locust* which was introduced by a German politician to stigmatize financial investors. In different contexts this linguistically constituted metaphor also appeared in different modes (e.g., in caricatures, pictures). My corpus consists of 200 newspaper articles and also includes sequences of television broadcasts. Following an integrative model of text-picture-correlations (Ziem 2006), I argue that the meaning of the metaphor can be best described in terms of frames. Frames consist of slots to which different knowledge aspects are attached. A so called hyperonym type reduction not only helps to determine a frames slots (Lnneker 2003); it also and facilitates a fine-grained semantic analysis: Comparing knowledge aspects being attached to slots by linguistic data with those being attached to slots by non-linguistic data, it will become apparent in how far both modes profile the metaphors meaning differently.

POSTERS

Ottavia Albanese & Eleonora Farina, *The impact of pragmatics on children's emotion understanding*

During the last decade several studies focused on the role language in mental states comprehension. Interesting findings proved that language takes on a central position in succeeding on theory of mind tasks (e.g. Astington & Jenkins, 1999), understanding of the association between false beliefs and emotions (e.g. deRosnay et al, 2004) and understanding different aspects of emotions (e.g. Pons, Lawson, Harris, de Rosnay, 2003). On this last topic, some studies proved that various linguistic aspects have an impact on individual differences in childrens emotion comprehension: lexical enrichment, syntactic and semantic abilities promote emotion understanding, but they are not sufficient to explain individual differences in this area (Harris, de Rosnay & Pons, 2005). At present, we know little about the influence of pragmatic abilities on childrens emotion understanding. A mature pragmatic functioning reflects the comprehension of the speakers mental state, involving inferences about the speakers intentions, desires and emotions.
We hypothesise that pragmatic skills can be considered as good indicators of childrens emotion understanding and, more specifically, we think that pragmatic competences can be better indicators of childrens differences in emotion understanding than semantic, syntactic and also non-verbal cognitive abilities.
Sixty Italian children between the ages of 4 and 7 years, attending their nursery or primary school in Monza (Milan), participate in the study.
Five tools have been used to assess different childrens abilities. Non verbal cognitive factors has been evaluated via Ravens Coloured Progressive Matrices - CPM (1969). They are based on spatial abilities and measure the capacity of non verbal reasoning.
Syntactic and semantic knowledge was assessed by Bishops *Test for Reception of Grammar - TROG* (1982; Italian translation and standardization by G. Sartori et al., 1985). It evaluates a specific lexical or syntactic abilities. To assess childrens pragmatic competences, two different instruments have been used: 1) *Making Inferences*: Subtest 2 in the *Test of Language Competence. - TLC* (Wiig & Secord, 1989; Italian translation for this research, by E.Farina, 2006). It assesses the ability of making two plausible inferences based on two spoken sentences describing the lead-in and the conclusion of a causal event chain. 2) *Childrens Communication Checklist - CCC* (Bishop, 1998; Italian translation by E. Mariani, M. Pieretti and G. Valeri, 2000). A checklist describing aspects of children behavior. It must be filled in by teachers who had known the child for at least 3 months. Childrens emotion understanding has been assessed via *Test of Emotion Comprehension - TEC* (Pons & Harris, 2000). While showing a cartoon scenario, the experimenter tells the child a story and then asks the child to attribute an emotion (happy, sad, angry, scared or just alright) to the main character by pointing to one of the four depicted emotional outcomes.
The results of our first analyses go in the direction of confirming our hypothesis that pragmatic aspects play a key-role in promoting emotion comprehension. Correlation analyses show that all the cognitive, linguistic and emotional measures are positively correlated, but the highest correlation is between TLC and TEC. Regression analyses also show that making inferences is a better predictor of individual differences in emotion understanding than other factors: sex, age, cognitive ability, syntactic ability.

Valentina Albino, *The pragmatics function of imperatives in "Le Petit Prince"*

In the present investigation I shall consider how the pragmatics function of the imperatives is realized in a number of European languages. The data for my investigation are offered by a parallel corpus, Le Petit Prince, translated in several European languages. One of the variables which have been of interest with regard to the functional definition of imperatives is the question whether or not the speaker actually wants the directive complied with (cf. Davies 1986: 35-36 and Gusev 2002: 24-25). As pointed out in Davies (1986: 35-36), the component of speakers wish is sometimes used as a criterion to differentiate between various functions of imperative verb constructions such as requests, commands, orders, suggestions, exhortations, etc. Lyons (1977) also distinguishes the functions of commands, demands, requests and entreaties differ from the functions of warnings, recommendations and exhortations, claiming in terms of the speakers wishes, only the former are governed by the speaker-based felicity condition that the person issuing the mand must want the proposed course of action to be carried out (Lyons 1977: 746). Nevertheless in the present investigation, I will assume, similar to Davies (1986) and Gusev (2002: 16, 25), that the imperative meaning does not necessarily imply that the speaker desires the action s/he prescribes. Discussions are carried on the vary nature of imperatives (see Birjulin & Xrakovskij, 2001; Gusev, 2002; van der Auwera et al., 2004; Konig & Siemund, in print). For the purpose of this

research I will try to account for imperative strategies. In the case in which a given language has unique means of conveying the imperative meaning and some or all of these verb constructions are morphologically indistinguishable from the corresponding constructions of another verbal paradigm, i.e. in French, I will consider syntactic properties of the verb constructions in question and their relation to the meaning expressed (cf. Schalley, in preparation). If these verb constructions convey the imperative meaning only in a specific syntactic context, i.e. the Imperative in French does not occur with the respective unstressed personal pronouns, which are obligatory in the Indicative Present (Judge & Healey 1983: 177, LHuillier 1999: 194), I shall consider these verb constructions to constitute syntactic imperative strategies because the imperative meaning they denote not due to their morphological form, but due to the syntactic context in which they occur. Whenever a given language has unique means of conveying the imperative meaning and some of these verb constructions are morphologically indistinguishable from non-corresponding verb constructions of another verbal paradigm, i.e. in Dutch, it will be possible to consider it a coincidental morphological identity. In this case, I will classify the respective imperative verb construction as a morphological imperative strategy(cf. Schalley, in preparation). A language can have morphologically dedicated forms for second singular as well as second plural imperatives but it can also have morphologically dedicated forms for second singular but no for second plural imperatives or viceversa (i.e. Latvian). Furthermore a language can use morphologically dedicated forms for second person imperatives that do not distinguish between singular and plural (van der Auwera,Lejeune, 2003a). At last, languages may not have any specific means of expressing the imperative meaning. In this case, it is possible to consider syntactic properties of the verb constructions used in the imperative function and their possible relation to this particular meaning (cf. Schalley, in preparation). If imperative and non-imperative meanings can be conveyed in the same syntactic context, I will regard the constructions in question multifunctional and discuss them as indirect imperative strategies.

Angeliki Alvanoudi, *Reproducing the patriarchal symbolic order: grammatical gender and the representation of the world*

Grammatical gender has been generally defined as a formal, arbitrary category, an inherent morphosyntactic property of the noun which controls agreement between the noun and the adjective, pronoun, article, verb, etc. However, feminist linguistics has shown that in the case of personal nouns grammatical gender proves to be a semantically motivated, non-arbitrary category, which produces hierarchical representations of genders, marking women as inferior (Hellinger, M. & Bussmann, H. 2001, 2002, 2003; Pavlidou, Th.-S., 2002 and Pavlidou, Th.-S., Alvanoudi, A. & Karafoti, E. 2004 for the Greek language). Grammatical gender has also been an area of interest for feminist deconstruction theories (Irigaray, L. 1985a, 1985b, 1993; Wittig, M. 1992; Butler, J. 1990, 1997) which conceive grammatical gender as a medium of constructing the subjects position in the patriarchal symbolic order and reproducing the economy of compulsory heterosexuality, through the production of bipolar categorizations (male/man vs. female/woman) (Alvanoudi, A. 2006). Besides its political role, researchers have also been interested in the influence of grammatical gender on meaning and mental representations of objects (Ervin, S. 1962; Mills, A. 1986; Konishi, T. 1993; Boroditsky, L., Schmidt, L. A. & Phillips, W. 2003) . Based on the findings of feminist linguistics and the theoretical stands of feminist deconstruction theories concerning grammatical gender, I will examine whether grammatical gender in Greek carries any connotative meanings of femininity and masculinity and how these meanings are evaluated. Since grammatical gender is highly correlated with biological sex in Greek (Pavlidou, Th.-S., Alvanoudi, A., Karafoti, E. 2004), I will assume that connotations of masculinity and femininity are transferred from nouns with animate referents to inanimate referents. In my paper I will deal with the following questions: Are inanimate objects perceived in terms of sex roles stereotypes? Does grammatical gender carry an affective meaning? Is grammatical gender related to gendered representations of the world? Could we theorize grammatical gender as a sort of performative citing and reproducing the norms of the patriarchal symbolic order? Experimental tasks will be used involving object description and personification and the use of grammatical gender.

Maria da Felicidade Araujo Morais, *The role of Discourse Markers in text processing: some empirical evidence*

Discourse Markers (DMs) signal discourse structure, by specifying as (the interpretation of) a segment of text relates to other segments. Assuming that salience of discourse relations is a crucial factor to text processing and to the construction of a coherent mental representation, we investigated empirical evidence of cognitive effects derived from the occurrence of DMs in text. Data were collected by an experiment conducted via web, using reading, verification and decision making tasks.
In this paper, we present some empirical evidence supporting the following conclusions: (i) DMs use in discourse leads to faster text processing and increases the segmentation of relevant discourse units; (ii) MDs occurrence in discourse highlights the relevance of the procedimental value they encode; (iii) the role of DMs occurrence in discourse depends largely on the type of discourse relation holding between the connected segments. This study focuses Portuguese DMs *agora* (now), *j agora* (by the way), *em primeiro lugar* (), *em segundo lugar*, (firstly / secondly), *enfim* (lastly)and *em suma* (to summing up).
In general, qualitative and quantitative data obtained in this experiment support the thesis that DMs are processed as

strong cues for the mental representation of the text. We claim that the description of DMs and discourse relations may contribute to a better understanding of mental operations sustaining human cognition and communication.

Joan A. Argenter, *"For we wish speak of good works" or how to make deeds with words: The pragamatics of worth, honour and renown in Catalan medieval oratory*

A historical linguistic ethnography aims at understanding how speaking worked in old days: which resources were used, what social meaning these resources conveyed, how verbal culture was organized, and what ideologies of language were in play. In short, what the relationship was between speakers and language in context. Obviously, this is an exploration into historical pragmatics. Examination of ancient texts necessarily substitutes for fieldwork. Research, however, proceeds not from texts themselves, but by addressing a question to texts.
The linguistic and interactional material presented is part of the political oratory in medieval Catalan society, whereas the question to be answered is: How did specific verbal practices interact with political life and what role did codes, code-choice and code-switching play? Also, which were the sociopolitical factors giving birth to and making sense out of these verbal resources?
Political oratory arose out of clerical oratory insofar as the Church gave up Latin as the language of preaching, an evolved Catalan language brought about complex discourse, and an organized polity was built.
Relevant political oratory was performed at the Catalan *Cort*, an incipient institution of political representation. This was at oncea political assembly, a frame defining participant roles, a communicative setting and a concerted traditionally patterned speech event. Our purpose is to analyze a particular *Cort* as such a complex event.
Though our analysis is event-centered, it also uncovers the fractal beauty of structure (Silverstein) emerging from discourse patterns, pragmatic relations, and the display of formalized language. Enactment of political parlance is anchored in indexical ground around indexical participant axes, and mobilizes sundry verbal resources: coupling, parallelism, lexical repetition, binary formulae, formulae of commitment, code-switching, and so on.
Our approach takes advantage of two notions elaborated by anthropology and interpretive philology, respectively. These are formalization (Bloch) and figura (Auerbach). Political oratory usually involves social control vs. conflict. The use of formalized discourse tends to render control invisible and prevents conflict from surfacing. In a way, we are dealing with a speech event aiming at constructing and enacting social consensus. Figura, a culturally-bounded type of intertextual relation, transforms meaning-interpretation, is based on dialogism (Bakhtin), conveys authority, and tends to minimize the intertextual gap between original and copy (Bauman). Code-switching relates to both notions in our material. The skilful management of verbal resources served power-exercising, authority-making and consensus-building discourse.
Data and their interpretation are drawn from our recent work and research on historical ethnography of language and historical pragmatics not so much formal as sociocommunicative anthropological pragmatics.

Nami Arimitsu, *Degree Words and Negative Attitudes*

Some degree words are used not only to show the degree, but also the negative attitudes. This paper focuses on the degree words in the conversation especially when they are used in a one-word-reply form. By comparing the adverbial expressions which mainly convey the meaning of "totally" in Japanese and English, this paper shows that those expressions are related to the negative attitude of denying, correction and reproach, and this usage is uniquely seen in Japanese conversation. Japanese "zenzen" and "mattaku" are analyzed. "Zenzen" is a strong NPI (negative polarity item) which usually appears in negative sentences. "Mattaku is a weaker NPI, and can be used both in positive and negative sentences.
"Zenzen" has opposite meanings depending on the question. When a question is a positive sentence, "zenzen" is interpreted as denial as in (1). When it is a negative question, it is interpreted as denial or correction depending with intonation as in (2) .

(1) A: Omosiroi?	(2) A: Omosiroku-nai?
interesting	interesting not
Is it interesting?	Isn't it interesting?
B: Zenzen.	B: Zenzen.
not at all.	not at all.
It is not interesting at all.	(B1) It is not interesting at all.(with down intonation)
	(B2) It is very interesting.(with up intonation)

Since "zenzen" is a strong NPI, it is usually used in negative sentences. However, when the speaker A has an intention to correct the hearer's negative belief, the speaker B can use "zenzen" in strong positive meaning. This usage of "zenzen" can be interpreted as "Zenzen omosiroi. (It is very interesting)," while "Zenzen omosiroku nai. (It's not interesting at all)" is its basic usage in a negative sentence. From the examples above, it is shown that interpretation of one-word-reply form of "zenzen" is influenced by the preceding question. "Zenzen" works as a denial of the previous statement, and also as a correction of speaker's negative belief.

Secondly, "mattaku" has the basic meaning of "entirely" or "totally." In contrast with "zenzen," "Mattaku is a weak NPI, and it can be used in both positive and negative sentences.

(3) Mattaku ii tenki-da.   (4) Mattaku sira-nai.
    Totally good weather-TOP   at all   know not
    It is a totally good weather.   I don't know at all.

"Mattaku" in one-word-reply form conveys strong agreement with the speaker as in (8), but also negative attitude (angry, upset or reproaching) depending on the intonation in the one-word response.

(5) A: Hanako wa kasikoi.   (6) A: Tiketto o nakusi-ta.
    Hanako-TOP smart.   ticket-ACC lost-PAST
    Hanako is smart.   I seem to have lost my ticket.
   B: Mattku.   B: Mattaku!
    Totally   How annoying! It is troublesome.
    I totally agree with you.   (It needs to be said angrily or sighing.)

"Mattaku" should be uttered angrily if the speaker wants to reproach the hearer. "Mattaku" can be used to express the negative attitude, and the similar usages cannot be found in English equivalent adverbs.

Cyril Auran & Rudy Loock, *Prosodic marking of appositive relative clause types in spoken discourse: pragmatic and phonetic analyses of a British English corpus*

Recent research on discourse has shown that Appositive Relative Clauses (ARCs) can be defined positively in spite of a long tradition of asymmetrical definition with Determinative Relative Clauses (DRCs), according to which ARCs fulfil the functions which DRCs do not. Particularly, Loock (2005, 2007) shows that ARCs fulfil specific discourse functions, and distinguishes between three categories (Relevance, Subjectivity and Continuative ARCs), which respond to specific constraints such as the status of the information conveyed, in particular its discourse new/old and its hearer new/old nature, following Princes (1981, 1992) typology of information. Loock also demonstrates that these discourse functions correlate with morphosyntactic and semantic phenomena and that ARCs in each category show specific characteristics. Complementing these morphosyntactic, semantic and pragmatic analyses, this paper investigates the prosodic realization of ARCs in British English in relation to Loocks typology. Prosodic features of ARCs can be related to the more general issue of parentheticals (cf. Wichmann (2000)), but, in contradiction with traditional descriptions, which restrict parenthesis to a lowering and narrowing in pitch range often coupled with pauses (cf. Crystal (1969), Cruttenden (1986)), other analyses, often based on corpus data, suggest that parenthetical items actually display a diversity of prosodic configurations (cf. Bolinger (1989)). As noted by Wichmann (2000, 2001) and more recently by Blakemore (2005) for and-parentheticals, this diversity may be related to the prosodic marking of discourse or pragmatic distinctions. The methodology used in this study relies on the semi-automatic extraction and analysis of 48 acoustic and phonetic prosodic parameters from relevant subsets of the Aix-MARSEC (cf. Auran, Bouzon & Hirst (2004)), IViE (cf. Grabe & Post (2002)) and ICE-GB (cf. Greenbaum (1996)) corpora. ARCs were identified and annotated using the morphosyntactic and semantic criteria proposed by Loock (2005, 2007). These ARCs were then prosodically analysed using semi-automatic procedures developed within Praat (cf. Boersma & Weenink (2006)). Eventually, these measurements and annotations were statistically examined using the R software. Our results suggest a complex interplay of production and interpretation constraints whereby ARCs as a whole show characteristics both traditional (register and intensity levels) and atypical (register and intensity spans, speech rate) of parentheticals. This seems compatible with the idea that ARCs may have the syntactic behaviour and the semantic interpretation of independent clauses (cf. Loock 2007). It seems interesting to relate this with the possibility for ARCs to convey independent speech acts (cf. Emonds 1979, McCawley 1982 among others). Moreover, a distinction can be made between ARC types, with apparently higher onset values for subjectivity ARCs, a cue of stronger discourse discontinuity. Intensity results signal lower level values for subjectivity ARCs, which seems surprising given the involvement traditionally associated with subjectivity. Speech rate measurements, eventually, seem to indicate a clear-cut difference between Relevance and Subjectivity ARCs, the latter being characterised by a slower rate. This paper will detail and discuss all our results, offering tentative explanations and envisaging further developments in terms of corpus coverage and methodology.

Monica Aznarez, *Discursive Patterns in Spanish TV Talk-Shows*

Talk-shows as a particular kind of broadcast discourse have been studied by several scholars in the past. Provided that this kind of media format was originated in the English-speaking world, most of the studies have focused on talk-shows conducted in English. Ilie (1999, 2001) and Gregori-Signes (2000) among others argue that talk-shows like *Oprah Winfrey Show* or *Geraldo Rivera Show* represent a kind of semi-institutional discourse, where both conversational and institutional features can be found. The same argument can also be applied to similar talk-shows that have been developed in other languages like Spanish. However, we argue that within this particular genre there are intercultural variations that are worth examining. The aim of this paper is to show how this imported media format has been shaped

by the Spanish culture mainly through particular discursive routines.

Following the approach of the above mentioned authors basically that of discourse analysis and pragmatics this study analyses the pragmatic and discursive features of two very successful talk-shows that have been shown on Spanish Television for more than five years: *El Diario de Patricia* (*Patricias Diary*) and *Esta es mi gente* (*This is my people*). These shows could be described as issued-centered, where the guests are ordinary citizens who talk about personal experiences. More than 10 hours of each program have been examined in order to obtain the relevant data.

The analysis carried out in our study demonstrates that many features found by Ilie and others in English talk-shows are also salient in the Spanish ones. In both English and Spanish shows, we find features commonly associated with institutional discourse (particular talk-framing patterns, metadiscursive elements for monitoring speaker selection and turn-taking, asymmetrical question-asking roles, audience-oriented repetitions etc.) as well as conversational features, associated with casual conversation (no particular talk-framing patterns, unplanned or non-monitored interventions, interlocutor-oriented repetitions etc.). However, not surprisingly, the way this semi-institutional nature of the talk-show is manifested in the Spanish case is different from the one described in the English one. It has been noticed that in both Spanish shows the hosts discourse is deliberately colloquial and that certain patterns are used to give the impression of a more conversational and less institutional kind of discourse. For example, the hosts systematically use colloquial discourse markers or conversational formulas such as *oye [listen]*, *venga! [come on]*, *Dios mo! [My god!]* or *en serio? [really?]* with different pragmatic functions and address the guests with the *t* form, that is, the informal or familiar pronoun or verbal form, which is not common in most institutional settings. At the same time, guests discourse can often give the impression of the existence of a symmetrical role distribution, with the use of imperatives and vocatives addressed to the host. For example, sometimes guests use expressions like *espera* or *esprate [wait]* with which they refuse being interrupted by the hosts monitoring. We think that the discursive features which will be discussed in this poster create a particular style that not only defines and distinctively characterizes these shows but also contributes considerably to their great success among Spanish viewers.

Fabienne Baider & Henriette Gezundhajt, *Negation, (non) Polarity and (non) Antonymous Semantic-Markers*

Antinomy is used as a stable lexico-semantics relation and a basic tool in organizing categories (Murphy, 2003). This research tests the limits, the scope and the function of antinomy, taking for basis of analysis a corpus of utterances using the two paradigms male being vs. female being.

> Traditional definitions describe as non-scalar antonyms, the two nouns *man* vs *woman*. They are characterized by non gradation and they establish mutual and exclusive domains. As Katz explained (cited in Patton, 1968, 215): The negation rules involve antinomy. On the level of linguistic data, this is a relation ascribed by speakers to pairs of words or expressions, like *aunt* and *uncle* or the *happy woman* and *the happy man*. An ambitious semantic theory must somehow capture such intuitions. Here the criterion of capture will be readings for the antonyms that are alike, except that the semantic marker (female) in one corresponds to (male) in the other. This criterion is given a theoretical basis by calling (male) and (female) an antonymous pair of semantic markers.

This presentation will examine and dispute the conclusion that lexico-semantic markers for male and female are antonymous.

It is known that the adjective *easy*, for example, focalizes differently, whether it is used to qualify a female or a male:

> 1- *Elle est facile* ¨She is easy¨ vs. *Il est facile* ¨he is easy¨;

In 1' the sentence means then that the person is easy sexually i.e. "she is not difficult as far as choosing her sexual partners". The adjective *easy* when referring to a female being focalizes on one domain which is the ¨sexual conduct¨ domain. However when the same adjective refers to a male, the domain on which the adjective focalizes is the more general behavior of the person, "he is easy to get along with"; "he is not difficult with as far as choosing his various **social** partners". This well-known difference to French and English speakers and in French is found in numerous minimal pairs. However negative utterances suggest a neutral reading:

> 2- *Il n'est pas facile* ¨he is not easy¨; *Elle n'est pas facile* ¨she is not easy¨;

Both sentences are equivalent semantically: the referred human beings are not easy to handle. They are actually *difficult* to handle. The negation establishes then an equivalency which was not found in the affirmative clauses. In this instance, the affirmative clause *obeys discourse coherence requirements* and by *discourse*, we mean the broader cultural *topos* associated with social concepts (Attal, 1990). If negative statements have a marked and complex nature (Horn, 1989; Tottie, 1991), the complex nature of both negative and affirmative statements could be partly explained by examining lexical semantics and the social discourse's topoi constructing partly the semantics of the noun. Hence when considering utterances such as:

> 3- *Sois un homme* ! Be a (real) man !

We have to use social knowledge to understand that *being a man* means to be courageous. The word *man* being the antonym of the word *woman*, we could conclude that the word *woman* would contain the semantic feature "non-courageous, weak". Incidentally the database *Eurowordnet* lists under the entity "male being" qualities such as *courage*, but not under the concept "female being". Informants do agree that qualities of being a man may be summarized in the

formula "Do not act as a woman!". In that instance, the words *woman* and *man* can be described as an antonymous pair of semantic markers. However, is the antonymic relationship reciprocal ?

In other words is the utterance "Don´t act as woman ! " the opposite of the (awkward) utterance "Do not act as a man !";

Is the latter equivalent to "Act as/Be a woman !" ? What actually does the (awkward) utterance "Be a woman" mean ? In that case, informants are much more confused about the feasibility of utterances and are not sure of the meaning of such utterances.

This presentation suggests an explanation regarding the negation's function and the complex relationship between male and female paradigms, within the Cullioli´s enunciative approach, Anscombre topoi theory (1995) and Ducrot implicatures theory (1999). The corpus comprises spontaneous oral occurrences, research on digitalised databasis and answers to questionnaires.

Del Barrett, *War on Terror Discourse in the German-Speaking Press*

War creates its own language (Chin, 2003[1]) and Americas War on Terror is no exception. Words have been combined to create new phrases, other words have relexicalised to convey new meanings and some old Vietnam favourites have been dusted off and updated. The White House has used such loaded language much of which was designed for the purposes of deception, denegation and persuasion to legitimise the actions of the Global War on Terror. Euphemistic doublespeak abounded as, with the help of *air support*, the troops *smoked out enemy combatants* who were then subject to *extraordinary rendition* and *enhanced interrogation techniques* a process involving *waterboarding* and other forms of *torture lite*. Although much has been written about the use and abuse of language in the War on Terror, one area that has not been fully addressed is how these expressions are imported into other languages, something becoming increasingly necessary due to the globalisation of news reporting.

The proposed poster outlines a five-stage study designed to examine these processes with regard to the German language and to assess whether the choice of rendering is determined linguistically or ideologically. Stage I shows how a 48 million word corpus was constructed and used (based on translation markers) to find the German renderings of 20 expressions relating to the War on Terror such as *regime change, embedded, Axis of Evil* and *daisy cutter*. The corpus comprises articles from the German and Austrian press covering events during the first five years of the War on Terror. Stage II offers an analysis of these renderings at the lexical level and identification of translational discrepancies, based on a model designed to quantify referential and pragmatic equivalences in order to assess whether there are any linguistic constraints to producing a faithful translation.

Stage III involves analysis of the underlying reasons for such discrepancies. This involves profiling the different renderings, according to a number of variables, to measure its pragmatic alignment to the Anglo-American original. Stage IV studies the collocates and concordance lines of the corpus analysis to address a number of issues, namely:

- where a faithful translation is possible, why it is not used.
- where a faithful translation is used, whether usage in German carries the same loadedness as the original, or whether it is used with distance markers.
- where a faithful translation is not possible, which aspects the translator chooses to emphasise and de-emphasise and whether the press deliberately choose an expression or paraphrase with a dysphemistic colouring.

The final phase returns to the central research question and, in the light of the findings from Stages II to IV, assesses the extent that the choice of rendering is based on ideological grounds rather than linguistic factors.

Nicole Baumgarten & Juliane House, *The expression of speaker stance in native and non-native English conversation*

Recent research into the nature of English as a lingua franca (ELF) discourse has suggested that it differs substantially from L1 English interactions and from interactions between L1 and L2 English speakers. While this work has typically examined meaning negotiation, turn taking, discourse markers and topic management, the present study investigates the expression of subjectivity in English L1 and ELF discourse, specifically with respect to the use of *I+verb* constructions. These constructions were chosen because direct personal self-reference through 1st person pronouns is the prototypical way of encoding a subjective perspective while its actual use in discourse is regulated and often constrained by language- and culture-specific communicative conventions.

The hypothesis underlying the present study is that the expression of subjectivity through *I+verb* constructions differs significantly in ELF and L1 English discourse because the nature of the ELF communicative situation, speakers different L1s and the characteristics of their respective learner varieties in interaction evoke patterns of subjectivity which may be typical of ELF discourse. The data base consists of three 30 minute interactions: one L1 English and two ELF ones, each featuring four participants from different L1 backgrounds. We analysed all utterances with *I* in subject position and their co-occurrences with various semantic and lexical phenomena, as well as the function of the entire utterance for the discourse. In both data sets *I*+mental verb constructions are the preferred expression of subjectivity. However, L1 English and ELF speakers handle these expressions differently, such that e.g.the two most frequently used mental verb constructions in both data sets, *I think* and *I dont know*, show markedly different distributions. Furthermore,

ELF speakers prefer the more prototypical meanings of *I think* and *I don"t know* over the more grammaticalized and pragmaticalized meanings as they are expressed in the verbal routine forms of the two expressions. Unlike L1 English speakers, ELF speakers do not use these constructions to express an orientation to the interactional frame of the talk, i.e., these constructions are not endowed with the same range of ELF functions as in L1 discourse. ELF speakers are thus less versatile in constructing speaker identities in discourse.

In order to explain these findings, we consider pragmatic transfer from ELF speakers L1 and also the fact that L1 English and ELF may be at different stages in the process of linguistic evolution: new functions of established items in L1 English reach ELF varieties inevitably later. Finally, we address the crucial question of all ELF research: can ELF discourse really be said to have characteristic features that set it off from other non-native English language use, or is each individual ELF discourse the sum of participants idiosyncratic English variety each reflecting their respective L1?

Rebecca Beke, *Academic writing: citation practices in research articles on education written in Spanish*

In the academic context, reference to previous research is one of the distinctive features of research articles (Berkenkotter and Huckin, 1995; Buckingham and Neville, 1997; Charles, 2006; Hyland, 2000, 2002; Swales, 1990, 2004; Thompson and Tribble, 2001; Thomas and Hawes, 1994; Thompson and Ye, 1991). It enables writers to situate their work within a wider disciplinary narrative, to justify their argumentation and establish the novelty of their contribution to the discipline. From an interpersonal perspective, citation practices enable writers to present to their readers a stance of responsibility and to display adherence to a particular community. In this study, part of a wider project, I focus on two subgenres of research articles, written in Spanish, published in an important Venezuelan journal of education (Revista de Pedagoga): the research article (artculo de investigacin) and the pedagogical forum (foro pedaggico), classification pre-established by the editors. Assuming that citation options carry rhetorical and social meanings, I analyze a corpus of eight research articles and eight pedagogical forums in order to answer the following research questions: 1) how do writers of each subgenre differ as to citation options when reporting what others have done or said?, and, 2) what attitude do these writers assume towards the knowledge being reported? Extending Swales (1990) distinction between integral and non-integral citation, a set of categories was conceived to systematize the search, combining WordSmith tools and manual verification. The categories are: type of non-integral citation (source, reference, identification and example), type of integral citation (subject, adjunct, prepositional phrase, nominal group, copulative), presence or absence of a direct quotation, writers discursive strategy (summary, generalization, paraphrase), type of reporting verbs (research, cognition, discourse acts) and verbs evaluative potential (factive, non-factive and counter-factive). Overall, the results show a preference for non-integral citations by writers of both subgenres; the preferred non-integral citation is the source type and the preferred integral citation is the cited author acting as Subject, followed by adjuncts. Non-factive discourse reporting verbs are preferred by writers of both subgenres. The first results suggest that discipline rather than genre determines writers preferences. Most writers do not take full responsibility for the reported information and remain neutral as to what others have said or done, allowing little space for readers to interact. Further analysis is in process for deeper interpretation of data.

Roxanne Benoit, *Monologue delivery differences: Speakers considerations of their addressees" culture and the influence of their previous experiences*

The degree to which speakers consider the perspectives of their listeners is debatable. This study aims to contribute to the quickly accumulating body of literature assessing speakers' egocentricity and/or collaboration in utterance formation. Previous studies have shown that speakers do, in fact, consider the backgrounds of their listeners. However, in the literature, the topic of these conversations is relevant to whether or not the addressees are members of the same group (e.g., Issacs & Clark's 1987 article about New York landmarks between native and non-native New Yorkers). Few studies, if any, have examined speakers' differential explanations to out-group members when the topic of discussion is not saliently different for speakers and addressees.Our analysis of descriptions delivered to similar or foreign English-speaking cultures indicates that there is interplay between the speakers' consideration of their listeners' backgrounds and their own experiences. Subjects delivering monologue descriptions of images to fellow Cajuns used fewer words than those who addressed Australians. However, speakers' descriptions also seem to have been influenced by their own experience. In a previous study, we had students rate how difficult they believed images would be to describe. In this study, when easy images were described after difficult images, subjects used fewer words for them than if the images were preceded by equally easy images. This contrast effect, coupled with the correlation between addressees' nationality and word counts, indicates that speakers try to consider their listeners' perspectives. However, they seem to also be heavily influenced by their own experiences and preconceptions.

Paola Bentivoglio & Nerea Zabalegui, *Clitic position variation in two corpora of XVIth century Spanish*

In present day Spanish, clitic pronouns precede finite verbs, and follow non finite and imperative forms, and may precede or follow verbal periphrases. In old Spanish, however, clitics had greater positional freedom and could either precede or follow bare infinitive (***lo** entregar* / *entregar**lo***) or infinitive preceded by a preposition (*para **lo** entregar* /

para entregarlo), gerunds (***lo** entregando / entregándo**lo***), imperative verbs (***lo** entregad / entregad**lo***) as well as in finite verbs in clause initial position (*se marchó / marchóse*). In this paper, we analyze clitic position in infinitival constructions in two corpora written in Latin America in the XVIth century with a threefold purpose: i) to determine the linguistic factors contributing to the anteposition (*para **los** prender*)or postposition (*quemar**la)*** of clitic pronouns with respect to the verb; ii) to establish similarities or differences between the data of both corpora; and iii) to compare the results of this analysis with those of previous studies on clitic position in Spanish. The two corpora consist of: i) forty two documents written in Venezuela in the xvi[th] century (1525-1599); ii) forty three personal letters written in the second half of the xvi[th] century by Andalusian emigrants to the Americas (Otte 1993, Ruiz 2001). All cases of infinitive and gerund forms accompanied by one (or more) clitic(s) have been analyzed according to a set of linguistic variables: a) infinitive or gerund; b) construction type (bare infinitive; preposition + infinitive; periphrases); c) clitics grammatical function (direct or indirect object); d) grammatical number (singular, plural); e) grammatical gender (masculine, feminine); f) grammatical person (1st, 2nd, 3rd); and g) semantic status of the clitic referent ([animate]). All tokens codified according to the above mentioned variables have been analyzed by means of GoldVarb (Rand & Sankoff 1990), a variable rule statistical program. Preliminary results show that in both corpora clitics anteposition is more frequent (54%) than postposition. GoldVarbs analysis indicates that only two out of seven linguistic variables contribute significantly to the less frequent position: construction type and grammatical person. The research shows clearly that during the XVIth century clitics position in infinitives preceded or not by a preposition change from preverbal (28% from 1525 to 1549) to postverbal (87% from 1575 to 1599) position, a use which is very close to present day Spanish.

Yung-O BIQ, *English it-Extraposition and its Chinese translation: A corpus study*

This paper uses parallel corpora to investigate the Chinese corresponding structures that map with the English *it*-extraposition construction. Assuming that meaning in the source text is retained in the target translation, this study questions how the *it*-extraposition construction, unique to English, finds corresponding structures in Chinese in both English-to-Chinese and Chinese-to-English translations.

It -extraposition is one of the syntactic postponement strategies to highlight focus in English with intricate semantic manipulation (Collins 1994; Givn 1983; Huddleston 1984; Huddleston & Pullum 2002; Kaltenbock 2000, 2005; Prince 1981; Quirk et al. 1985) . While the subject element (of the original matrix sentence) gets postposed as focus, the matrix predicate typically expresses the speaker/authors opinions about that postposed subject (Thompson 1996). When extraposition occurs, the matrix predicate becomes thematised, situating the tone in which the focus part is to be understood. Moreover, the initial position is filled with the impersonal *it* as the surface subject and thereby the source of the opinion expressed in the matrix predicate is disguised. The opinion thus gets objectivised (Halliday 1994; Herriman 2000a, 2000b) .

Assuming that in translation meaning stays the same but the coding differs in the two languages, we want to find out how the Chinese mapping constructions encode what the English *it*-extraposition construction can express. There is no single one-to-one correspondence in Chinese but a variety of lexico-grammatical constructions that can map with the English construction. Structurally, we want to find out the word order of the Chinese equivalents since Chinese word order is known critical to information structuring. Is the focus subject element postposed after the matrix predicate just as in English? On the other hand, we want to find out how the thematised and objectivised matrix predicate in the English construction is rendered in the Chinese mapping constructions. Are there formulaic expressions or lexical choices emerging as preferred ways to encode modality?

We will approach the cross-linguistic encoding issue with a primarily Hallidayan framework (Halliday 1994; Thompson 1996) . Our database consists of both English-to-Chinese and Chinese-to-English parallel corpora of written materials. Both quantitative and qualitative methods will be critical to our study. The frequency and distribution of the various structural types will be tallied, but the information structure, the lexical/phrasal choices, and the discourse functions will be qualitatively analyzed.

Adriana Bolívar, *A corpus based-analysis of the pragmatic and evaluative meanings of "democracy" and "revolution".*

It has long been accepted that we cannot describe the meaning of a word out of intuition alone and that large corpora are needed in order to unveil meanings that are not easily perceived at first sight or by dictionaries (Sinclair, 1991, Channell, 2001, Biber & Conrad, 2001). Also, it is accepted that the meaning of words, particularly in ideological discourse, are used with the aim of producing intended effects in order to keep control of power (van Dijk, 2003; Fairclough, 1992; Wodak, 2003; Bolvar, 2003). In this paper I claim that a large number of examples are needed to understand the meanings of words such as democracy and revolution, and related words such as democratic, revolutionary and their opposites anti-democratic or counter-revolutionary. On the one hand, the aim is to show how pragmatic and evaluative meanings can be derived from a corpus of language data by analyzing concordances and collocations. In this respect, my aim is similar to Channells (2001: 39) in that I want to argue (and demonstrate) that analysis of evaluation can be removed from the chancy and unreliable business of linguistic intuition and based in systematic observation of naturally

occurring data. On the other hand, I want to show how certain words, as well as the words that collocate with them, change their meaning in the on-going political interaction due to changes in the inter-personal relation between those who hold power and those who challenge it. The approach used is Interactional Discourse Analysis (Bolvar, 2005), which gives relevance to the participants in the interaction and to how they use evaluations in initiations and closings in the flow of the discourse. The data are drawn from a large corpus of spoken Venezuelan Spanish, which contains almost all the *Al Presidente* programs produced and conducted by the President of the Republic, Hugo Chvez Fras, from its beginning in May 1999 to May 2006 (from Program 4 to 226), broadcast every Sunday by radio and television with an average duration of five hours each (around eight million words in all). The method consists of collocational analysis to identify words that typically co-occur with the item under investigation. The analysis is chronological so that the changes in meaning can be detected. The results show that democracy collocates more often with participation and protagonic in the early years, but this gradually disappears, while revolution becomes associated with socialism of the XXIst century. The analysis also shows how, in the process of change, evaluative lexis is strategically used by the President to identify his followers as well as those who oppose him, in order to keep maximum control and concentration of power.

Maria Luiza Cunha Lima, Alinne Suelen dos Reis & Thaís Maíra Machado de Sá, *Determiners System and Indefiniteness in Brazilian Portuguese: Computer based corpora approach*

It is usually pointed that Portuguese is one the few languages (as well as Spanish, for instance) which have a indefinite plural article. We analyzed the distribution of referential strategies in corpus of written Portuguese press texts and propose, based on pragmatic, distributional and semantic factors that the so called indefinite plural "uns" is not an article but a quantifier with the same characteristics of "alguns" (some). Besides we have found evidence to believe that novel plural referents are preferentially introduced by the bare plural in Portuguese and not with the article. We built a corpus of 251.558 words of Brazilian Portuguese and surveyed for all referential forms in order to create a future reference corpus for anaphoric expressions in Brazilina Portuguese. Some of our initial findings relate to the functioning of indefinite expressions in Brazilian Portuguese, specially the indefinite article. The plural form "uns" and umas are unexpectedly rare, amounting less than 1% of total ocurrences of indefinites article, while the plural forms of the definite article represent 20% of the total. Alongside distributional factors, its possible to point to other aspects in which definite and indefinite plurals behave differently: 1) The indefinites can always be supressed while the definite article is obligatory; 2) The indefinites can be substituted in most cases by the quantifier alguns (some); 3) the novel plural referents are very often introduced without any determiner which seems to the preferred form fo introducing new plural referents in Portuguese; 4) the lexical form uns is frequently associated to time expression such as uns dias (some days) or uns minutos (a few minutes), such kind of colocates was not find with the definite articles or the indefinite singular article. Other interesting finding relates to relatively high proportion of anaphoric nominal expressions introduced by an indefinite article (10% of the total) what contradicts the hypothesis that the only new referents can be introduced by indefinite nominal expressions. These findings leads to the need of reexaming the standard descriptions of determiner systems in Braziliam Portuguese.

Simona De Leo, R. Savy & C. Crocco, *Introducing a topic: conversational strategies*

In this study we present a textual-pragmatic analysis of task-oriented dialogues. We explore the relation between topic and conversational moves. Our goal is to describe the conversational strategies adopted by the speakers to introduce *topics*. Our corpus consists of 6 Spot-the-difference" dialogues which have been pragmatically annotated. The sample has been taken from a larger corpus, CLIPS (Albano Leoni 2003). An original pragmatic coding scheme has been employed for the annotation (Savy &Castagneto 2006). It integrates the Map Task *Transactions, Games e Moves* articulation (Carletta et al.1996) with other elements of the DAMLS coding scheme.According to Anderson et al. (1992), most of the transaction introduces a new topic (Malouf 1995). In practice of annotation, hence, newly introduced topics are normally associated to a transaction open label. Beside what we can call Transaction topics (Tt) (Bazzanella &Barracco 2004), other types of topical units can be found in dialogues, i.e. *conversational topic* (Coulthard 1971), *discourse topic* (Asher 1993) and *sentence topic* (Gundel 1985, Lambrecht 1994, Bring 1997). Although definitions of and relation between these units are not unproblematic and are still a debated issue, there are intriguing connections between these notions and their domains (Muller &Prvot 2001). In dialogues such as the ones here analyzed, the interaction can be seen as a succession of Tts which can be ordered along a scale, according to their primary function and degree on newness (i.e. their being *ratified* vs. *unratified*, in analogy with the terminology proposed in Lambrecht &Michaelis 1998). The scale results from a quantitative analysis of the relation between Tts and conversational moves, and it is based on the realization of ratified or unratified Tts. We also took into account the information status of Tts and their morphosyntactic structure.
The tagging scheme isolates three hierarchical levels of the dialogues. Four tags indicate transaction opening and closing moves (*TR_Begin, Open, TR_Closure, End*). These moves were put in relation with the different kinds of Tt. The opening/closing moves are differentiated by means of eight other tags, belonging to two different categories (*Influencing* and *Question* for the opening moves, *Understanding* and *Answer* for the closing moves).
Results. The Tt is introduced and managed in different dialogical segments (Bazzanella &Barracco 2004) by means of

different conversational moves. We propose the following *Tt-Move Scale*, based on the relations between *Tts type-move type-sentence structure-morphosyntactic structure*:

1) **UnR(atified)-Tt:** brand new; beginning of transactions (*TR_begin*); realized by means of *Influencing* moves (mostly *Explain*) in predicative topic-comment structures, nominal structures or in presentative (topicless) structures.

2) **UnR-Tt**: beginning of games; it introduces a sub-topic which has a semantic relation (i.e. meronimy) with the UnR-Tt 1; realized by means of *Explain* moves in predicative topic-comment structures or in presentative (topicless) structures.

3) **R-Tt**: immediately preceded by a *TR_Begin*; realized in topic-comment structures; the Tt presented in the *TR_Begin* is restated to contribute to a felicitous development of the conversation. R-topics are realized mostly by *Influencing* moves or fillers and time gaining moves (*Clarify, Repetition, Hold*).

4) **R-Tt**: transaction central *games*; realized by neutral *Explain* or *Clarify* moves with topic-comment (anaphoric) sentence structures which include a reference to the (already given) Tt; the Tt is recalled to insure the alignment between the speakers.

5) **R-Tt**: transaction central *games,* managing sub-topical elements by means of time gaining moves (*Clarify, Hold, Object)* realized as topic-comment structures; they can also continue and integrate previous comments.

6) **R-Tt**: end of games; realized in topic-comment (anaphoric) sentence structure; it correlates (as like as 5) with *End-Answer* moves, with the function of time gaining (*Clarify, Hold, Continue*) or negative answer (*Correct, Object*).

7) **Explicit C(onversational) t**: corresponding to the object of the task itself; seldom recalled in closure moves (*End, TR_Closure*) or *Comment* moves;

This scale is meant to add other elements to what is known about the morphosyntactic realization of topics. Tt can be realized: a) explicitly, by full NP; b) explicitly, by pronouns, meronyms, adjectives; c) implicitly by anaphoric (usually relative) pronouns; d) implicitly, by anaphoric clitic pronouns; e) elliptically, by zero anaphoras. The rate of anaphoras increases along the scale (4 and 6). Full phrases are preferred in the realization of UnR-Tt (1 and 2) or high-level R-Tt (3, and in part 5).

Gerald Delahunty, *A Relevance Theoretic Analysis of a Lexico-Syntactic Discourse Marker: "The thing is that S" Sentences*

I will discuss the sentence type illustrated by *The thing is that its not my phone*. I call them *Thing* sentences. They consist of a matrix, *The thing is that*, with a finite S complement. They are of interest because they have not been much studied (I have so far found only one reference); their analysis adds to the growing literature on pragmatic/discourse markers; they are readily recognized by speakers of English, who can also readily characterize the types of contexts in which they occur and the discourse functions they play there; and the analysis of a class of items may provide access to deeper linguistic generalizations, e.g., the discourse moves that communicators find important enough to create specialized devices for them. This work is part of a larger project investigating the pragmatic and discourse properties of several constructions.

Besides research on the major moods and a small number of non-canonical constructions (clefts, inversions, topicalizations, and dislocations), a major thrust in current pragmatics research has been on lexical and phrasal discourse/pragmatic markers, e.g., *so*, one use of which is to indicate that the utterance it introduces is to be interpreted as a conclusion derived from its context. However, English uses a range of lexico-syntactic means to pragmatic ends. For example, when a speaker chooses a sentence with a *Not that S* format (*Not that there is anything wrong with that*), s/heinstructs the audience to interpret the S as a conclusion inferred from contextual assumptions, while *not* indicates that this conclusion is to be rejected.

The constructions studied in this project (*Thing* sentences, *Not that* sentences, and inferentials e.g., *Its not that it was raining*) are characterized by semantically vacuous lexis and/or gratuitous syntactic structure. Because these elements impose extra processing on interpreters, their function must be to indicate that these constructions have pragmatic and discourse properties distinct from those of their unmarked congeners. The extra processing imposed by *Thing* sentences indicates that the information represented by their clauses is unexpected in their contexts.

Thing sentences, like discourse markers (as Fraser 1999 uses the term), impose a pragmatic relationship between themselves and utterance(s)/sentence(s) prior to them. However, this relationship is not to be conceptualized as procedural, as Fraser proposes, but derives, instead, from the fact that the matrix subjects are definite, and thus anchor this information in prior discourse.

Thing sentences also have implications for the utterances/sentences that follow them.

While *Thing* sentences signal that the information represented by their clauses is unexpected, their definite subjects simultaneously connect the information with the current topic, and consequently the construction induces, not a complete change of topic, but merely an adjustment to the current topics anticipated trajectory.

The data for this study consists of *Thing* sentences with as much context as necessary for interpretation or as much as concordancers allow. It comes from various corpora, including the British National Corpus, the Switch Board corpus, the Brown corpora, as well as instances Googled from the internet, and by running WebCorp on top of Google.

Kathelijne Denturck, *Using annotated corpora for information retrieval.*

This poster aims to illustrate how large annotated corpora can contribute to the development of an information extraction tool.

The research group LT of the University College for Translation Studies in Ghent has developed software applications, the Uruk and Larsa-tools, for the extraction of semantic relations (causality, condition, purpose, contrast and concession) in large document collections. The greatest challenge is to translate the complexity of natural language use into an electronic recognizable format. For this purpose, the expressions of these semantic relations were annotated in two corpora of English and French texts. The first corpus was used for the detection of expressions of semantic relations as well as of the boundaries of their arguments. This way, lists of patterns of semantic expressions were drawn up. The second corpus was used for the validation of the tool. The electronic retrieval results were compared to the manual annotation.

The paper will discuss methodological problems related to the annotation. First of all, the characteristics of good tokenization of the texts will be pointed out. This is essential for documents to be segmented properly.

Secondly, the importance of precise argument definitions .(e.g.: Arg.A:[*The new measures] are aimed at* Arg.B:*[tightening existing sanctions]*.) will be explained. At present, arguments are indicated by the tool starting from the beginning of a sentence till the end of the phrase. However, some arguments do cross sentence boundaries and problems with the interpretation of anaphora need to be dealt with. On the other hand, some parts of the sentence are superfluous, such as indications of citations.

And finally, the most important difficulty is posed by the polysemy of the semantic relation verbal expressions themselves. (e.g. *Yet* with a temporal and a contrastive meaning) Therefore, it is necessary to introduce some rules for disambiguation at morphological, syntactical and semantic level.

The conclusion will suggest solutions for the three problems under discussion. Morphological and syntactic features can be introduced automatically (by means of Part of Speech taggers and shallow parsing), but need to be complemented by manual verification, especially for French, where annotation tools have a smaller accuracy. Disambiguation could further be solved by contextual exploration by means of annotated corpora on collocations of for example causal relations. Using a large collection of texts will enable an electronic self-training system to learn to distinguish the causal use of a verb from its other uses.

Kaori Doi, *An analysis of the 'floor' structure in English and Japanese conversation from the perspective of the cultural differences in human cognition*

This study is an attempt to explore floor in conversational interaction and formulate a new definition from the perspective of the cultural differences in human cognition.

Previous studies have given definitions of floor. Sacks (1972) first defines it as a ticket, that is, a right to begin to talk. Most researchers consider that floor and turn are equivalent. Some researchers such as Edelsky (1981) and Shultz, Florio and Erickson (1982) regard floor as a broader framework that can be psychologically negotiated between the interactants. Hayashi (1996) further developed the idea of floor, showing that it is a cognitive, empathetic and social space shared by the interactants and formed mutually by them. Most of these studies, however, show that we have a universal concept of floor and divide the role of participants in conversation into two types: floor holder(s) and floor supporter(s).

It is generally agreed that who has the floor, and how the floor holder(s) hand over to other participant(s) in conversation, is important. Furthermore, most researchers assume that the concept of floor is common to all languages. However, in this study I would like to question this assumption. I feel that some differences between English and Japanese can be observed. The concept thus far developed by previous studies seems to fit English conversation, but it does not fit Japanese equally well.

The data in this study consist of naturally-occurring interactions videotaped and transcribed in which dyads talk about given topics freely. Three types of language combinations were used as conversational data: (1) dyads by native Japanese speakers, (2) dyads by native English speakers, and (3) dyads by speakers who can use both English and Japanese. Data for types (1) and (3) was collected in Japan and the data for types (2) and (3) was collected in the United States. Each includes female dyads, male dyads and female-male dyads.

The purpose of the present study is to re-examine the concept of floor in English and Japanese. The analysis of this study reveals three things: (1) There are differences between the floor structure of English and Japanese. (2) There are differences in human cognition between the native speakers of the two languages, which constantly present in the background every time people speak. (3) An analysis of speakers who can use both languages shows differences in cognition patterns correlated to the period of second language learning.

Tomoko Endo, *Shared experience and stance: Ah in Japanese conversation*

In the field of Conversation Analysis, a number of studies have pointed out that non-lexical items such as *oh* and *uh-huh* in English play significant roles in interaction (Heritage 1984; Schegloff 1982). By producing these small tokens, recipients show their attitude toward the ongoing talk, thereby actively participating in the exchange.

In this paper, I study the use of a similar non-lexical item in Japanese conversation: *ah*, lengthened low-back vowel. Through the analysis of videotaped naturally occurring conversation, I argue that *ah*, with two subtypes, is used to

reveal the sharedness of experience or stance between participants.

In the first type, ah is used by a recipient to show recognition after a trouble in understanding has been resolved.

(1) Sequence of ah as showing recognition

  (i) Speakers informing

  (ii) Recipients display of non-understanding

  (iii) Speakers repair or elaboration

  (iv) Recipients display of understanding using *ah*

By producing *ah*, the recipient shows that s/he understands what the speaker is talking about. This understanding comes from the recipients own experience.

The second type of *ah* is best understood as an alignment-continuer. This use of *ah* is frequently observed when a speaker gives a negative assessment of a situation and the recipient takes a similar stance towards that situation.

(2) Sequence of ah as stance alignment

  (i) Speakers report of event with negative assessment

  (ii) Recipients showing alignment using *ah*

  (iii) Speakers further elaboration

  (iv) Recipients second story

What is common between these two types is that *ah* shows that the recipient comes to share something with the speaker. In the case of understanding after trouble, the recipient shares the information, which is not shared before the repair or elaboration. In the case of stance alignment, what is shared is the stance toward a situation. The alignment of stance often comes from a similar experience the recipient has had, which is then revealed in the second story (Sacks 1992).

This function of ah as showing sharedness makes a good contrast with other tokens of interjection in Japanese. The token *hee*, as Mori (2005) showed, indicates the newsworthiness of the content the speakers previous remarks. In a similar fashion, but with stronger emotional attitude, *eh* indicates that what has just been told to the recipient is surprising to the recipient. Another interjection *fuun* also indicates that the content is news to the recipient. All of these tokens are used by the recipient to react to the speaker, but I argue that *ah* establishes a stronger intersubjective state between the participants than these tokens because *ah* indicates that what is being talked about is not private, or attributable to a single person, but is shared by the conversational participants. This study contributes to the study of talk-in-interaction by showing how a non-lexical item is used in sequence
with significant interactive outcome.

Britt Erman, *Is there such a thing as a free combination? A corpus-based study of adverb-adjective combinations*

This study seeks to explore collocational preferences in the production of certain adverb-adjective combinations. The focus is on degree adverbs, more specifically the eight maximizers *absolutely, completely, entirely, fully, perfectly, totally, utterly, wholly,* as modifiers of adjectives in the British National Corpus (BNC). The study could be seen as a complement to two earlier studies, i.e. Paradis (1997, 2001) and Kennedy (2003). Paradis investigated degree modifiers and adjectives in spoken language (the London-Lund Corpus) using a cognitive semantic approach, and Kennedy investigated degree modifier collocations in the BNC using ranking based on mutual information supplemented by morphological and semantic analyses. Rather than using mutual information as measurement of collocational strength the present study starts out from bi-directionally preferred combinations. As in the other two studies it is shown that adverb-adjective combinations are not random, but predictable and motivated. The results support the hypothesis that a substantial part of the investigated adverb-adjective combinations are (semi)-prefabricated units presumably stored and retrieved whole from memory.

The method is bi-directional in that the first phase involved tag sequence searches of the selected set of maximizers in order to establish which adjectives occur to the right of the node (i.e. are modified by the maximizer). The outcome was 400 adjectives with the cut-off point at 50 (which is the default value offered by the program). Corrections were made for overlaps between the lists (i.e. adjectives occurring in more than one list were removed) yielding a total of 228 adjectives. In the second phase each of the 228 adjectives was searched using the same procedure, in order to establish which maximizers were competing candidates.

The results show that for 93 adjectives (93/228= 40.8%) there were no competing candidates and for another 50 adjectives there were only two competing candidates. If we collapse these figures it becomes clear that for 143 out of 228 adjectives (62.7%) there are preferred choices on the part of the user. 85 adjectives (37.3%) took three or more (up to six) modifiers. The least frequent maximizer occurring without competing candidates turned out to be *entirely* (modifying only one adjective, *voluntary*). The most frequently occurring maximizer in terms of preferred choice without competing candidates proved to be *absolutely*. In the poster I will discuss possible explanations for these collocational preferences using a cognitive semantic approach (Paradis 1997,2001) but also gleaning from mutual information and the morphology and semantics of the adjective.

Results from studies of this kind should have considerable, pedagogical implications

Maicol Formentelli, *The vocative mate in Contemporary English: a corpus based study*

In this presentation, part of my research on discourse markers in French, I look in detail at the composition of several portraits of different meanings of maintenant and of alors. In Schiffrin (1987), the analysis of discourse markers takes place within the frame of a classical approach to the analysis of meaning where sufficient and necessary conditions are used to decide which category an item belongs to. However Schiffrin (1987: 246) does recognize the fuzzy boundary between adverb and discourse marker. The presence of fuzzy boundaries within categories can be handled more effectively by the extended version of prototypical semantics as presented by Kleiber (1990) and the notion of family resemblances (Wittgenstein: 1953). Within the framework of the extended version of prototypical semantics the principle of componentiality of the meaning of a word is, however, still at work. Kleiber mentions how Wierzbicka (1985) uses portraits of concepts associated to a word. These portraits consist in lists of semantic traits. I have developed such portraits for each one of the meanings of alors and maintenant. From the analysis of 225 samples of alors and of 83 samples of maintenant found in interviews, dialogues and prose I have identified ten different meanings of maintenant and thirteen meanings of alors. Each meaning has a portrait. The components of the portraits are traits like the syntactic environment and position, the role of maintenant or alors with regards to the event time axis and of the discourse time axis concepts borrowed from Schiffrin, also if they operate at a phrastic or transphrastic level, the temporal environment, the nature of the logical link and the discourse unit where the word is found. Once the traits and their importance as elements of the portrait are presented, the ten different meanings of maintenant and the thirteen meanings of alors are each organized in three groups of meanings. Alors and maintenant are considered to be discourse markers in only one group of meanings. So out of a total of 23 different portraits only several portraits are presented here. There are the ones where changes in the composition of the portrait are decisive regarding which group a particular meaning belongs to. For instance a break in the logical link will place alors and maintenant in the only group of meanings where they can be considered discourse markers.

Daniele Franceschi, *Markedness and complexity in the temporal-aspectual system of English: the case of the Present Perfect.*

The purpose of this poster is to demonstrate how the meaning of the English Present Perfect can distance itself from a basic semantic core and reach a high level of complexity on the basis of textual and contexual elements. By drawing upon the theory of markedness as elaborated by Merlini Barbaresi (1988, 2003, 2004) and following Bertuccelli Papis definition of cognitive complexity (2000, 2003), the Present Perfect is analysed synchronically and using an empirical approach with language data obtained from corpora of different varieties of English.

After identifying unmarked cases of the Present Perfect, it will be shown how this latter undergoes a gradual process of complexification dependent on the amount of collocating lexical material (e.g. time adverbials), on the aspectual and actional properties of the verbal predicate, but above all as a consequence of unpredictable discourse-related variables and pragmatic factors.

It may be argued that a sentence lacking overt temporal adverbials receives a default specification, meaning that the event described took place *at least once* and *at some time in the past*:

(1) *I have been to Brighton.*

The simple insertion of *just*, for instance, would modify its reading and introduce an element of *recency*.

The concept of *current relevance* prototypically characterises the semantics of Present Perfect expressions. However, their precise interpretations are not intrinsic meaning components, but rather attributable to the verbal categories embedded under the Present Perfect:

(3) *Paul has read the Divine Comedy* (resultative or experiential);

(4) *Paul has been reading the Divine Comedy* (continuative);

(5) *Paul has been arrogant (lately)* (continuative).

The meaning difference between (3) and (4), i.e. perfective vs. imperfective, is due to grammatical aspect, whereas (5) can be distinguished from (3) in terms of the *Aktionsart* of the predicate (telic vs. atelic, stative vs. non-stative).

When conventional implicatures associated with the Present Perfect combine with specific discourse-based presuppositions, the level of semantic and cognitive complexity increases. A speaker can use the Present Perfect to anticipate the answer to a possible question about a current state of affairs:

(6) *I have been found allergic to gluten*;

(Why arent you having pasta like everyone else?)

Furthermore, some highly marked and apparently wrong uses of the Present Perfect, just like the famous Einstein example (7), can be justified by considering the speakers implied intentions in a specific context of occurrence:

(7) *Einstein has visited Princeton.*

This sentence would normally be incorrect, as the conventional implicature according to which the Present Perfect expresses *current relevance* is not complied with (Einstein is not alive anymore). But when (7) is connected with talking about which universities have been visited by famous people rather than about the people themselves, the use of the Present Perfect is appropriate.

A classification of recurrent meanings emerging from various contexts will be attempted in order to provide a wider and refined description of the implicatures associated with the English Present Perfect.

Maria Freddi, *Studying audio-visual translation through the corpus and the database*

The proposed poster presents the early research stages of the ongoing national project titled *eColingua: e-corpora in language and multimodal studies, translation and language learning*, more specifically, and as far as the local research unit is concerned, focusing on *Translation and Acquisition of the English Language in a Multimedia Context*.

The aim of the research project is the qualitative and quantitative analysis of film translation, both dubbing and subtitling, with a view to identifying recurrent translation solutions of sociolinguistic and pragmatic aspects of film dialogues (Pavesi 2005) as well as verifying translation universals like, for example, simplification, explicitation andnormalization (Baker 1996; Laviosa 1998; Mauranen and Kujamki 2004). In addition, the project has a didactic aim, namely that of testing against data the role subtitled films can play with students of English as a Foreign Language in learning a language and a culture.

In order to do so, a small parallel corpus has been compiled consisting of 12 both British and American contemporary general distribution films for the period 1995-2005, and their dubbed and subtitled Italian versions. The corpus has then been segmented on a line-by-line basis, each line with its sociolinguistic and pragmatic features, in single cells of a database.

The poster thus presents in a synoptic way how a sophisticated though conventional tool such as the database allows the representation of multimedia data, their comparison and grouping, and complex searching combinations. Some queries are given as examples of how the database can work as

- an ideal basis on which to ground empirical and quantitative research, thus helping establish a scientific approach in the new discipline of multimedia translation studies;
- a valid tool to be used by applied linguists for research in language acquisition.

Marina Frescura, *Centripetal and Centrifugal Forces in Genetic Counseling Discourse*

This paper introduces the findings of a small-scale project focusing on the organization of exchanges between genetic counselors and parents of children with a newly diagnosed genetic disorder. Data collection was carried out in the Genetic and Metabolic Clinic at the Hospital for Sick Children in Toronto (Canada) where eight counseling sessions were audio-taped.

The goal of this data-driven research was to gain insights into discourse practices which might hinder or compromise the outcome of the counseling process, as well as practices which encourage a symmetric relationship and facilitate the parents active contribution to the session.

The task of a genetic counselor is to provide parents with scientific information about their childs genetic modification and its outcomes, while counseling them on options available for further testing and on available social and medical support. Their relationship is based on an expert-novice dynamic, where the counselor is the expert in his/her field, while the parents bring to the session the expertise of their own experiences.

Data analysis points to a number of interactional difficulties which stem from a continual tension between the genetic counselors need to deliver ready-made content and theory, and the parents orientation toward a more personal and emotional engagement.

The genetic counselor is guided by a centripetal force favoring order and monologic form, while the parents are guided by a centrifugal force favoring dialogue and unstructured interaction.

Excerpts from the data will illustrate that the predominance of the centripetal force mainly originates from the counselors lack of flexibility in following a pre-set agenda. Topics are introduced in a rigid and controlled sequence, with little opportunity for the parents to express their concerns and pose questions. In the few instances where parents did so, their queries were addressed only if they did not deviate from the planned outline of the session. Otherwise they were dismissed, ignored, or explicitly put on hold until a time when they could appropriately and neatly fit into the counselors agenda.

Further excerpts from the data will illustrate instances of balance between centripetal and centrifugal forces in a number of exemplary co-operative sequences where new information was distilled and conveyed through syllogisms, where counselors successfully engaged parents participation by first listening to their voices, and where the obligation to promptly address the parents needs had priority over timetable issues.

Olga Gerassimenko, *Do you agree or acknowledge? On the use of feedback items in Estonian and Russian*

Unconsciousness of pragmatics is well illustrated by Estonian-Russian and Russian-Estonian dictionaries: they treat most feedback items as equivalents due to their most salient meaning. Thus, Estonian ahah (oh) should be translated into Russian with aha, jah (yes) with da and vice versa. However, native speakers report somewhat inadequate use of those items by non-native speakers.

The study focuses on the dialogical use of two feedback items which are treated as same: jah/da and ahah/aha. The analysis is based on 144 Estonian and Russian telephone conversations (17142 tokens in total), held as calls to outpatients offices in monolingual districts of Estonia. The items were analyzed in their sequential contexts and classified by their dialogical position. Positional distribution of items reveals their functional differences.

The use of Russian da in this material is restricted to phone answering turn, affirmative question answer, agreement with a statement, within-sequence question particle and intonationally marked repair initiation (rising contour).

Estonian jah is remarkably broader in use: it occurs in all of those functions and also as routine reaction to speaker identification, agreement with a directive, neutral acknowledgement of both fully received information (question-answer-jah sequences) and information in progress (serving as a continuer).

The functional distribution of ahah and aha is also different: Estonian item is only used as acknowledgment token signaling news receipt and surprise in information-sharing or repair sequences (question-answer-ahah). Russian aha expresses news receipt in similar sequences, but it also acts as agreeing reaction to directive, affirmative question to answer and neutral continuer. It is also used in the end of acknowledging repetitions and ritual reactions: spasibo (thank you) pozhalujsta aha (you are welcome aha).

Quasi-equivalent items share indeed some common functions but their functional differences can result in remarkable misuse by non-native speakers. This can be illustrated by speakers behavior in the deviant examples: Estonian speaker does not treat the interlocutors ahah as a sufficient reaction to his directive and starts to explain the necessity of accomplishing requested action, Russian speaker does not treat da with flat intonation contour as a neutral acknowledgement of his answer but as a repair initiation and starts reformulating the answer.

Russian explanatory dictionaries follow the Russian Academic Grammar (1980) in differentiating the interjection aha expressing news receipt and surprise and the particle aha expressing agreement and affirmation. Anna Wierbicka (1991) agrees with it stating that the uses of aha can not be brought together to a general meaning. Still, in dialogical use there are contexts where it seems hard to exclude either meaning. Interestingly, in morphologically annotated part of Russian National Corpus tagging aha as interjection or particle is sometimes unsystematic. Can we really always tell agreement from acknowledgement, is unclear.

Yueguo Gu, *Compiling Spoken Chinese Corpus of Situated Discourse*

This paper reports the compilation of Spoken Chinese Corpus of Situated Discourse (SCCSD). To date of writing, SCCSD consists of two sub-corpora: a 600-hour audio samples, and a 250-hour video samples. Both audio and video texts have been orthographically transcribed and proof-read (totaling more than 90 million characters). The orthographic transcripts, audio and video texts are synchronized by five-minute chunks, that is, users can access to three types of texts simultaneously by mouth-clicking.

Stratified sampling strategy was adopted in data collection. Situated discourse is divided into two broad categories: *familial discourse*, i.e. spontaneous talks taking place in home situations, and *workplace discourse*, i.e. spontaneous talks happening in workplaces. Samples of familial discourse are further stratified in terms of family economical status, and urban vs. rural differences. Samples of workplace discourse are further stratified in terms of divisions of life activities in Beijing area (see Gu2002b for details about sampling and recording).

The representativeness of SCCSD was dealt with by adopting a yellow-book strategy. The Beijing Yellow Book 1999 was digitalized and put into an automatic sorting. About 68,000 workplace units were found in Beijing area, and sorted into 6 major categories which in turn were divided into 31 sub-categories. The guiding principle is: those categories/sub-categories with more workplace units should have more representative samples (see Gu 2002a for details).

Tools were developed to automatically segment the orthographic texts into character-words (word segmentation being a typical Chinese language problem), and tag them with POS. Both the audio and video texts are physically segmented into 5-minute chunks for easy file management. A tag set for audio and video texts, based on agent-based modeling language (AML) developed by Gu (2006a, 2006b), has been piloted and tested. The essence of AML is to use the theoretical construct agent possessing attributes and interactive behavior as a key datamining strategy to model the real-life behavior and events captured in the audio-video media files, instead of using orthographic words which can only report, but cannot model behavior and events. The AML adopts the UML as its primary form of notation.

Information about the SCCSD compilation can be found on this website: www.ddyyx.com. To date of writing a new website space has just been bought for AML-based segmentation and annotation of multimodal texts. By the time of this conference, the website will be up and running: www.multimodal.cn

Laura Hidalgo Downing, *Stance styles in humorous discourse: A pragmatic approach to the construction of identity and engagement in the writing of humorous anecdotes by Spanish non-native speakers of English*

The present paper is part of an ongoing study on the expression of stance as manifested by the discourse-pragmatic functions of markers of deixis, modality and evidentiality. Previous stages of this study have addressed the functions of modal and evidential markers in news reports and opinion articles from the press (see Marín Arrese et al. 2002, Marín Arrese 2004, Hidalgo Downing 2004 and 2006). In these works, we have considered stance to be "the lexical and grammatical expression of attitudes, feelings, judgements, or commitment concerning the propositional content of a message" (Biber and Finegan 1989: 93). In this sense, evidential and modal meanings contribute to the expression of stance precisely because of their crucial role in the expression of attitudes towards the proposition and towards the sources of information in discourse. From a text world perspective (Werth 1999, Gavins 2007), both deictic and modal meanings situate interlocutors according to different physical or social locations and induce interpreters to conceptualise

different identities (see Chilton 2004). The present paper explores the functions of markers of deictic, modal and evidential meanings in a sample of humorous anecdotes by non-native speakers of English. The main aim is to explore the relation between the perception of funniness as rated by informants' reading of the anecdotes and the presence of markers of stance and engagement. The working hypothesis is that the differences in the presence of stance markers, which reflect different stance styles, correspond to differences in the perception of funniness and to differences in the underlying construction of personal identities.

Thus, the main objectives of the paper can be summarised as follows:

1. To identify the type, frequency and distribution of markers of stance used in the humorous anecdotes
2. To explore the relationship between the ratings of funniness and the presence of different stance and engagement markers.
3. To discuss how the differences in stance styles in the anecdotes contribute to the construction of different identities.

Jin-ok Hong, *The social norms can be visible in the functional notion of Korean honorific usages*

Brown and Levinson (B & L) created a innovative and foundational system of politeness based on Face Threatening Acts (FTA). However, B &Ls theory of politeness has problems. Their formula evaluates FTAs based on three criteria: power (P), social distance (D), and the rating of the impositions (R) that are compared to individuals face needs for a culture/society. With this system, power, and the magnitude of the verbal redress and mitigation strategies needed to acknowledge that power, are easily evaluated and predictable for every speaker in every context. Since B &L did not use longer stretches of data, they only focused on the simple act of making requests and not the more complicated *dynamic* between power and politeness on a discursive level.

Lakoff argued that politeness strategies and power hierarchies in professional and institutional contexts could cogently explain this intricate relationship. This insight, exploited by Fiarclough and Thornborrow, who used naturally occurring data, began the unraveling of this interconnection. Eelen's (2001) work in defining and dividing politeness changed the way that politeness is perceived. What was once seen as a normative system is now seen as an exemplar of social interaction. Eelens bifurcation of politeness allowed subjective politeness (politeness 1) to be separated from the more simple differentiation of polite from impolite. This socio-pragmatic approach essentially allowed each conversant to judge marked/unmarkedbehavior and suggested that politeness could be used as an option for achieving specific linguistic agendas. Politeness is not a standard but a strategy, dependent on local social practices.

Previous studies of Korean politeness have been socio-linguistic rather than socio-pragmatic are mainly concerned with social conventionsin the choice of linguistic strategies not with the speakers manipulation of the existent social norms for a pragmatic goal. Korean spoken data shows that marked forms that reflect the speakers intention are visible on a discursive level, and the strategic notion of polite behavior is only appropriate to the immediate discursive context. Also culture-specific ideological variables can act as another R variable and be used as verbal redress mechanisms to avoid FTAs or other pragmatically/socially difficult situations.

Korean uses marked politeness combined with culture-specific ideological values, based on Confucianism, to achieve a strategic pragmatic agenda. Confucian cultural ideological thinking is thus necessary for understanding Korean honorific usages. Existent and even current socio-linguistic studies have barely explored how speakers exploit socio-cultural knowledge in their choice of honorific forms. This knowledge intervenes in the computation of linguistic strategies for politeness and power and must be considered if any realistic analysis of politeness is desired.

Julia Hüttner, *Extended genre analysis: a new approach to studying conventionalised language*

Recent years have seen a continuing rise in research interest into the ways in which language use is conventionalised, showing that despite human ability to create novel utterances much of our language production is, in fact, routine.

So far, research into these aspects of language has focused on either of two areas. The first of these are lexico-grammatical aspects, such as formulaic language like collocations, chunks, gambits or prefabricated sequences (cf. Wray 2002 for an overview). The second area focuses more on the more large-scale, structural conventions of language use in particular types of discourse or genre. (cf. Bhatia 1993, 2004; Swales 1990, 2005)

In this contribution, I would like to present a model of analysing conventionalised language that combines both the lexico-grammatical and the structural level of formulaicity. This model of *extended genre analysis* highlights the existence of key formulaic sequences typical of particular genres, similar to lexical key words. Furthermore, the model postulates that particular structural elements, such as genre moves, contain specific typical formulaic sequences that support the communicative intention of these moves. Given the range of communicative purposes observed in individual genres, as well as the differences in expertise and experience of genre writers, a great variety is found in the extent to which such genre-related sequences can be observed.

When applying the model of *extended genre analysis*, I will also suggest reasons for such a variety. The empirical basis for this presentation are the results of an extended genre analysis of the following genres:

    student academic papers (learners)
    expert research articles

pharmaceutical product descriptions
sales contracts

In these four genres, we find that genre-related formulaic sequences play quite a diverse role, from very clear mappings of formulaic sequences onto particular moves in pharmaceutical product descriptions and even more so, in sales contracts, to noticeably lower frequencies in academic genres. In the latter, however, we find decided differences in student vs. expert texts, with the former employing genre-related formulaic sequences to highlight essential moves.

The findings also suggest pedagogical applications of *extended genre analysis* in an ESP (English for Specific Purposes)/ EAP (English for Academic Purposes) learning environment. Thus, combining information on the purpose of particular moves in a genre text with associated formulaic sequences can provide learners with helpful building blocks in the creation of new texts.

Anja Janoschka & Dorota Smyk-Bhattacharjee, *"I love posts that draw interesting comments, thanks everybody." Public and Private Communication Strategies in English and Polish Political Discourse*

New technological developments and user-friendly software expand the range of available communications activities. In this paper we focus on political blogging. There are two types of political blogs that we need to distinguish. On the one hand there are blogs written about political issues by journalists, supporters, or simply interested and concerned citizens. On the other hand there are blogs written about political issues by politicians themselves. We are interested in the latter and will use the term political blogs in this narrow sense from now on.

Due to their public broadcast-like production and at the same time interactive reception blogs are being hailed as fundamentally different from what came before, and as possessing a socially-transformative, democratizing potential (Herring et. al. 2004). In politics, this new form of interaction changes the roles of the communication partners. Politicians might benefit from the direct exchange with a community and the new communicative power of the audience, who also become active message senders, redesigns communication patterns. In other words, this new text type reflects a shift from former, mainly uni-directional mass communication to an interpersonal mode that is multidirectional among all communication partners.

In our qualitative study we have looked at communications strategies used in political blogging. For the purpose of this paper we have selected political blogs from two different countries run by active politicians. Our analysis shows that the traditional understanding of mass and interpersonal communication cannot be applied to political blogging. Instead, we propose a new classification that accounts for the hybrid type that political blogs represent. We have identified internal and external communication patterns that reflect public and private discourse in political blog communication. Our categorization is supported by the discussion of pragmatic strategies such as terms of address, politeness and word choice as well as of cultural factors.

Yasuko Kanda, *Grammaticalization of the copula construction - The case of NODA –*

New findings on the grammaticalization illustrate that non-lexeme (Traugott and Brinton2005)or complex conceptual entities, such as phrases or construction (Heine and Kuteva2002) involve the grammaticalization .In that respect, the Japanese sentence ending marker NODA is noteworthy.

ex.)   Kare wa Tokyo de umareta *NODA*.
he TOP Tokyoin bear PASS PAST *NODA*. (He was born in Tokyo*NODA*)

As this sentence marked by *NODA* can be interpreted as an explanatory or an assumption according to the discourse, *NODA* has multi-functions, including incompatible features such as, modality-wise, both an epistemic (Noda 1997) and a deontic marker (Maynard 2004). In this paper, I claim that the meaning and functions of *NODA* can only be attributed to those of the grammaticalized copula construction, not discretely to those of the particle *NO*(Shinzato2005) or the copula *DA*(Maynard1997).

A close look at the data taken from literary works over a period of a thousand years, can reveal the genesis of *NODA* in the form of the nominalized predicate clause plus copula construction (hereafter NPCC) in the literature of the 9th century. Over time due to the confusion of the verb conjugation forms, the particle *NO* was attached to the nominalized clause in order to specify noun-like qualities, and the copula, as well, has gone through a morphological change, and in the Present Day Japanese, the NPCC has finally settled in the form of the nominalized clause marked by *NO* plus *DA* (copula). This *NO* plus *DA* is regarded as a marker. Since *NO* is a nominalizing particle, *NODA* can be said to be a fragment of the nominal clause plus copula, with neither of the constituents a lexeme.

Then what are the reasons for this construction having developed its multi-functions? In most of the cases the NPCC follows after a foregoing sentence. Thus two juxtapositive sentences, i.e. the foregoing sentence as P, and [the nominalized clause as Q +copula] (=NPCC) can give the reading of a copula construction [P is Q] (Saji1993). According to Nishiyama (2003), the copula construction in Japanese can be classified in 5 types in respect of the meaning. Take the predicational sentence, the reading of this type expresses the speakers judgment or explanation of the given antecedent. This, in my opinion, gives the best account of the explanatory function of the NPCC. In the oldest literature the NPCC was most frequently used for this function. Then, it expanded its use not only at the end of a matrix clause but also of a subordinate clause, and later, detached from the juxtapositive relation, it added more discursive

functions through context-induced reinterpretation. My data exemplifies this interpretation and the evolutionary process of other functions generated from other readings of the copula construction.

Thus, the purposes of the paper are (1) to show the evolution of *NODA* and its pragmatic functions from a diachronic point of view, (2) to give an account of the pragmatic change, and (3) to discuss whether the evolution of *NODA* supports thegrammaticalization. The data was collected fromcorpora of selected literary works from the 9th to the 20th century and recent recordings of conversation.

Charikleia Kapellidi, *'Subjectivity' and 'involvement': The (gendered) self in discourse*

In the beginning of the 20th century the "speaking subject" was rather on the margins of linguistic interest which focused on propositional thought. The most extreme version of mainstream linguistics, until the early 70s, viewed language as a formal abstract system analyzed separately from its speaking subject and his/her partner in discourse. However, w ithout ignoring the referential function of language i.e. the exchange of information we cannot overlook the fact that through the manner of presenting a proposition we personalize the discourse as we express and reveal ourselves.

The aim of the present paper is to reveal the relationship between two notions closely associated with the "speaking subject", i.e. "subjectivity" and (emotional) "involvement". Running through the major approaches to the two notions, I try to detect the reasons for their being disconnected. Thus, as far as subjectivity is concerned, all definitions with the exception of one or two, e.g. Benvenistes (1971) or Lyons (1982) limit the content of the concept either highlighting one of its aspects (e.g. Maynard, 1993) or resulting in the identification of subjectivity with logical involvement (e.g. Langacker, 1990). On the other hand, the literature review about involvement yielded several heterogeneous definitions that locate involvement in emotive communication, further obscuring its relationship with subjectivity.

I argue that involvement should be subsumed under the "umbrella" of subjectivity, which as the expression of self in discourse concerns every manifestation of the speakers presence in language and covers the logical as well as the emotional dimension of the subject. Thus, subjectivity should be reconsidered as the expression of the thinking/perceiving, feeling and interactional self. Moreover, I claim that these dimensions (logical and emotional) are so closely related to each other that it is almost impossible to distinguish them. I try to check the blending of the above dimensions by examining the use and function of 1st person (singular and plural) subject pronouns, which have been described as the most typical indexes of subjectivity (deixis) in every language.

Furthermore, I explore the interplay of 1st person personal pronouns and gender. More specifically, I am interestedinhow the deployment of the redundant for the greek language personal pronoun may differ, depending on the gender of the speaker, and what this means for the projection of the gendered self and the notion of subjectivity.

Eleni Karafoti, *Politeness theories and the face of the speaker*

The present paper deals with the well-known phenomenon of politeness, but from a different perspective, that of the speakers face. Running through the dominant theories of politeness (Brown & Levinson 1987, Leech 1983, Eelen 2001, Watts 2003) the major aim of the paper is to reveal that the above approaches are other-oriented (to the hearer) and underestimate the needs of the speaker in communication. The speakers face is recognized by two researchers (Chen, 2001; Ruhi, 2004) who acknowledge this deficiency in literature and propose a broader model, either extending B &L theory or using Relevance theory.

In order to examine the overlooked position of the speakers face in interaction, I focus on the linguistic act of complimenting, which, within the framework of B &Ls theory, has an ambiguous interpretation: it is considered a positive politeness strategy and at the same time a face threatening act against the hearers face. More specifically, I examine compliment responses, which despite their variability have something in common: they have to balance two different and non-mutually satisfied constraints, the agreement with the complimenter and the avoidance of self-praise (Pomerantz, 1978). Although the compliance with one of the two constraints is partly culturally defined, I argue that the motivation for the acceptance of the compliment (which leads to self-praise) or the rejection of it (face-threatening for hearers face) seems to be the speakers needs and not the protection of the hearer.

The exploration of the Greek data (26 informal conversations) confirms the above hypothesis, revealing that the dominant constraint in the particular sample is that of the agreement with the complimenter (thus there is no effort to avoid self-praise). On the contrary, the existence of some cases in which the speaker not only accepts the compliment but also enhances it, or even makes comments of self-praise, converges to the same assumption.

On a second level in this paper, by taking into account that gender is a dynamic category which is constructed and reconstructed through language, I explore how gender is (or is not) involved in the protection of the speakers face and what this could mean for our gender stereotypes.

Susanna Karlsson, *The phonetic design of turn-endings and turn-beginnings in Swedish conversations*

Studies of the phonetic design of turn-endings and turn-beginnings in Swedish conversations are comparatively few. In this poster, we present some preliminary results for what phonetic resources speakers of Swedish have available for

identifying turn-endings as well as turn-beginnings in adjacency pairs. Drawing upon previous research on, above all, English (Walker 2004) within the Interactional Linguistics framework, focus lies on participants" orientation and sequential analysis. The study is part of a two-year-project, funded by the Swedish research Council. References: Walker, Gareth 2004. The phonetic design of turn endings, beginnings, and continuations in conversation. York: Department of Language and Linguistic Science, University of York.

Hiroko Kasuya & Kayoko Uemura, *Japanese children"s participation in triadic conversations and the types of parental linguistic input*

Direct interaction with family members may provide opportunities to learn, rehearse, and refine social skills. Children are also interested in what happens between their siblings and their parents, monitoring their languages closely (Dunn & Shatz, 1989). In triadic conversation which can facilitate these direct and indirect interactions with family members, children learn to find ways to tune into the communicative conventions of their culture. The purpose of this study, therefore, is to analyze the developmental progress over the course of the third year of younger childrens interactive styles. These include the ability to seize opportunities to join in a parents and siblings ongoing conversation or initiate a conversation with a new topic. Also we explored how these styles were associated with mothers and fathers speech to younger children.

The data used in the present study was drawn from discourse samples collected when the younger children were 31 months (Time 1) and at 43 months (Time 3). Triadic family interactions were videotaped for 30 minutes each time while the children and the siblings were playing store with the mothers and playing house with the fathers at home at Time 1. The same procedure was used at Time 3 with different sets of toys. Nineteen families with two children (15 boys pairs and 4 girls pairs) participated in this study. All the transcripts were formatted according to the CHILDES (MacWhinney, 1995). All the younger childrens and parents utterances were coded for their directions (the person whom the children or parents addressed). Following Barton and Tomasellos (1991) coding procedure, the childrens utterances were further categorized into three types of conversational turns: Initiate Topic, Join Topic, and Continue Topic.

At time 1, both mothers and children talked to each other more often than to anyone else. The frequency of the childrens conversational moves at Time 1 was very low and the frequency of interrupting, but not joining, others conversations increased from Time 1 to Time 3 in the mothers sessions only. The mothers triads may create an encouraging atmosphere for the children to address their mothers although the direction of this effect has not been clear. In the fathers sessions, however, fathers talked to children less than the mothers did and addressed each child equally at both Times. We also found that children talked to their siblings in the fathers session considerably more than in the mothers session, a finding which was more significant at Time 3 than at Time 1. The children seemed to have their social skills challenged more with father-sibling triads than mother-sibling triads. One possible reason for this tendency could be that the childrens linguistic ability had improved. Also it may be most likely that the children had to turn to their sibling because their fathers were not responsive to the children. Thus, it may be plausible that fathers provide a special training environment for their children, an environment which may function as a linguistic bridge to the outside world and thus promote child socialization.

Kyu-hyun Kim & Kyung-Hee Suh, *The Sentence-Final Particle -Ketun in Korean Conversation: News as an Account*

The connective -*ketun*, meaning if (Lee 1993), is also used as a sentence-final particle with which the speaker asserts the information not shared by the interlocutor (Park 1998). On the basis of the examination of naturally occurring Korean conversations, this paper explicates the sentence-final use of -*ketun* in terms of its sequential import (Heritage 1984), i.e., how the interactional context of its use is shaped by the prior action and how its use affects the subsequent context, especially with reference to the strong sense of social control it effectuates (cf. Drew 1987). The methodology of conversation analysis is used (Sacks et al. 1974), with the analytic effort being made to illuminate the nature of the actions constituted by -*ketun* from the perspective of the participants.

Containing information that belongs to the speaker, the *ketun* -utterance presents an undisputable empirical ground (e.g., in the form of a fact or a first-hand experience putatively owned by the speaker). Pronounced with slightly rising or falling intonation (and accordingly with varying degrees of recipiency pursuit), - *ketun* prods the interlocutor to take the account it constitutes as unsolicited news whose upshot is shown to be crucial in understanding the surrounding talk. This feature of - *ketun*   furnishes the speaker with a means of formulating an account that is geared to tightening the argument (Park 1998), often with the consequence that the speaker secures the upper-hand position in directing the subsequent course of action or pre-empting any counteracting move by the interlocutor with respect to the prior talk. What accords -*ketun* such a strong sense of social control is clearly the nature of the information it formulates as news. For instance, in the second position, e.g., as a second pair part of an adjacency pair, a *ketun*-marked response often attains its dispreferred status in such a way that the relevance conditioned by the first pair part is resisted on the basis of the proposed newsworthiness.

In many contexts, the pre-emptive effect that - *ketun*   has on the addressee (in terms of positioning him/her as a

collaborative recipient of unsolicited news) draws upon its sequential positioning. In the first position, e.g., as a first pair part of an adjacency pair positioned at the first topic slot, the news framed by *-ketun* constitutes an account produced as a pre-sequence, which projects a sequential trajectory in which the speaker can engage in a range of elaborating actions of potentially face-threatening nature(e.g., request), often prefaced by a connective such as *kulayse* or *kulaykaciko* so. In other contexts, the news framed with *-ketun* constitutes an account that supports a prior action which for a range of interactional reasons has come to be produced prematurely, i.e., earlier than its execution is sequentially relevant.

The *ketun* -marked account, unsolicited but crucially informative in managing sequential order, is distinct from other types of account formulated with different connectives/suffixes such as *-nikka* (REASON) or *-canha* (COMMITTAL), which give prominence to the participants shared perspective (Park 1998, Kim & Suh 1994), or *-nuntey* (CIRCUMSTANTIAL), which tends to position the interlocutor as the primary speaker by way of subduing any newsworthy feature of the information it frames. The interactional feature of *-ketun* as the sentence-final particle is shown to be in line with the arrangement-making meaning associated with its use as a connective (with the meaning of if), with the *ketun* -marked clause serving as a basis for an imperative or hortative (constituted by the main clause) by which the speakers point is formulated as an instruction to be followed by the interlocutor (Example: "If your head hurts again *ketun* , please come.") (Lee 1993).

Brian King, *A corpus-based investigation into the discourses of men in online queer spaces*

This study employs corpus analysis and performativity theory to investigate the ongoing construction of online queer spaces through men's discourse. A corpuswas constructed by the researcher from the utterances of men in online chatrooms, andallocated to filesaccording to nationality (USA vs. Australia) and age (over forty vs. under forty). Quantitative analysis and comparisons between the fourfiles allowed evidence to be gathered of similarities and differences between the discourses used by these four groups. Qualititave analysisreveals how queer space emerges from power relationships in discourse. This study argues that online discourses of camp culture and homosexual desire are used performatively in multiple and contested ways. Queer spacesare created fromfriction between the hegemonies ofmasculinty, heteronormativity and 'gay' discourse. This interaction of hegemonies involves the expression of both sexual desires and sexual identities. Surface similaritieswith studies ofheterosexual men's discourses are complicatedby the 'mocking' of heteronormativity.The studyconcludes with the recommendation that further comparisons need to be made between different categories of queer language users, between online and offline modes of communication, and between queer and heteronormative spaces. Such research will enrich understanding of how language is used to perform sexual desires, sexual identities, and spaces.

Marja Köhl, *"Rotten service!!" or "Nie wieder!!!!!!" – British and German complaining behaviour in computer-mediated communication*

As studies on cross-cultural, intercultural, and interlanguage communication have shown, different cultural norms can result in misunderstandings, communication breakdown, and the formation of stereotypes (cf. Clyne, Ball, and Neil 1991; House 2000; House and Kasper 1981; Murphy and Neu 1996; Trosborg 1995; Tyler 1995). This is particularly important in the case of intrinsically face-threatening acts, like complaints, as they themselves represent a source of conflict (Boxer 1993; Brown and Levinson 1987; Murphy and Neu 1996; Olshtain and Weinbach 1993; Trosborg 1995). Since complaints are often part of negotiations and business relationships in computer-mediated communication (CMC) (Herring 1996: 1), intercultural miscommunication in complaining behaviour can have severe consequences. Its avoidance is thus of crucial importance. Although complaints have been recognised in the field of cross-cultural pragmatics, most studies have focused on spoken communication only (cf. House and Kasper 1981; Katz 1987; Kraft and Geluykens 2002, 2004; Mhl 1996; Murphy and Neu 1996; Nakabachi 1996; Olshtain and Weinbach 1987, 1993; Trosborg 1995; Weinbach 1988), thus leaving a large research gap. This lack of research is especially worth contributing to, since over the recent years business via the Internet and, consequently, the electronic complaining behaviour of sellers and buyers from all over the world have definitely increased. The present study thus wants to shed some light on this still undiscovered research area, by comparing the complaining behaviour of British English and German eBay users. The electronic data base of the present study is therefore the feedback forum of the online action house eBay. The data consists of naturally occurring complaints and replies to them, which were downloaded from the British and German eBay website (www.ebay.co.uk; www.ebay.de). This procedure has the great advantage that complainers and complainees are not aware of the fact that their linguistic behaviour will be used for research, which allows to avoid the Observers Paradox (Herring 1996: 5). Furthermore, a large amount of data can be collected to permit quantitative in addition to qualitative analysis. In the framework of this study, a total of 400 British English and 400 German complaints and their replies were collected which are analysed according to the use of realisation strategies, level of directness, perspective, modification, and features of CMC. In addition to this, the reactions to complaints are examined according to their amount of occurrence and the speech act type used. The results of this study are, on the one hand, important for the improvement of cross-cultural communication. On the other hand, they serve as a great contribution to interlanguage research concerned with German learners of English, since knowledge about native speakers cultural norms is a precondition for a further in-depth analysis of learners interlanguage. Poster: The poster at

the 10th International Pragmatics Conference will give an overview of the amount of data and its source as well as illustrate the method of data analysis with the help of suitable examples from the present data set. In addition to that, a choice of results of the cross-cultural comparison will be presented in tables and diagrams.

Katarzyna Kosinska, *The Uptake of Conversational Humour*

The aim of this project is to investigate the correlation of the uptake of Conversational Humour (CH) with other factors, such as the linguistic and extralinguistic parameters of the input, as well as the notions derived from the General Theory of Verbal Humour (GTVH; Raskin and Attardo 1991, Attardo 1994). By doing so, the paper examines various semantic and pragmatic phenomena influencing both the production and perception of CH. An attempt at a qualitative and quantitative analysis is made, on the basis of data taken from the *Santa Barbara Corpus of Spoken American English.*
The project starts with an attempt at a redefinition of CH in order to delineate the field of research. Definitions already present in literature are taken as a point of departure. Both linguistic and extralinguistic factors are taken into account.
What follows is a proposed taxonomy of humorous stimuli encountered in Conversational Humour. The taxonomy is arrived at by selecting humorous sequences of utterances from the corpus of conversational data, and subsequently examining them in terms of linguistic features, their relevance to the interlocutors (Sperber and Wilson 1995, Wilson and Sperber 2002), face saving or face threatening potential (cf. Brown and Levinson 1987), selected prosodic features, contextual cues and the sociolinguistic information available about the participants. The taxonomy also takes into account the Knowledge Resources (KRs) postulated by the GTVH, allegedly inherent in every humorous stimulus. The KRs are revised and adjusted to better reflect the nature of the data. Some notions are discarded, and a few new parameters are proposed.
The core of the project is a presentation of the possible types of reactions to CH: uptake or lack thereof. Various subtypes of both are delineated, taking into account the semantic content of the humorous exchange, friendliness or hostility of the interlocutors, face work, the ongoing aim of the conversation, extralinguistic factors and relevance constraints. The parameters of input are juxtaposed with parameters of the uptake in order to determine the existence of any potential regularities in the Conversational Humour game.

Lorraine Kumpf, *Recognizing formulaicity: Toward a genre approach to formulaic language*

This study aims to explore the assertion that what is formulaic in a text has much to do with the genre in which the text appears, and that perceptions of formulaicity have to do with prior experience with a genre. Prior text (Becker 1984) may determine an individuals ability to recognize formulaicity. I also explore whether native speakers agree on what is formulaic in informal conversation, a genre that is often assumed shared among native speakers of a language (cf. Wray and Perkins 2000).
Genre is defined after Miller (1984), Mayes (2003) and others as a highly patterned sociocultural form, an aggregate of prior text evolving from instances of use. The data sources are: (1) the published text of 20 art catalogues which describe art objects that the museum visitors/readers are assumed to be viewing. These texts are shaped by the pragmatics of joint viewership of the art object by the text author and the art viewer, as well as an assumed level of academic language. (2) conversational data (c. 30 minutes) taken from the Santa Barbara Corpus of Spoken American English (Du Bois, 2000).
Formulaic language in the art catalogue texts is identified by two coders who are familiar with the genre. It includes collocations familiar to art description (rich ornamentation, to enter the repertoire composition that is typically X stylized Y). It also includes spatial, directional, and other deictic language that describes a shared visual field (at the left, placed above, surrounded by A, this plaque), and academic language not specific art ("largely restricted to", "objects classified as B"). From the American English conversational data are identified typical routinized speech sequences, such as as a matter of fact, dont get me started, never mind, cut it out, give me a break, etc. Ample literature exists for identifying formulas in conversational English (e.g.Wray and Perkins 2000, Lanker-Sidtis and Rallon 2004).
Two groups of 20 native American English speakers are asked to identify formulaic language in passages excerpted from the data. There is a baseline education level of a US Bachelor of Arts degree or equivalent, and the groups are divided into halves by gender. One group has either studied art history or has sustained interest in art appreciation (experienced). A second group reports little to no experience art appreciation (nave). All subjects identify formulaic language in texts from both genres, in a procedure following that of Van Lanker-Sidtis and Rallon (2004): it contains both a recognition exercise and a cloze exercise. An additional procedure is an interview with a subset of each group to discuss their responses.
Expectations are that subjects vary in their ability to recognize formulas in conversational English, as users vary in language awareness. Further, nave readers of art texts will not see formulaic language in them; in contrast, experienced readers will recognize genre-specific collocations. I also tentatively expect that experienced readers will recognize formulas not specific to the genre, whereas the nave will not, since the recognition of formulaicity will affect language awareness in general.

Khanh Duc Kuttig, *The Pragmatics of Syntactic Variation in Online Forms*

Government documents have been the focus of research interest covering diverse areas such as document design, readability issues and genre. Current and past research include studies into form-filling behaviour (Frohlich 1986, 1987), various aspects of design (Wright 1982, Sless 2004), genre and description (Delin, Bateman and Allen 2002, Delin and Bateman 2002). With the growth of the internet and the increased use of computers both in households and offices, online documents have been seen as an improvement in administrative bureaucracy. Online documents are considered more efficient for both the client and the organisation, cutting costs and saving processing time. While the studies referred to above investigated certain types of documents such as application forms, websites and instruction manuals and are of a descriptive nature, this paper presents the findings of a comparative study of a selection of online visa application forms. There are two different types of online visa application forms. On the one hand, there exist the so-called genuine online forms which are both completed and submitted online. Such forms do indeed reflect a conversation model for form-filling and this is expressed in the various syntactic devices used by the author of the forms. On the other hand, there are forms which are completed online, but have to printed out by the applicant and then submitted as a paper form. This poster will present examples of syntactic variation between the two types of online forms. Additionally, it will discuss the pragmatic implications of these different syntactic choices and finally, the implications of these findings for the design of online documents will be considered.

Elisabeth Le, *A methodological framework for the study of editorials" complex argumentation*

Until now, editorials have been studied mostly for their content but surprisingly little as a genre. It is true that a few studies have looked at the structure of their argumentation (Bolivar, 1994; Hawes & Thomas, 1996; Tirkonnen-Condit, 1996) but they have not taken into account the differents argumentation levels. This poster presents a methodological framework for the quantitative and qualitative study of editorials" complex (i.e. multi-level) argumentation.

First, a coherence analysis (Le, 2006) reveals the editorials" hierarchical structure with the identification of the thematic and macrostructural sentences at the paragraph level and text level. The type of speech act represented by each macrostructural sentence is then coded, and this, combined with the editorials" hierarchical structure, allows to determine the type of complex speech act and the type of argumentation (i.e. coordinative or multiple) represented by each editorial following the Pragma-Dialectical Perspective (van Eemeren & Grootendorst, 1992). Finally, the coding of the text macrostructures (i.e. the sentences containing the most prominent information) according to the APPRAISAL System (Martin, 1999) reveals the editorials" positive / negative orientation in terms of AFFECT (emotions), JUDGEMENT (moral evaluation) and APPRECIATION ("aesthetic" quality).

This methodological framework has been tested on a corpus of 53 editorials that appeared in the French elite daily, *Le Monde*, between August 1999 and July 2001. The composition of the corpus reflects the overall distribution of *Le Monde*"s treatment of internal, foreign and European issues during this two-year period. Within this parameter, the editorials were chosen randomly. It has been found that 30% of the editorials take the form of a "complex assertive" and 53% the form of a "complex assertive - directive". Editorials on internal politics appear significantly more often as "complex assertive -directive" and editorials on foreign politics are equally "complex assertive" and "complex assertive - directive". However, the overall results show no significant difference between editorials on internal politics and foreign politics. Editorials that take the form of "complex assertive" are equally positive and negative when they bear on internal politics, but they are significantly more negative than positive when they treat a topic of foreign policy. A further (qualitative) study of the editorials will show which emotions and moral values *Le Monde* brings into its argumentation and how it ties in with the argumentation type and topic.

Lekhim Lee, *Speech Acts used in the Elementary School --- A Comparison of the 11-year-old and 13-year-old Chinese Children*

The study compares two classes, 11-year old and 13-year old respectively. There are 13 boys and 15 girls in each Chinese class. The data are collected through daily observation, questionnaire completion, and interviews. The results show that the speech acts frequently used by the 13-year old school children are complaining, criticizing, and threatening, and that the speech acts frequently used by the 11-year old school children are greetings and suggestions. The compliments shown in their speech behaviors reveal their approval or admiration of anothers art talents, computer games proficiency, school works achievement, and house chores sharing. Their responses to the compliments are also analyzed and discussed. Although the speech behaviors expressed by both the two groups are strongly influenced by their peers, school environments and general social atmosphere, there are significant differences found in ages, but no significant differences found in sexes.

Natalia Levshina, *Polyphony in the Opposition Discourse*

In this paper, polyphony is defined as presence of more than one voice in a monological discourse. A voice is a notion that covers actual utterances produced by one or more persons, their potential discourse, ideological position, personal style and language (Bakhtin 1975). The discourse of the political opposition, which is understood as the discourse of

people who are not in power and who express disagreement with the governments policies, offers a wide variety of polyphonic relations in texts. This is mainly due to the fact that expressing disagreement always presupposes the expression of the point that the speaker disagrees with.

This paper describes how different types of polyphony are used in the texts of anti-Putin and anti-Bush Internet and newspaper articles. The material comprises twenty articles written in 2005 2007 by the US, British and Russian journalists and politicians, who oppose those in power.

The research is based on the analysis of different structures used for expressing the Others Voice (OV) in the texts. These structures are examined in the interactional, praxeological and rhetorical dimensions (cf. Fillietaz and Roulet 2002). For this purpose, I used the Rhetorical Structure Theory apparatus (Mann, Matthiessen and Thompson 2002) and the description of an interactional frame made in (Dolinin 2001). The main components of an interactonal frame are the Communicators (speaker/writer hearer/reader) with their social and psychological peculiarities, the Subject Matter, Means of Communication, the Dynamic Context of the interaction and the Circumstances (Time, Place, etc.). A polyphonic structure involves interplay of at least two interactional frames, primary and secondary. In this case, the primary interactional frame corresponds to the communication between the author of an article and his or her readers. The secondary interactional frame refers to the communicative situation which is being spoken about (e.g. Cheney assuring the Americans that the insurgency in Iraq is in its last throes).

The results can be summarized in the following way:

1. The components of the secondary (tertiary) interactional frame are the speakers or writers, who can be classified into the opponents (the president, his advisers and ministers, the mass-media who support the opponent and thus fail to be objective, the opponents supporters) and the Friends (other opposition politicians and journalists, experts, the opponents supporters who disagree with him on the particular matter, the victims of the governments activities). The speakers may be individuals (the President, a minister, a journalist), organisations (the Pentagon), or more or less specific groups of people (Those in power or We) . The way of naming the speaker may be an important rhetorical weapon for expressing the authors attitude towards the OV (e.g. using a shortened name instead of the full one to express despise). The other parameters are represented explicitly when they are relevant, e.g. the Time parameter is specified when describing a promise which was made by the Opponent but has not been fulfilled.

2. The secondary communicative situation may be actual or imaginary; institutional or informal. The examples are official statements, opinion polls, rumours, hints. The opponents may express forecasts (which do not come true, according to the Author), make promises (which are later broken), criticise those who are right and sentence innocent people to imprisonment. The Friends may warn about the possible negative outcome of the governments policies, criticise those in power, give objective information that allows the Author to come to his or her conclusions, etc.

3. The rhetorical relations of the OV and the rest of text also depend on whom the OV belongs to. The Opponents words are often in Contrast or Antithetical relations towards the Authors claims, whereas a Friends discourse is usually a Background or Evidence to the Authors ideas.

4. Of all the various ways of incorporating the OV in the text (Autier-Revus 1982, Ducrot 1984, Roulet 2003), the opposition journalists tend to use the basic ones:

a) metarepresentation (*his speech in Congress*, *his interview with foreign media*), which allows for analysis and evaluation of the OV (the opponents mythologemes), may be used for characterising the opponents verbal behaviour from the ethical point of view as any other action (*obtuse hate mails*, *his past lies*). Used mainly for representation of the opponents words.

b) dir ect speech.

c) indirect speech, which is the most common way of representing opinions that can be argued with or agreed with. It allows for some generalisation representation of a groups opinion (the Power, they) or a mixture of utterances produced at different times.

d) hybrid structures, i.e. utterances that formally belong to one enonciator but actually combine two voices (Bakhtin 1975). Such are the examples of mockery and irony used for representation of what the opponent has said or could say.

Quite often, the OV is not represented by one structure only, but by a chain of clauses with various structures. For example, rendering the OV may begin with a metarepresentative structure, then it may be elaborated by a direct speech, and then be restated by an indirect speech structure. There are many examples when one clause incorporates different ways of rendering the OV, so that the borders between the above mentioned structures are not always clear.

5. I suggest that the relations between the ideological and textual assimilation of the OV are those of inverse proportion. The actual and imaginary utterances produced by the opponents generally undergo more radical transformations, such as minimising (metarepresentation), fixing and grotesque, so that the OV can be integrated into the discourse which has a conflicting ideology. The Friends voices are usually only actual and are close to the original interaction.

Roberta Lorenzetti, *Narrating traumatic experience: effects of empathic arousal and memory retrieval*

The experimental research addresses the topic of empathic arousal and memory retrieval effects in autobiographical narration of traumatic experiences.

The influence of trauma on memory has grown a wide debate in psychology; recently, effects of attention orientation and the resulting effects on memory were ascribed to empathy defined as a thematically induced emotion (i.e., thematic arousal, Laney et al., 2004). Particularly, comparing the emotional arousal induced by visual stimuli with the empathic

arousal a similarity was observed between them as regards the positive enhancement of the central gist of a narration. Nevertheless, empathy, opposite to arousal induced by visual stimuli, appears to preserve also the memory for the peripheral events, i.e., for the details of what is narrated. Thus, during the empathic activation the narrowing effect of attention doesnt seem to take place (i.e. Easterbrook hypothesis or weapon effect). These results were obtained in laboratory settings using slides and stories artificially prepared for experimental goals.

Our research aims to investigate if the same effects on attention and memory can be found when the empathic arousal is reached using true autobiographical narratives. More specifically, the research aims to investigate the effect of the neutral or traumatic content of the autobiographical narrative on empathic arousal and, hence, on memory. Negative higher evaluations are expected in arousal test for traumatic narratives along with a better memory retrieval.

Subjects : 20 university students

Material : arousal test (9 items: 3 indicating positive arousal, 3 for negative, 3 neutral; 5 points scale); audiotape lasting 30 min (4 audio traces about traumatic events + 2 neutral cued-generated narratives taken from a previous research); memory test (6 sentences for each narrative: 3 with central and 3 with peripheral information; 5 points scale)

Procedure : Ss listened the audiotaped narratives one at a time; after each narrative the arousal test was given; Ss were recalled two days later and the memory test was given about each narrative in random order.

Results : arousal test seems to agree with the expectations (statistical elaboration of these data is still in progress); an ANOVA was performed about memory data: a significative effect was found for the following factors: narrative (F 3,472= 6.44 p< .0005) and kind of information (central vs. peripheral) (F 1,472= 8.73 p<.005); the interaction was significant as well (F 3,472=2.65 p<.05).

Discussion : Laney et al. (2004) compared visually induced arousal and thematically induced arousal and as to attention and memory using laboratory material.

We privileged naturalistic material; we distinguished between highly negative, i.e. traumatic, and neutral narrations (Lorenzetti et al., 2006); we selected central and peripheral linguistic information. The results appear interesting: a significant difference was found between arousal and memory evaluations for traumatic and neutral narrations; a significant difference was found between central and peripheral information in traumatic narratives. This suggests an influence of traumatic content both on arousal and memory.

Saeko Machi, *"My/Your story" vs. "Our story": Repetition in English and Japanese conversation*

This paper will examine occurrences and functions of repetition in English and Japanese conversation to manifest how they are used in interpersonal involvement and how they contribute to English and Japanese conversational styles. Since our concern is to study repetition as an involvement strategy that creates rapport between participants (Tannen 1989), the focus of this study is limited to allo-repetition?to repeat the words, phrases, and sentences of others.

The data for this study was obtained via free conversation of 11 American pairs and 13 Japanese pairs. Each conversation is between native pairs of English or Japanese speakers. All the informants were female college students. Each pair was given 5 minutes to talk in turn about a pre-selected topic What were you most surprised at? The total time of English and Japanese conversation is 60 minutes and 74 minutes respectively.

In the quantitative analysis, the frequency of repetition in English and Japanese is analyzed. The analysis shows that Japanese speakers use repetition about 3 times more than English speakers. Also, in the qualitative analysis, to see which function of repetition is preferred in the two languages, we classify all the repetition into 7 functions: showing agreement, confirming information, asking questions, answering questions, savoring, linking stories, and showing empathy. The results show that Japanese tend to seek connection and a sense of sharing with each other through repetition that links stories(1), shows empathy(2), and shows agreement(3). Look at the following examples (translated into English).

(1)   A: I went into a haunted house last week and it was so scary.
        B: Well, I went into the haunted house in Disneyland and

(2)   A: so when I saw him in the caf, I was so surprised.
        B: Surprised.

(3)   A: that kind of thing happens a lot.
        B: Yeah, (it) happens a lot.

Americans, on the other hand, value eliciting accurate information by using repetition that asks(4) and answers(5) questions, and confirms the information(6) exemplified by the following examples.

(4)   A: It wasnt surprising when I moved, but...
        B: You moved?

(5)   A: Was he a prisoner in Vietnam?
        B: In Vietnam, yeah.

(6)   A: I think I was ten.
        B: Ten, okay.

Added to this, Americans do not use repetition that shows empathy. However they use repetitions that link stories and show agreement, though they are used much less than in Japanese. This means that Americans are more aware of their personal domain by drawing a boundary between self and the other.

Based on the result of the quantitative analysis and preferred functions of repetition in two languages, I will argue for

the different styles involving English and Japanese conversation. What I wish to show in this paper is the following: by using repetition, Americans construct conversation with individual stories (my story and your story) from respective stances, while Japanese co-construct conversation by sharing the same or related stories (our story) and feelings, and merging into each other.

Ruta Marcinkeviciene, *Pragmatic interpretation of Lithuanian lonely-hearts ads*

Lonely-hearts ads (LHA) is a goal-oriented genre in which a writer uses language in order to produce a particular effect in the mind of the reader. Writersutilize this genre in order to offer themselvesto the target audience of possible partners, and to express their expectations concerning their addressee and the type of their relationship. In doing so, they reveal their personal and cultural values.
The corpus used for the analysis was compiled out of 1873 ads coming from four journals and one daily newspaper. The latter provides ads of limited length (40 words), remaining ads are of various length (from 5 to 170 words). However, mid size-ads of ca. 50-60 words are most popular as they are of reasonable price. The analysis was performed using WordSmith Tools,which provide the word frequency lists, concordances and key-word extraction.
All of the ads can be classified into typical and non-typical according to the informational structure of the text. Non-typical ads are short essays or pieces of poetry with the contact numbers at the end. A typical LHA consists of several rhetorical moves, i.e. separate clearcut speech acts: at first, a writer gives an assertive statement about oneself, i.e. an introductory part; then comes a statement of intention and a commisisve appeal witha description of a desirable partner. In short, the information structure of a typical LHA could be expressed as follows: X seeks Y with the aim of Z.
Pragmatic interpretation is applicable to all parts of a typical LHA. The introductory part, richin self-descriptive elements, lends itself to the application of modesty maxim. Indirectness and a variety of mitigation techniques (such as euphemisms, uninformative denial, implications of unreal mood, etc.) are employedin hinting at personal drawbacks and communicative intentions. Interpersonal rhetorics (the use of personal or impersonal forms of verbs and pronouns, social deixis, types of sentences), however, is a feature of the entire text of an ad.
Frequency counts of the words used show the hierarchy of features mentioned: age, height, marrital status, communicative intension, education, weight, Zodiac sign, resources, colour of eyes, children, colour of hair, health. Differences in male and female self-presentation (femalestend topresents themselves as pretty, open, sincere, slim, serious, tidy, self-supporting, educated; males mention their good shape, being cultured and having no addictions) as well as differencesin requests for a partner (men look for serious, simple, sincere, attractive and educated women in that order of importance of features; women seek for sincere, cultured, educated, financially independend, and simple men) reveal male and female virtues as they are assumed by authors of ads.
Some of the features mentioned (cultured, simple, serious) are key-words of ads, i.e. more important than the rest. Their abstract and therefore ambiguous meaning was explicated against a concordance derived from a general corpus of 100 mio running words of Lithuanian language and revealed their cultural connotations. Overall, LHAdemonstrated some basic ideological assumptions, e.g. only serious and stable relation is valuable, and material items are not as important as spiritual attributes (hence appearanceis of less importance than character). The analysis of Lithuanian LHA is to be followed by a comparisonwith the corpus of British LHA in order to reveal differencesin contents andmanner of presentation.

Leyla Marti, *Indirectness in Turkish requests: The case of Turkish-German bilinguals in highschool*

This is research in progress. Studies on speech acts consist an important part of politeness research. The aim of this study is to investigate the realisation of requests in the Turkish speech of Turkish native speakers and Turkish-German bilingual returnees from Germany at highschool level. A written discourse completion test has been administered to 60 students (age between 13-16) in a highschool in Turkey . 29 of the students are Turkish-German bilingual returnees and 31 Turkish monolingual students. The main focus of the test is to measure the directness levels in the requestive acts of Turkish native and Turkish-German bilingual speakers. The test comprises partially of examples from the CCSARP (Cross-Cultural Speech Acts Realization Project) (Blum-Kulka and Olshtain, 1984) translated into Turkish and situations speakers might encounter in everyday life. The results are compared with the results in Marti (2006) where Turkish monolingual and Turkish-German bilingual returnees at university level have been investigated.

Amina METTOUCHI, Shlomo Izre'el & Anne Lacheret-Dujour, *Intonation Units in Kabyle and Hebrew; perception, acoustic cues and informational structure*

One of the fundamental questions underlying the analysis of spoken languages is their decomposition into units that can be considered basic in terms of informational processing and communication. Several works have explored the prosodic domain in order to understand its role. There have been a number of proposals in terms of tone-unit, intonation-unit, paragraphe oral, priode, etc. in well-studied languages such as English or French. But this question has only recently been addressed in less widely-studied languages. However, it has a strong import not only for prosodic studies, but also for the compilation of spoken corpora, which demands that stretches of speech be separated into relevant linguistic units.

Our study deals with two geographically separated but genetically-related (Afroasiatic) languages, which are spoken by several million people: Kabyle (Berber) and Hebrew (Semitic). Its aim is to assess the respective import of suprasegmental and segmental cues in the perceptual delimitation of intonation units.

In order to do that, we conducted a threefold experiment, with samples extracted from spoken narratives in conversational settings: (1) Perceptual parsing of the samples into intonation units (henceforth: IUs) by initiated speakers (i.e., native or nearly native speakers of each language) (2) Perceptual parsing of either Kabyle and/or Hebrew by people who do not understand this language, (3) acoustic automatic parsing with the software ANALOR where the parsing is based on three acoustic cues:variation of the fundamental frequency in a fixed intonative register, pitch resetting, pause duration.

This way each sample is parsed with and without access to the semantic, syntactic, informational and pragmatic contents of the sample. The following points are addressed, on the basis of the parsing differences (in terms of distributions) between (1) and (2), (1) and (3), (2) and (3):

the distributional differences between (1) and (2) and (1) and (3) may suggest that the segmentation into IUs of a native speaker is not based solely on prosodic cues but on a mix of prosodic and segmental cues, that convey information structure and intercommunicative perspective. We study the interaction between prosody and information and syntactic structuring, and propose preliminary hypotheses on the respective influence of those factors, on the basis of our samples.

the distributional differences between (1) and (3) as well as between (2) and (3) show to what extent the parameters used in ANALOR for the segmentation of IUs in French are good predictors for typologically different languages. Their study completed with manual analysis by Praat gives directions for the adjustment of the parameters in relation to our findings, so that the software can be ultimately used to help in the recognition and automatic parsing of basic IUs in spoken corpora in various languages.

The goal of this preliminary experiment set is to detect some cross-linguistically valid features of segmentational prosody and the handling of segmental and informational structure of languages with some structural similarities which are not usually discussed in relation to prosody when dealing with Indo-European languages.

Yui Miura & Tomoko Matsui, *Preschooler's assessment of knowledge states of others based on linguistic and behavioral information*

Existing studies have suggested that given two or more bits of contradicting information, children have an ability to decide which information to accept (Robinson, et al., 1998; Whitcombe & Robinson, 2000). At the same time, it has been shown that three-year-olds have difficulty in telling how they reached their decisions about what to believe (Gopnik & Graf, 1988; ONeill and Gopnik, 1991; Wimmer et al., 1988). This suggests that the ability to make appropriate on-line decisions needs to be differentiated from the ability to report sources of belief.

Along with information gleaned through visual, tactile, and other non-linguistic perceptual channels, information obtained through verbal communication is one of the primary sources of human knowledge. Understanding words that express a speakers certainty (e.g. *know*, *think*) and or indicate the quality of evidence possessed by a speaker (e.g. *see*, *hear*) plays an important role in judging the reliability of the communicated information. Previous experimental studies have reported that children typically cannot identify such terms until after their fourth birthday (Moore et al., 1989; Papafragou & Li, 2001). Moreover, Matsui et al. (2005) examined preschoolers ability to monitor sources of their belief based on linguistic clues and reported that it begins functioning between 5- and 6-years of age. Differences in childrens developmental ability depending on whether the sources are encoded linguistically or behaviorally have not been examined.

In our study, adopting the methodology developed by Moore et al. (1989), we presented preschoolers with hidden object tasks that prompted them to make decisions based on pairs of conflicting statements (e.g. *Whats in the box is an apple* vs. *Whats in the box is a banana.*), together with verbal or non-verbal clues encoding speakers knowledge states. We selected contrasting pairs of Japanese linguistic forms to test sensitivity to degrees of speaker certainty (e.g. *know* vs. *think*) and evidentiality (e.g. *see* vs. *hear that*) and the test utterances were marked by these words (verbs or particles). As with the verbal pairs, we produced two types of non-verbal pairs of stimuli, to test childrens sensitivity to behavioral clues that yield different degree of certainty/evidentiality. Here we were interested in learning about whether differences in the ability to use linguistic clues to identify a more reliable speaker and the ability to assess others states of minds based on other types of behavioral clues would emerge.

The results suggest that for children at the age of four, behavioral indications of knowledge formation in others are more effective as clues than linguistic equivalents. Our 4-year-olds were capable of using both linguistic and behavioral clues effectively to select more reliable source of information. Moreover, our 6-year-olds, but not 4-year-olds, were capable of answering source questions, suggesting that development of the ability to make on-line judgment on reliability of speaker knowledge precedes development of the ability to reason reflectively about source of knowledge. This indicates that information to distinguish the reliability of information is represented in the mind of the 4-year-olds, but the representation may not yet be available to conscious access.

Andre Moine, *Family Resemblances in a Gallery of Portraits: traits in portraits of maintenant and alors*

In this presentation, part of my research on discourse markers in French, I look in detail at the composition of several

portraits of different meanings of maintenant and of alors. In Schiffrin (1987), the analysis of discourse markers takes place within the frame of a classical approach to the analysis of meaning where sufficent and necessary conditions are used to decide which category an item belongs to. However Schiffrin (1987: 246) does recognize the fuzzy boundary between adverb and discourse marker. The presence of fuzzy boundaries within categories can be handled more effectively by the extended version of prototypical semantics as presented by Kleiber (1990) and the notion of family resemblances (Wittgenstein: 1953). Within the framework of the extended version of prototypical semantics the principle of componentiality of the meaning of a word is, however, still at work. Kleiber mentions how Wierzbicka (1985) uses portraits of concepts associated to a word. These portraits consist in lists of semantic traits. I have developed such portraits for each one of the meanings of alors and maintenant. From the analysis of 225 samples of alors and of 83 samples of maintenant found in interviews, dialogues and prose I have identified ten different meanings of maintenant and thirteen meanings of alors. Each meaning has a portrait. The components of the portraits are traits like the syntactic environment and position, the role of maintenant or alors with regards to the event time axis and of the discourse time axis concepts borrowed from Schiffrin, also if they operate at a phrastic or transphrastic level, the temporal environment, the nature of the logical link and the discourse unit where the word is found. Once the traits and their importance as elements of the portrait are presented, the ten different meanings of maintenant and the thirteen meanings of alors are each organized in three groups of meanings. Alors and maintenant are considered to be discourse markers in only one group of meanings. So out of a total of 23 different portraits only several portraits are presented here. There are the ones where changes in the composition of the portrait are decisive regarding which group a particular meaning belongs to. For instance a break in the logical link will place alors and maintenant in the only group of meanings where they can be considered discourse markers.

Edwiges Morato, *Aphasia and competence (relatively) to language: A socio-cognitive perspective*

Linguistics has long been questioning the explanatory limitations of Chomskys theory regarding the notion of competence. Although pragmatic, textual or conversational processes have been definitely incorporated in the consideration and in the analyses of the object of Linguistics since the mid-20th century, we are still far from foreseeing an agreement among linguists regarding the notion of competence or what it can explain. The challenge of understanding what the notion of competence brings in terms of heuristic gains to the understanding of the subject-language-world relationship is, in this manner, in overcoming the formal importance of the founding Chomskian model, which even naturalizes it by considering it a innate and somewhat mysterious ability that we would have in order to speak and understand. Our data allow to review such an idea from a critical angle.

If we were to summarize the expectations towards the idea of competence relatively to language in an alternative perspective to the founding competence model, we would say, based on empirical data from aphasic subjects and from children at language acquisition phase: (i) the notion of competence evokes different modalities of exercise of different abilities, i.e., it is about a knowledge in use (Ogien, 2001); competence has not only a pragmatic existence, but is also heuristically conceived by subjects in interactive practices; (ii) if competence is rather a practice than a faculty, this is because the notion of practice involves language acts and social actions; (iii) not being regarded as a faculty or a mental disposition, competence can be empirically analyzed.

Our analysis of competence will be based on empirical material. We will discuss extracts from a conversational situation between aphasic subject and non-aphasic interlocutors.

Among the theses we can extract from a socio-cognitive reflection on competence, to which a non-internalist reflection in the field of Linguistics can be connected, are: (i) the idea of competence as a practice discharges the idea of competence as a faculty; (ii) the postulation of a competence for language as knowledge is part of a legitimate/socio-politically legitimated competent discourse; (iii) if we consider the evaluative and regulative character of the term, nothing that is considered natural can be called competence.

Keiko Naruoka, *The Nonreferential Function of Deixis: A Case of Japanese Adnominal Demonstrative Konna/Sonna/Anna*

Demonstratives are traditionally viewed as linguistic forms that show clear referential functions; that is, referring to an object in a speech situation or in discourse. This paper examines a variation of the Japanese demonstrative, *konna/sonna/anna* (this/that/that kind of), which is said to indicate the kind/character of the referent in Japanese grammar, and illustrates this forms primary function is NOT referential but to express the speakers emotions. Previous studies on demonstratives point out that demonstratives sometimes express the speakers emotion (e.g. Lakoff (1974) on English *this/these* and *that/those*). However, I will illustrate that the target form of this study intrinsically has the emotive function itself, and expresses the speakers emotion in all cases in my data. By examining a variation of the Japanese demonstrative, which has been neglected in previous demonstrative studies, I will display the importance in examining not just the differences among three terms (*ko*-, *so*-, and *a*-) but also variations in order to fully understand the demonstrative system.

The data is 85 minutes of video-taped interaction from Japanese TV talk show. The show has an MC and three guests, and each guest takes turn to tell a story on a certain topic for about five minutes. In my data, none of the uses of the

target form solely indicates the referential meaning (i.e., indicating the kind/character of the referent). Instead, they are used to show the strong emotion of the speaker, such as antipathy, insult, and surprise. The form and the expressed emotion are not in a one to one relationship, and the larger discourse context is required in order to understand the emotions. In my analysis, I show 1) where in discourse the demonstrative is used; and 2) the process by which these emotions are expressed by the demonstrative.

Konna is usually used in the narrative part of the data. When *konna* is used, the indexical ground (Hanks 1990, 1992), on which the use of deixis is projected, is moved from the current speech situation to the situation where the speaker experienced in the past event. By employing *konna* in an utterance, the speaker is able to express her emotion vividly as if she goes back to the past event (surprise, in example 1). *Konna* is also used when one explains something with gestures. The use of *konna* indicates the gesture and draws audiences attention to it. At the same time, it implies some emotion, such as surprise or antipathy toward the referent she is explaining with her nonverbal cues.

(1)   *Konna tokoro de doo yatta no tte omotte,*
        konna place at how did NOM QT I thought

I thought, how did you manage in such a (narrow) space?

Sonna is often used when one gives a reaction to the interlocutor. In (2), another guest in the talk show is surprised by the narrators story, and the referent (narrators story) is expressed by *sonna-koto* (-thing) rather than a simple pronoun. Interestingly, *sonna*, which is used most frequently among three, is also used like an interjection, with the last vowel *a* often prolonged as in *sonnaa* and nothing follows it. This *sonnaa* is used when the speaker is surprised or has the feeling of antipathy toward what the interlocutor says.

(2)   *Sonna koto arien desu ka*?
        sonna thing possible COP Q

Is that possible?

Anna, though the frequency is much lower than the other two, is used when the speaker is summarizing the story and commenting on the topic again in later discourse. The use of *anna* also includes the speakers stance, such as antipathy, toward the referent.

From the results, this study discusses how these demonstratives come to indicate emotive meanings. I argue that the indirect feature of the forms when referring to the object (in prescriptive sense, not referring to the object itself but referring to the kind/character of the object) creates the room for adding emotions in discourse.

Todd Nicewonger, *Design Socialization: an exploration into the relationship between language and innovation among apprenticing fashion designers*

This poster session will explore the communicative practices, especially the role of talk (cf. Heritage 1984) used among avant-garde fashion designers to impart, accrue, and create design knowledge. The research is drawn from an on-going ethnographic investigation into the pedagogical practices of a northwestern European fashion design academy. Since the 1980s journalists, art historians, and fashion critics have described this particular institution as a site where debates about creativity and innovation speak less and less of a mass consuming fashion market based on a post-Fordist model. Rather a more socially conscious ideology has formed that attempts to frame fashion as an intellectual system of production, characterized by the creation and marketing of designs that are multifunctional and polysemous: fashion as political protest; fashion as sensorial extension; fashion as lived environment.

In exploring the socio-cultural influences shaping this site my research has focused on the formation and transmission of design-knowledge in two primary contexts: design classes and studios where students fabricate and practice design. Particularly, my research analyzes how interactions between novice and more advanced designers co-construct the actions and deliberations that inform this historically unique site (Goodwin 1996; Berger & Luckmann 1966). From these perspectives my poster session will examine the language practices used in curricular exercises to translate a design idea into material form.

In this presentation I will utilize still pictures and transcripts to illustrate the use of language and gesture as fashion design students engage in design projects. The presentation will be guided by the following questions: 1) How does a designer communicate an emerging idea/understanding at different stages during the design process? To address this question I will analyze the language socialization practices used by instructors to convey techniques to novices (cf. Lave 1990; Schieffelin & Ochs 1986), focusing on the co-constructive language acts used by designers to differentiate between subjective and objective categories of inference (cf. Ochs & Jacoby 1997). 2) Secondly, how do actors reconfigure their deliberations while engaged in talk (Goodwin 11: 2000)? In examining this question I will present examples of designers engaged in design practices during collaborative projects to illustrate how they respond to the body movements of others. These insights will address the interrelationship between talk and gesture which designers use to express an idea during a design process. Together these areas of investigation will provide insight into the intellectual reflections and intentions informing institutional language use and local theories of material culture.

Sofie Niemegeers, *modal particles in English-Dutch translation. A corpuslinguistic approach*

In this work in progress, a parallel electronic corpus has been developed to study aspects of the translational process and some of the choices the translator makes. The corpus (of approximately one million words) consists of Dutch original

texts aligned to their English translations and vice versa. This way it is possible to combine a contrastive linguistic approach (using the translational part of the corpus) with a translational study (using the comparable part of the corpus), two complementary and inseparable approaches. The corpus consists of a fictional and a non-fictional part and since the focus is on interactive language use (which is the natural habitat for these pragmatic particles), the text types included are novels and plays for the fictional part and political speeches and newspaper articles for the non-fictional section of the corpus. The corpus is balanced and representative; the gender and origin of writers and translators and the text types are taken into account in the quantitative distribution of the texts included. I have included as many different writers and translators as possible. The texts have been given annotations both on the textual as on the linguistic level. Information regarding the authors, the translators and the publishers is included on the textual level and on the linguistic level, the sentences containing modal particles get annotations such as for instance type of speech act, dialogue or monologue, while the modal particles and their translational equivalents have also been given relevant annotations. A computer program called Kwalitan has been used to make all of this coding easy and usable.

Modal particles are particularly interesting from both the contrastive linguistic and the translational viewpoint, since they are predominantly present in Dutch but underrepresented in English. Therefore other (more lexical) means have to be used in English to express the pragmatic content of these particles, their function of intersubjective positioning or modification of the relationship between speaker and hearer.

The contrastive linguistic approach helps to formulate more accurately the different (pragmatic) meanings of these modal particles, by comparing them to their (more lexical) English functional translation equivalents. The semantic meaning of these lexical functional translation equivalents is easier to grasp and can give us an indication of the semantic meaning these pragmatic particles have in Dutch. For the linguistic approach, the parallel corpus is used in both translational directions.

On the other hand, the translational approach can give us a deeper insight into the translational process and the choices of the translator. For this purpose, the comparable part of the corpus will be used, comparing the Dutch original texts to the Dutch translated texts. First, a quantitative comparison is made between Dutch translations and original texts regarding their modal particle use, to test the explicitation hypothesis, which states that translated texts are more explicit than original texts. If the translated texts contain more of these pragmatic particles than the original texts, the explicitation hypothesis is confirmed again. Secondly, we look at the different variables such as text type, relational structures (of either the characters in the fictional texts or of speaker-hearer relations in the non-fictional texts), origin and gender of the author or translator, Flemish publishing houses versus those from the Netherlands and so on to indicate the possible influence of these variables on the translations.

Goritsa Ninova & Hassan Atifi, *Building a Transdisciplinary Methodology of Digital Corpora Analysis*

Humanities have developed complex theories on communication, in particular in the communicative interaction field. Patterns of human interaction are the object of an increasing interest by Artificial Intelligence research, and in particular by Knowledge Management, Human-Machine Interaction and Computer Supported Cooperative Work (CSCW). It is nevertheless true that acomprehensive methodology is still lacking in action research as far as digital data analysis of communicative interaction is concerned.

This study is a part of a pluridisciplinary research project driven in the Tech-CICO Laboratory whose aim in the last several years has been to associate humanities and computer scientists, in particular concerning professional organization oriented intervention research. Its main objective is to develop a transdisciplinary methodology of digital corpora management and analysis.

In this sense, our main objective is to facilitate sharing and analysis of corpora between specialists in communicative interaction. We are not aiming to create one (too) more hyper interaction model but to provide an operative framework to an empirical analysis of authentic data by respecting the specificity of each chosen discipline. Our starting point is the objective practices of constitution and analysis of corpora in interaction disciplines. We sought to offer an explanatory attempt of analysis categories developed in each discipline in order to encourage a peer dialogue.

The stages of our research include:

-An initial comparative analysis of theoretical pattern of verbal communicative interaction, the chosen criteria being: applied models, aim, granularity of analysis, data approach, etc;

-A study of practices of interaction data gathering and analysis which are done in three disciplines: psychology, sociology and pragmatics. Our main approach is internal investigation [1] . More specifically, a series of thorough interviews with two representatives of three disciplines were held. This approach pointed up the gaps between the disciplines. No discipline on its own would be able to assume the complexity of interaction phenomena.

-In order to complete the results of this investigation, we present as well a modelling of analysis practices of communicative interaction. This modelling is based on the approaches related to the knowledge management field.

An interesting perspective is opening on the basis of a collective analysis of an identical case towards a clearer description of each disciplines contribution, which would allow us to draw the difference between analysed levels, identify junction points, and generate connection and confrontation. A development of a platform could be involved in order to facilitate subsequent or parallel analysis and make use of the objective results of this collaborative work.

Neus Nogué-Serrano & Lluís Payrató, *Multimodal person deixis from multimodal corpora*

The aim of this poster is to analyse person deixis as a multimodal phenomenon in the discourse of multilingual speakers (Catalan-Spanish-English), compiled using experimental methods and compared to natural data.

Deixis in general, usually defined as the grammaticalized relations between utterances and their contexts, is not only a phenomenon halfway between pragmatics and grammar, but one in which a great number of modes and channels of communication interact. Since the first studies, gestural deixis has been part of the characterisation of the phenomenon. But the fact is that other uses of deictic expressions can appear together with gestural resources (basically, coverbal hand gestures and head orientation).

To provide a preliminary description of the various ways in which linguistic deictic expressions interact with gestures in discourse, we analyse the productions of twelve women in different text types and in different languages (Catalan and Spanish as L1/L2 and English as L3). These data are taken from the multimodal and multilingual corpus CAP (Corpus Audiovisual Plurilinge, Universitat de Barcelona).

In a context of synchronized communicative procedures, the analysis shows several patterns of relationships between multimodal person deictic resources, depending on individual styles, languages and text types.

Yuko Nomura, *Quotations and Conversations ~A Comparative Study between Japanese and American English Conversations*

In this study, quotations in American English and Japanese conversations are examined by comparing them with quotations in American English Conversations. In conclusion, it will be shown that in Japanese conversations, quotations that show the speaker'sthoughts are frequently used and that in English conversations quotations that tell a certain utterance are frequently used. My claim is that Japanese conversationalists tend to put an importance on sharing feeling, whereas in American English, speakers tend to put importance on telling objective facts.

The data consists of 26 Japanese and 22 American English conversations in an experimental setting, collected in June 2004. The participantsin the conversations are two female native speakers of each language. The occupations of the Japanese participants are teacher and college student, aged 20 to 50, while those of the American participants are exchange student, teacher, and worker in a professional area, aged 20 to 68. They were asked to talk freely about what they were most surprised at in their lives for about five to eight minutes. The total time of the data is 143 minutes for the Japanese conversations and 116 minutes for the English conversations. All the conversations were DVD-recorded and transcribed.

In previous studies on quotation,the topichas beenexamined through an analysis of the linguistic expressionin reported speech and usually treatedin terms ofgrammatical problems-e.g. difference in the forms of direct and indirect speech-or as a rhetorical subjects-e.g. direct speech can make the whole utterance more dramatic and vivid than indirect speech(Tannen 1989, Palmer 1996, Kamada 2000, etc.) Because reported speech in English and Japaneseis too different to compare in terms of grammar, comparative studiesin this areaare very limited.

This study differs from those focusing on linguistic expressionin reported speech. Instead, I consider quotation as one behavior that peopledisplay when they communicate. This makes it easier to comparequotations in different languages, becauseit is a common phenomenonthat can be found across languages(McCarthy 1998).

After observing all the data, it was found that quotations could be divided into two types. One is a "said-type quotation," which is quoted from some utterance or written text and used to report what theperson has said in a certain context(e.g. I was like, Wow, youre too young, but okay. or*Sumimasen, oki te kudasai, tte itta nandesu* (I said, Excuse me. Please wake up)). Another is a "thought-type quotation," which quotes words inthe person'smind and is used to show whatthe personhas thought in a certain context (e.g. Im thinking, I dont know anything else but these questions.or*do shi yo tte omoi masu yo ne.*(We think, what should we do?))

In my analysis, all the quotations (244 quotations in Japanese and 132 in English) are classified into the two types mentioned above, and the results obtained are as follows.67.2% of Japanese quotations are thought-type and 72.0% of English quotations are said-type. This shows that in Japanese conversations, speakers quote mainly to convey what they think, while in English conversations, speakers quote mainly to report what they say.

My claim here is that Japanese conversations, where thought-typeis frequently used, and English conversation where said-typeis frequently used, have different communicative goals. That is, for Japanesethe goal is to share feelings and for English, to tell objective facts. By using thought-type quotations, which can tell words in the mind that are invisible from the outside and only the authentic selfcan know, Japanese speakers open their heart and try to become closer to each other. On the other hand, by using said-type quotations, which can report words uttered by somebody that can actually be heard, English speakers convey objective facts and try to exchange information correctly with each other.

Aisling O'Boyle, *"What do you mean "if you look at…"": Elaborating and lexical bundles in classroom contexts*

Frequency based approaches to the identification of lexical bundles show variety across register. Examining classroom teaching, textbooks, conversation and academic prose, Biber, Conrad, and Cortes (2004) demonstrate the high level of lexical bundles occurring in classroom discourse in relation to other registers. This poster presents data from a spoken

corpus made up of university classroom teaching across a range of disciplines. Using the functional taxonomy, lexical bundles which mark for elaboration and clarification are identified and explored. Lexical bundles such as *I mean you know* frequently occurring in classroom discourse were examined. However, instances of lexical bundles which act as markers of elaboration and clarification more frequently found in conversation, such as *what do you mean* were also examined in the corpus of classroom discourse. The aim was to explore what happens when lexical bundles more often found in conversation are used in classroom contexts. The instances where this did occur were explored and analysed in relation to how the lexical bundle serves to frame the discourse, invite information from interlocutors, and realign the roles in what Nassaji and Wells (2000) have termed primary and secondary knowers in teacher-student interaction. The findings suggest that a temporary shift caused by a feature associated with conversation can frame an extended elaboration in classroom discourse.

Rumiko Ochiai, *The Japanese Negative Interrogative –janai and Their Insubstantial Identity: A Notion of the Self in Buddhism*

The Japanese negative interrogative *-janai* is an oral contraction of *de wa nai ka* (COP + particle + NEG + Q), whose comparable English forms such as Dont you~? indicate a speakers strong assertiveness. This study examines the practice of *janai* in task-management discourse from the perspectives of a speakers identity, showing how she attunes herself to her interactant by supporting the interactants point of view in a way that could be seen to abnegate her identity. I will argue that this tendency of insubstantiality may be lined with Buddhist notions of the self.
The data consist of sixteen transcriptions of task management discourse between Japanese female native speakers. Pairs of informants were asked to rearrange fifteen picture cards to create a natural story. Their negotiation was video-taped by researchers.
The analysis shows how *janai* conveys a feeling of uncertainty which opens room for further suggestion: when one asks which is the first card, the other answers *Kore da yo, kore.* (This one, This one.), which is positively acknowledged by the interactants response *A, honto da.* (Oh, thats right.). This sequence is likely to be finished here because consensus has already been obtained. However, she continues with the *-janai* phrase as *Kore janai?* (this + *janai*) conveying her lack of confidence. Here, the speaker never insists on her proposal despite obtaining the agreement from her interactant. Instead, she attunes herself to her interactant and creates a harmonious rapport by opening room for other possible suggestions. Furthermore, we found that *janai* serves as an answer in question-answer adjacency pair, which is not the case in the comparative English data. Here, *-janai* succeeds in conveying her preference to her interactant and encourages her interactants epistemic authority. For example, the speaker answers her interactants question *Kore mo kore da to omou?* (Do you think this one goes with this one?) with *Janai?* to show her agreement. If in English, the possible answer will be Yeah, thats what I thought., which displays the speakers epistemic authority that she already knew so before the questioner pointed it out. However, in Japanese, *-janai* does not show her clear position since it employs the negative interrogative form, so that it successfully notifies her interactant that she is not trying to claim her own epistemic authority but to encourage her interactants. What these results indicate is that she devotes herself to her interactant by not insisting on her opinion; in other words, she does not voice her identity or independent self which is clearly distinguished from others but rather fits into her interactants. We may therefore argue that the speakers self behaves as if it did not exist even though we have two different participants in the conversation.
My claim is that this insubstantiality of Japanese self may be lined with a notion of the self in Buddhism in which an absolute self is not admitted. According to Buddhist philosophy, the self is inherently insubstantial or falls into Nothingness (Izutsu 1977: 5) where distinctions such as I-you and speaker-hearer exist only for the sake of expedience. In other words, such an expedient distinction regains its own original unity (Izutsu 1977: 5) so that all things are beyond separation. It can be concluded that the insubstantiality of self illustrated by the Japanese practice of *-janai* is an embodiment of common sense ideas (Hanks 2005) which are immanent in Japanese people who share the philosophy of Buddhism.

Kyoko Ohara, *A Corpus-Based Account of Fictive Motion Sentences in Japanese FrameNet*

This paper presents a corpus-based account of occurrence and distribution of Japanese fictive motion sentences, encountered during the creation of Japanese FrameNet (hereafter JFN) (cf. Ohara et al. 2006). It discusses Japanese fictive motion sentences in comparison with those in English, in particular, with respect to definite null instantiation (hereafter DNI) of location arguments (cf. Fillmore 1986) and with respect to motion verb classes.
Matsumoto (1996) argues that fictive motion sentences are governed by the path condition (Some property of the path of motion must be expressed) and the manner condition (No property of the manner of motion can be expressed unless it is used to represent some correlated property of the path). Based on frame-semantic analyses of corpus examples in JFN, the paper points out that Matsumotos conditions may be too vague and may make wrong predictions.
Examination of corpus examples of Japanese fictive motion sentences reveals two things: low frequency of DNI of location arguments; and relatively high frequency of location-oriented motion (LOM) verbs. First, although Japanese sentences are known for their abundance of null instantiation, in a random sample (n=100) taken from the Google search engine, in which the NP *kokudoo* national road occurs as the subject of a motion verb, only 8.9% of the fictive motion sentences have a DNI of the Location NP (e.g. Source, Goal, Path). This is similar to the tendency in English,

even though in general null instantiation itself is not common in English. Second, in the same Japanese sample, 58% of the verbs were LOM verbs such as *tooru* pass. On the other hand, motion verbs which inherently specify a particular path-shape, such as *magaru* curve, accounted for only 4% of the data. This is in contrast to Ruppenhofers observation of English that the fictive motion construal is relatively rare for LOM verbs such as *arrive, leave,* and *cross*, in comparison to path-shape motion verbs such as *zigzag* and *meander* (cf. Ruppenhofer 2006).

The paper suggests that the low frequency of DNI of location arguments has to do with a specific path condition, which says the **location** or **shape** of the path of motion must be expressed. Furthermore, the paper points out that the relatively high frequency of LOM verbs in Japanese fictive motion sentences may be due to the abundance of path-of-motion verbs in the language: since Japanese is a path-type verb-framed language, in which the path of a motion is encoded in the verb (Talmy 1985, 2000), it has quite a variety of motion verbs which describe different paths of motion relative to a Location or Landmark, such as *tooru* pass, *turanuku* go through, *hanareru* go away from, *sou* go along, which can be used in fictive motion sentences.

It is hoped that the frame-semantic analysis of Japanese corpus data presented in the paper will contribute to refinement of theories of fictive motion and to better understanding of semantic frames relevant to motion events.

Miriam Petruck, *A Frame-based Modern Hebrew Lexicon of Motion*

This poster demonstrates the use of Frame Semantics methodology (as instantiated in the FrameNet database (http://framenet.icsi.berkeley.edu)) in the development of a lexicon of motion vocabulary in Modern Hebrew, derived from a newspaper corpus.

At the heart of Frame Semantics (Fillmore 1977, 1985, Petruck 1996) is the *semantic frame*, an experience-based schematization of the speakers world against which word meaning can be understood. In Frame Semantics, a linguistic unit *evokes* a frame, whose *frame elements* (FEs), or participants and props in a scene, indicate the semantic roles that need to be filled. The analysis of a lexical item relies on the identification and definition of the frame(s) in which the word participates, along with the frame-specific FEs, recorded as triples of information about the semantic role, the phrase type and the grammatical function of the constituent that is annotated. FrameNet has defined over forty different frames to characterize motion vocabulary in English; these frames serve as the starting point for the development of the Hebrew lexical entries.

The corpus used for the present work contains 2000 sentences of newspaper articles from 1991 (http://mila.cs.technion.ac.il/website/english/resources/corpora/2000sentences/index.html). The corpus search for motion vocabulary provides examples for analysis in frame semantic terms. The results constitute a lexical entry including a record of the semantic role, grammatical function, and phrase type information for each motion word, a lexical entry for which also includes a reference to the analogous FrameNet frame. To illustrate, consider the motion predicate in the first sentence of the corpus: *esrot ana?im* **magi''im** *mi-tailand le-israel k?e-hem nir?amim k?-mitnadvim ax le-maase me?am?im sxirim zolim* (tens (of) people reach from-thailand to-israel while-they register as-volunteers but in-deed they serve laborers cheap) - Tens of people **reach** Israel from Thailand, registering as volunteers but in fact serving as cheap labor. The verb *magi''im* - reach evokes an Arriving frame, characterizing a situation in which a Theme moves in the direction of a Goal, the latter expressed explicitly or implied by the verb. The noun phrase *esrot anashim* fills the Theme role, and functions as the clauses subject; the Goal is expressed by the prepositional phrase complement *le-israel*; the sentence also includes an optional Source expression in the prepositional phrase *mi-tailand*, as shown in (#1).

A Frame-based Hebrew Lexicon of Motion

1.   [esrot ana*?*im $_{Theme}$] **magi''im**[mi-tailand $_{Source}$][le-israel $_{Goal}$]

tens (of) people reach (3rd pres. pl.) from-thailand to-israel

Tens of people reach Israel from Thailand

A Frame-based Hebrew Lexicon of Motion

The organization of the hierarchy of frames in the database is exploited for the development of the Hebrew motion lexicon. FrameNet records frame-to-frame relations, the most important of which are **Inheritance**, where a child frame is a more specific elaboration of its parent frame and **Subframes**, characterizing the different sequential parts of a complex event in terms of the sequences of states of affairs and transitions between them. For example, Arriving is a **subframe** of Traversing, and Traversing **inherits** from Motion.

Frame Semantics provides a pragmatically grounded approach to lexical description and analysis. The corpus analysis of motion vocabulary for the development of a frame-based lexicon of Modern Hebrew motion illustrates the extent to which Frame Semantic concepts can characterize the lexicon of Modern Hebrew.

Maria Jesus Pinar & A. Jesús Moya Guijarro, *Picturebooks dynamics: a pragmatic approach*

The aim of this poster is to show the interaction between word and image in a childrens narrative for the under fives, *Guess How Much I Love You*, written by Sam McBratney and illustrated by Anita Jeram. The poster is organized in three different sections. The first one deals with the analysis of the picturebook following Kress and van Leeuwens method of Social Semiotic Analysis of Visual Communication rooted in Hallidays metafunctions of language. It shows

what can be said and done with images, how we can interpret what people say and do with images and the relationship with the verbal component (Jewitt and Oyama, 2001:136).

This leads us to the second part of the poster in which reference will be made to Nikolajeva and Scotts (2001) five categories regarding the relationship between verbal and visual element in picturebooks: symmetrical, enhancing, complementary, counterpointing and contradictory. In symmetrical interaction, words and images tell the same story, essentially repeating information in different forms of communication (Nikolajeva and Scott, 2000:225). In enhancing interaction, pictures amplify more fully the meaning of the words, or the words expand the picture so that different information in the two modes of communication produces a more complex dynamics in which the verbal and the visual provide minor additional information than the other component lacks (Nikolajeva and Scott, 2000:225). When enhancing interaction becomes very significant, the dynamics becomes truly complementary as in this case words and pictures provide quite different informative material from one another. Dependent on the degree of different information presented, a counterpointing dynamics may develop where words and images collaborate to communicate meanings beyond the scope of either alone (Nikolajeva and Scott, 2000:226). An extreme form of counterpointing is contradictory interaction, where words and pictures seem to be in opposition to one another. This ambiguity challenges the reader to mediate between the words and pictures to establish a true understanding of what is being depicted.

The third part of the poster deals with the results. The analysis of the representational meaning shows that there is a predominance of narrative patterns, more specifically reaction images as the narrative is basically created by eyelines. Out of 18 images analyzed, 12 are reactional and only 6 are of the action type. With regards to the interpersonal metafunction, *gazes* are typically of the kind *offer*, since no eye contact is established between the RPs and the viewer. Concerning social distance and intimacy, long shots are used, which imply objectivity and distance. The frontal angle is used, as well as the medium angle, creating involvement with the reader, as it implies that the RPs are one of us and also that the power relationship between RPs and viewers is equal. From a compositional perspective, RPs are usually placed in or around the centre and provide the nucleus of information to which surrounding elements are subservient. The absence of frames together with the usage of white space are characteristic of this picturebool as they invite the viewer to see the story from the inside. With regards Nikolajeva and Scotts five categories, the analysis shows that the form of word/image interaction that is used to transmit the meaning is enhancing and essentially symmetrical, since these types of relations facilitate the understanding of the message, as words and images express, partly and in different ways, the same information.

Andriela Rääbis, *Identification in Estonian institutional telephone interaction*

The paper analyses, how participants identify each other in institutional telephone interaction. The study is based on the transcriptions of 655 conversations in Estonian(84 614 tokens in total). Nine situational groups are represented in them: 413 directory inquiries, 62 calls to travel agencies, 65 calls to outpatients offices, 42 calls to service encounters, 14 telemarketing calls, 14 calls to bus stations, 13 calls to civil services, 10 calls to shops, 22 calls for taxi. Communication takes place mostly between strangers, only in 16 dialogues participants are acquainted. Conversation analysis is implemented as a research method. In the opening of conversation introduced himself 97% of answerers and 3,5% of callers. 5,5% of callers were identified later. There are two types of dialogues: 1) a customer needs some information (e.g. directory inquiries, calls to bus stations), 2) a customer expects an action from an addressee (e.g. to book a time to a doctors reception, to send a taxi). In institutional calls answerers employ categorical self-identification: an organization identifier or a subunit identifier which may combine with other components: answerers organizational identity, first and/or last name.

If a caller needs some general information, he remains anonymous. Only if requested information is personal or confidential, a customer introduces himself. If a caller expects an action from an addressee, he introduces himself at the beginning of a conversation or an operator asks a customers data (name, ID code, phone number etc.) later. The first possibility is characteristic to telemarketing calls: a caller represents an institution and says his first name, last name and the name of the institution at the beginning of a conversation. The second possibility is used 1) if the operator fills out a blank (e.g. in the outpatients office); 2) if the operator needs more time to search for information and is going to call customer back (e.g. in calls to travel agencies); 3)after the participants have come to agreement (e.g. the builder going to repair the garage is called). There are several types of identification. In some cases identification is necessary for current conversation: the participants can not communicate if they do not identify the partner. In other cases identification takes place for a consecutive action, e.g. a receptionist does not need to know the customers name to talk with him but to reserve a room.

James Ragsdale, Frances E. Brandau-Brown & Richard S. Bello, *The Pragmatics of Selecting Communication Strategies to Repair Relationships Among the Remarried: Influences of Commitment, Satisfaction, and Communal Strength*

This study examined communication behaviors used to repair or restore marital relationships following either conflict or a period of decline. Because they are a neglected group in the area of family communication studies, remarried persons were the population investigated. Remarried persons also form a very important segment of the married population.

Almost half of the married couples in the United States are comprised of at least one partner who has previously been married and divorced. The ability to communicate about restoration might be even more important among remarried couples than among once-married ones.

In previous research, we have identified through factor analysis two types of communication strategies used by remarried persons for repairing or restoring their relationships. These are climate strategies and task strategies. Climate strategies are linguistic behaviors such as compliments and apologies but also include nonverbal behaviors such as cuddling, hugging, and kissing. Task strategies are entirely nonverbal and include not shirking ones duties in the household and doing ones fair share of the work.

We have also previously found that the use of these strategies is connected to the *individual* variable of attachment style. The present study examined the *interpersonal* variables of marital commitment, relational satisfaction, and communal strength. Marital commitment was conceptualized with three sub-components: personal, moral, and structural. Satisfaction was defined in terms of marital expectations. Communal strength was a measure of the degree to which marital partners judge the quality of their relationship based on factors other than rewards/costs.

Our sample of 191 married men and women was assessed with a canonical correlation technique. This statistical procedure permitted us to verify that the pragmatic choices remarried persons make in relational repair are indeed connected to commitment, satisfaction, and communal strength. More importantly, however, the technique enabled us to examine whether or not different clusters or combinations of the interpersonal variables went with different strategic choices. We found that it was the case that remarried persons do not just routinely select several relational repair strategies indiscriminately. Instead, they choose climate strategies *or* task strategies based on different combinations of personal, moral, and structural commitment, relational satisfaction, and communal strength. Task strategies, for example, are more preferred by persons who are committed to their marriages because of external societal pressures than because of their love for their spouse. Similarly, those are who are most satisfied with their marriages and whose communal strength is high prefer climate strategies.

We cast these findings within the context of a relational communication theory of pragmatic selection. We argue that the pragmatics of relational repair strategy selection is dependent more on organismic factors and interpersonal dynamics than it is upon contextual demands. Further, we suggest a plan of future research which would study these contextual demands.

Inkeri Salmenlinna, *Solving misunderstandings: Conversational repair sequences in conversation between adults and children with specific language impairment*

The purpose of this study is to analyze repair sequences in conversations with two Finnish-speaking children who have specific language impairment. The data comprise dyadic conversations between 5-year-old boy and his mother and 7-year-old girl and her speech and language therapist. Besides specific language impairment, the 5-year-old boy has developmental verbal dyspraxia and he uses mainly nonverbal means for his communication. The 7-year-old girl has problems in the lexical and syntactic aspects of language and she has phonological difficulties in speech production. The data was videotaped and transcribed according to the conventions of conversation analysis.

The study focuses on repair sequences which arise when the adult has misinterpreted the childs expression or action in interaction. In these sequences, the children initiated repair in the 3rd or a later position. Childrens means to repair were often multimodal. In addition to vocalization, speech or sign language the children used different kind of nonverbal means. Also somenonlinguistic expressions functioned as repair turns in this kind of repair sequences. In some of these repair sequences the child initiated several repairs before the participants could complete the repair in collaboration. Despite their language impairments, these children were able to identify the breakdown in the conversation and initiate repairs in the 3.rd or a later position.

Kyoko Satoh, *Communicative practice of Japanese female professors: How they construct their identities*

The academic world is considered to be a male-dominated one (Gunnerson 2001). The Japanese academic world and its universities are no exception. Female professors are struggling to survive in such circumstances. One of the obstacles they must encounter is double bind of professionalism and femininity. If they speak assertively in exhibiting power and authority, they are criticized as begin masculine and if they speak softly, they might be considered feminine but are not given heard. Therefore, they are required to maintain a fine balance between professionalism and femininity to achieve their goals. In this paper, I will discuss how Japanese female professors construct their professional identities through their conversations and I will compare their identities with those of male professors.

The data for this discussion are from two paper presentation sessions by graduate students whose major is social science. All the participants are native speakers of Japanese. Each session was chaired by the supervisor and lasted for about 50 minutes. The structure of both sessions was roughly the same: in the first half of the session, there was a paper presentation by the graduate students and the latter half was allotted for a question and answer session involving all the participants.

Within these sessions, I will focus on the following two points, where notable differences between female and male professors were observed. The first point pertains to how a session was initiated and concluded, and the second concerns the manner in which the professors proposed questions to the students.

When opening a session, the female chair (a supervisor) mentions the time and gives the audience the impression that the session begins at the stipulated time and not the time that she decides. On the other hand, a male chair (a supervisor) declares the opening, and conveys the impression that it is by his own will that the session has begun. The same is also true for the way in which they concluded each session.

The manner of proposing questions also displays a significant difference between female and male professors. The female professors questions are brief and they prefer to use a style in which they are asking for information such as *can you show me this since I do not understand this part clearly*. On the other hand, male professors talk at length as if they are delivering a mini-lecture and directly manifest their own opinion; this ultimately resulted in the obscurity of questions.

Language is a resource through which we construct our identities. Resources should be equally accessible to both women and men; however, it appears that what each chooses would differ. Through this analysis I demonstrate that each party draws on different discourse strategies in performing leadership roles.

Renata Savy & M. Castagneto, *A proposal for a coding scheme of annotation. Tags range and conversational style.*

1. Goals.   Our purpose is to propose and discuss the latest version of an integrated method for dialogue analysis, annotation and evaluation, using a set of different pragmatic parameters (Castagneto, Savy, De Leo, 2006; Savy & Castagneto, 2006). Our target is to set up a structured database, derived by a wide corpus of dialogical texts, allowing us to validate the annotation scheme. A further goal is to extract pragmatical indexes typical of each kind of text types. Our analysis is both qualitative and quantitative, as it is required by corpus linguistics, focusing on statistical data.

2. Our annotation scheme has been built up working on *task-oriented* dialogues based on the spot the difference elicitation method (Penn et al., 1993). Dialogues are part of the CLIPS corpus of spoken Italian (Albano Leoni, 2003). This peculiar kind of dialogues is not so rigidly structured as other types of task-oriented dialogues are, as participants have not been previously assigned their conversational roles (as it is, i.e. for *Instruction Giver/Follower* in Map-task dialogues). However, similarly to the case of Map-task dialogue system (Anderson et al., 1992; Carletta et al., 1996), our scheme considers the *Transactions/Games/Moves* articulation, revising and integrating them with some DAMSL tags, and introduces a novel hierarchical three levels structure:

1. Independent Moves (*Comment*, *Self-talk*, *Ready*, *Interruption*, *Extra*); Opening Moves (*Transaction begin*, *Shift begin*, *Open*); Closing Moves (*Transaction closure*, *Shift closure*, *End*);
2. Subtypes of Opening and Closing Moves (*Influencing*, *Question*, *Understanding*, *Answer*), macro-categories of tags identifying the main communication functions of linguistic acts.
3. Final Moves (e.g. *Explain*, *Check*, *Acknowledgment*, *Reply* and so on), fine categories of moves signalling communicative functions more closely linked to the task of the dialogue as well as to its contextual and co-textual developing.

The Mark-up language is standard Xml. The DTD defines:

- 1st level moves as **Elements**, with two kinds of **Attributes:**
- **move_types**, corresponding to the 2nd level moves;
- **move_spec**, corresponding to the 3rd level moves.

3. Results . We have extensively analysed up to now six dialogues elicited in different geographical areas of South and Central Italy (almost 2000 conversational turns, 3000 moves). We extracted frequency indexes of Elements and Attributes in order to fix them into a variability scale. Starting from this analysis, it is possible to point out:

A) Structural similarities among dialogues of the same type : the relevant presence of some peculiar tags ranging between 60% and 80% is actually due to the dialogue type and, in particular, to its task. In spot the difference dialogues, check moves range around 30%, being by far placed first in our list of tags presence.

B) Different communication strategies adopted by different speakers. In the intermediate scale positions, variations of tags among different geographical areas (range 3-10%) allows us to infer the difference of communicative style adopted in each region. Just to give an example, the high percentage of *Question/Answer* tags in Naples dialogue is a clear index of a high-involved communicative style, while the co-variation in ranging of moves *Explain/Action directive/Acknowledgment* in Bari dialogues could be an evidence of a high-considerateness communicative style.

Furthermore this analysis allows us to improve the scheme structure and to refine the tagset . The less frequent items in the scale (=2%) are representative of moves performing secondary communicative functions (like fillers, obstacles, time shifting). These tags will probably require a different treatment, suggesting the introduction of a new 2nd level category (neither Opening nor Closing).

This procedure should constitute a standard for evaluating different texts types as well as their conversational style. In the near future we will open our research to a comparison among different languages which could show different intercultural strategies of communication.

Kaori Shirai, *Multiple Functions of ne and the Concept of ma in Cross-Cultural Pragmatics*

This study focuses on the functions of the discourse marker (particle) *ne* in Japanese in contrast to "you know" in English from the perspective of cross-cultural pragmatics.The functions of *ne* and "you know" have been discussed in terms of "affective common ground" (Cook, 1992) or "judgment of relative information access and/or possession" (Maynard, 1993; 1997).

This study, based on the hypothesis that one of the underlying factors of *ne*'s multiple functions is explained in terms of the cultural concept of *ma* in Japanese, illustrates how the usage of *ne* plays a central role in subtle interplay in interaction and serves Japanese communicative needs. At the same time, it is shown that the usage of *ne* performs as a device not only for "positive politeness" but also "negative politeness," because of *ne*'s essential function of indexing *ma*.

The data of this study were collected in an experiment. There are two types of data collection method: tasks and free conversations, with twenty-two data collection samples both in Japanese and English. In tasks, two participants exchanged ideas, using fifteen picture cards to create a storyline for five minutes. In conversations, two participants freely conversed on "something surprising" for five minutes. All conversational exchanges from both tasks and free conversations were recorded and transcribed. The usages of *ne* and "you know" in the data are divided into initial, mid and final utterance positions, and then the functions of their usages are analyzed using the framework of Schiffrin's (1987) discourse model.

The results of the quantitative and qualitative analyses reveal two distinctive differences between *ne* and "you know." One is the frequency of their use, and the other is the discourse type of "statement" and "question" in their final positions in utterances.

Furthermore, this study explains the findings shown above according to the properties of the concept of *ma*. *Ma* is a cultural concept in Japanese which is defined both in space and time — the space and time (moment) occupied by the participants in a given interaction. Also, *ma* can offer an adequate and subtle communicative field in Japanese. Through the explanation and examination of *ne*'s distinctive functions from the viewpoint of *ma*, it is shown that the two markers share some functions in presupposing "you" as a hearer, though the marker *ne* acts unconsciously as well as consciously on a more fundamental level in Japanese interaction, as a device employed by participants for indexing *ma*. Finally, this study concludes that the two markers act upon different success-oriented motivations in Japanese and English communication; one of the underlying factors in the difference can be explained in terms of *ma*.

Martha Shiro, *Speech representation in children′s narratives*

Narrative discourse is a rich context in which children learn to use a wealth of language skills. My focus in this study is on how children report the characters speech in fictional and personal narratives. Reported speech contributes greatly to narrative perspective building, as the narrator must adopt a point of view when reporting the voices of *self* and *other*. It also reflects the childs conception of dialogue in interaction, as the child marks the speaker whose voice is reported, the interlocutor who is being addressed, and some part of the verbal exchange. The following questions have guided this research:

    a. Which conversational markers are used to signal speech representation in childrens narratives?
    b. What are the discursive functions of reported speech in childrens narrative?
    c. How does narrative genre, childrens age, gender and social class affect the ways in which speech is represented in narrative discourse?

Two types of stories, personal and fictional, are compared in terms of how reported speech is used. The data consists of 452 (personal and fictional) stories, elicited in semi-structured interviews conducted in 6 (public and private) schools with 113 monolingual native speakers of Venezuelan Spanish between the ages of 6 and 11. Of these children, 52 were girls and 61 were boys; 54 were low SES and 59 were high SES. The stories were coded for four types of reporting: direct reporting, when the characters speech was textually quoted; indirect speech, when the characters speech is inserted in the narrators utterance; free reporting, when only the characters communicative purpose is reported (without reference to the characters actual words); and, onomatopoeia, the reporting of sounds and noise *other* than conventional words.

The results show that children adjust to genre *requirements*, as the same child can use different strategies in personal and fictional narratives. The findings also suggest that the ability to report speech in narrative discourse is still developing in this age group. Gender differences were also found, as boys use considerably more reporting (particularly onomatopoeia and direct speech) than girls. Moreover, childrens socio-cultural background has a considerable effect on how voices are combined in fictional and personal narratives: high SES children tend to include the voice of *self* in fictional narratives where the voice of *others* prevails, and the voice of *others* in personal narratives, where the voice of *self* is expected to prevail. As expressions of reported speech have an eminently evaluative function, their role in discourse is to increase suspense in the sequence of events and to lead to the narrative highpoint. This in-depth analysis of how speech is represented in narratives shows that certain narratives skills are still developing in this age group. It also sheds light on how children perceive, and thus represent in narrative discourse, certain conversational abilities.

Hossein Shokouhi, *A Cross-linguistic Study of a Persian Discourse Marker with its English Counterparts: topic initiation, maintenance and closing*

This paper reports on the discourse marker *chiz*, thing having in common some characteristics with some English discourse markers such as "oh" and "well". It also reports on the contribution this discourse marker makes to referent tracking system in Persian. Through a large corpus of data, comprised of nearly 5000 utterances, used naturally by native speakers, gathered over a long period of time, this discourse device was found to be crucial to the maintenance and management of conversation. The marker was used chiefly for the purpose of referent introduction (conversation openings), topic shifts, and conversation closings, among other functions. It is also found to be most relevant in referent tracking system. Not only the device was pertinent interactionally, but cognitively it was important in evoking referents.

Sara Smith & Xiaoping Liang, *Interactive and interactional aspects of explanation in physics lectures*

The purpose of our paper is to analyze explanations given in physics lectures to university students, focusing on both interactive elements (showing sensitivity to present and future cognitive states of the students) and interactional ones (inviting students participation in the explanation). We build on work by Antaki (1988) and Draper (1988) on everyday explanations, by Hyland (2005) on academic metadiscourse, and by Halliday (1993) and Unsworth (2001) on scientific writing.
Our data corpus consists of 120 minutes of physics lectures from a series given to a class of 35 elite beginning students at ShanghaiJiaoTongUniversity. We identified 10 cases in which the instructor referred to a phenomenon connected with wave theory and provided an explanation for it. We provide both general analyses of these explanations and an in-depth analysis of one long, multi-part explanation.
We looked at the entire explanation episode (cf. Antaki 1988), from when a phenomenon was first introduced to when the explanation appeared to end and another topic begin. We had originally assumed that these units would be discrete, compact, and easy to identify as a causal explanation. That is, there would be an identifiable core causal structure of the form Condition X produces State Y because of Process Z. We had also assumed that other elements in the lecture would precede or follow discrete explanations.
Instead, we found that the explanations often were elliptical, relying on students to use the overall structure of the argument to identify the core elements. In addition, we found that the explanations usually contained a number of other elements embedded within them, many of which were interactive in nature. These included: (a) re-establishing common ground on concepts used in the explanation, (b) comparing and contrasting with other models or explanations with which the students might be familiar, and (c) anticipating applications or generalizations that students might make in the future.
In addition, we found various elements that were explicitly interactional. The instructor invited students to contribute to the development of the explanation by providing definitions or examples of concepts, by applying formulae, and/or by drawing inferences. He also regularly sought confirmation, either with brief and implicit requests for confirmation throughout the explanation or explicit requests (typically at the end).
In summary, we found that these lectures, although focused on conveying content, contained a variety of interactive and interactional elements that appeared to be an integral part of the explanations. In some critical segments of explanations, there were interactive or interactional elements in more than half of the utterances. Various linguistic devices demonstrated the instructors sensitivity to the status of students understanding and also anticipated the ways in which they might think about these concepts in the future. In addition, various strategies were used to invite students participation in the development of the explanation and/or the judgment as to when it was complete. We argue that these strategies are an important element of the explanations, as they make students active rather than passive participants in them.

Krista Strandson, *Teacher's feedback to students' answers in Estonian primary school classroom*

The objective of the paper is to analyse the teachers feedback to students answers and to sketch a structure of the teacher-initiated question sequences in Estonian primary school lessons. The teachers feedback is analysed from three points of view. Firstly, how is the teachers feedback connected with the content of the question, does the teachers feedback to the answer of the question that controls pupils knowledge differ from the feedback to the answer of the question about the pupil? Secondly, what is the function of the teachers feedback, how does the teachers feedback determine the course of further interaction? Thirdly, in what ways are the teachers feedback and the particular context of the lesson related?
The survey is based on a transcribed collection of video-recordings of 1-4 grade lessons in the Estonian language, literature and mathematics given at a school in Tartu, Estonia. The main method of the practical analysis is Conversation Analysis which is, in case of need, combined with a part of a little modified version of the SETT (Self-Evaluation of Teacher Talk) framework created by Steve Walsh (Walsh 2006, Investigating Classroom Discourse, Domains of Discourse. Ed Michael McCarthy. Routledge, London and New York). The framework is used to identify different contexts of classroom discourse, for example the managerial context the teacher introduces or concludes an activity, refers learners to materials, organises learning environment, (2) the form context focus is on precise linguistic forms, (3) the new skills and knowledge context focus is on providing and establishing new knowledge and skills, (4) the conversation context students are enabled to express themselves, to develop a conversation.

The main results of the analysis are following.

The teacher leads the course of the primary classroom lesson extremely firmly. The possibility of student-initiated activity is minimal. This is illustrated by the following facts.

(1) The teachers feedback that finishes the question sequence is predominant in spite of the content of the question. The majority of the question sequences initiated by the teacher constitute a triadic structure (question-answer-feedback) even in the context where the teachers pedagogical aim is to develop a conversation.

(2) The teacher almost doesnt use minimal continuer as a feedback. The majority of the teachers feedback that strive for pupils continuation are specifying questions about already got answer.

The teachers feedback is context-dependent and flexible. Feedback to the answer of the question that controls pupils knowledge tends to be used as a confirmation; feedback to the answer of the question about the pupil tends to be used as an evaluation. The strength of confirmation may be gradual, at the beginning of the scale are information-management-tokens, for example *ahah* in Estonian that has nearly the same meaning and function like *oh* in English. At the end of the scale are linguistic units that are clearly confirmative, for example *ige* right . For instance, the teacher may react to the answer of the question that controls pupils knowledge with a information-management-token *ahah* when the answer is insufficient and give the stronger confirmation after getting the expected answer.

Chizuko Suzuki, Shozo Yokoyama, Seisuke Yasunami, Kathleen Brown,   & Naoko Kawakita, *The Discourse of Academic Writing in Medicine and Nursing:*

The data presented here is part of a larger research project (Grant-in-Aid for Scientific Research by Ministry of Education, Culture, Sports, Science & Technology of Japan), which aims at obtaining a broad depiction of the characteristics of written academic discourse as found in scientific papers in the fields of medicine and nursing. The poster presentation will focus specifically on decisive factors for successful argumentation in scientific discourse, including these linguistic factors: word choice, collocation, and choice of sentence structure.

The data source used for this study is an EMP corpus, compiled by members of the research team, which consists of more than ten million words accumulated from over thirty kinds of international journals electronically published on the web between 2001 and 2006. The corpus was first analyzed to discover any linguistic features peculiar to academic papers in medicine and nursing by comparing the target corpus with the Academic Word List developed by Coxhead (2000). The corpus was then further analyzed in order to clarify the pragmatic features of the target language from the following points of view: (1) componential differences and commonalities among specialized fields such as Clinical Surgery, Bio-medicine, Public Health, and Nursing, (2) i) the use of voice and modality, ii) the frequency of verbs and discourse markers, and iii) any restrictions on verb collocations as observed in the different article sections, including the Introduction, Materials & Methods, Results, Discussion, Conclusion, and Acknowledgements. Based on the findings from the above analyses, further work is currently being done on: (3) how to write an appropriate Abstract, and (4) how to develop the Discussion section of a research article.

The results of the first step analysis show that a certain group of words are uniquely identified as technical terms within each specialized field in EMP. The results of the second step analysis (1) demonstrate that some types of words classified as sub-technical terms are commonly found in all EMP fields, including use of the definite article, prepositions, and be-verbs, suggesting the necessity of defining objects and relations exactly. Frequent use of the passive voice was also noted. Initial results for 2(i) further support the findings of analysis (1). Implications for the remaining portions of the project will be discussed utilizing the data obtained from the above analyses.

Akira Takada, *Shaping trees: Shared understanding of landmarks in the Kalahari*

T he San , who once lived a nomadic life in the Kalahari Desert , make use of an extensive folk knowledge of their arid environment. This paper examines one aspect of this knowledge, namely detailed knowledge of specific trees . W hen the San move through the bushveld they use specific trees as landmarks. They often refer to these trees in their daily conversations. I offer the following conversation of my informants as an example.

According to O, h is colleagues had transported several horses from *Kxoesakene* , their recently founded home village, to a cattle ranch. It had grown dark as they returned home, but they kept moving, because they wanted to return home quickly. They walk ed toward lights they had thought were those of *Kxoesakene*. In fact, they were traveling in the opposite direction. This incident demonstrates how the San can get lost in an unfamiliar environment.

Then G , who is knowledgeable about the geography around *Kxoesakene* , began describing their route . After describ ing the entire route, he began to redescribe it , as follows .

1 G: ' kara sii ka [itso]
      When arriving at the *' kara* tree, [you]
2 O: [sii] sii ? owa ka itsebe sii [œ qx""oa]
              [arrive], arrive, when we arrive, ((we will)) [see] ((the *' kara* tree))
3 G: [e:] sii ? owa xa itso ? o œ qx""oa (1.2)
      [kua xa itso]
                        [eh] when ((you)) arrive, you'll see ((the *' kara* tree))(1.2),
      [you]

4 O: [aa] aa |nee ca ? ii ' kara- si=
       [that], that *' kara* tree like this=
5 G: =<u>ae</u> |nee ta ? ii ' kara- si
       =<u>Yes</u>, *' kara* tree like this

As G said, *?kara sii ka* (when arriv ing at the *?kara* tree) in line 1, O interrupted and paraphrased the description (line 2), showing an understanding of the route to the *?kara* tree. Consequently, G acknowledged Os statement , and then made a statement that was similar in content and prosody to that of O (line 3). This repetition showed Gs agreement with Os understanding.

The mutual understanding increased in intensity when they agreed on the shape of the large *?kara* tree. In line 4 , O refers to the large *?kara* tree using the distal demonstrative *aa*. U sing the proximal demonstrative |*nee*, he then demonstrated the shape of the *?k ara* tree by holding up both his hands with the palms spread. Consequently, the referent became visible to the interactants. Then, G essentially mirrored Os turn . Moreover, he made a depicting gesture that was quite similar to Os , conveying his delight.

As this shows, the interactants arrived at a mutual understanding at certain points in their interaction. Displaying agreement is key to mutual understanding. This may take the form of a symmetrical demonstration of knowledge, and was beautifully realized in this example by both interactants describing and depicting the shape of the *?kara* tree, which was out of their sight.

Sanna-Kaisa Tanskanen, *Cohesion in chat*

The purpose of this study is to examine cohesion and coherence in chat. The results will throw light on dialogic interaction generally, and the relationship between synchronous computer-mediated discourse and spoken and written discourse more particularly. The position of computer-mediated language in relation to spoken and written language is a theme which has intrigued researchers from the very beginning of CMD studies (see, for instance, Baron 1984; 2000; Crystal 2001; Yates 1996). Tanskanen (2006) investigates mailing-list discussions together with face-to-face conversation, prepared speeches and academic prose from the perspective of coherence and cohesion. The speaker/writers use of cohesive devices is regarded as a signal of their attempt to create coherence in their texts and successfully interact with their fellow communicators. One of the findings of the study is the fact that the mailing-list texts show a cohesive profile quite similar to the conversations studied.

The contributions of the communicators in the mailing-list discussions are quite monologic: there is nobody to interrupt a writers message, which can even be rewritten and polished before it is sent to the list. There is quite a contrast between the solitary construction of electronic written dialogue and the joint construction of spoken dialogue, but regardless of the contextual differences between the two types of dialogue, the same cohesive relations are favoured. The pattern is repeated in the spoken monologue texts, the cohesive profile of which also simulates that of the spoken dialogue texts. The study concludes that the similarities in the cohesive profiles can be regarded as a reflection of the language users attempts to collaborate towards successful communication.

The present study complements the analysis presented in Tanskanen (2006) by examining the cohesive profile of chat. Given that the cohesive strategies in mailing-list discussions are very similar to those in face-to-face conversations, it is interesting to see whether the strategies in chat come even closer to the ones used in spoken dialogue or whether the synchronicity and other particular features of chat lead to a different cohesive profile. The poster at IPrA10 will report on the results of a pilot study on this topic, the material for which comes from American Civil War History Chat Log Files.

Lala Uchida, *Metacommunicative approach to overlapping in English and Japanese talk shows: A comparative study of its cause and situation*

Tanaka (1999) proposed that a turn-constructional unit (TCU) projects the end of a current speaker's turn. In conversation, however, speakers often overlap by starting to speak before the completion of a supposed turn. Why does overlapping occur? Concepts of projectability, and turn-taking rules (Sacks et al., 1974), lead to the idea that overlapping ensues from an interlocutor's misprojection of the previous speaker's TCUs. If misprojection is the dominant factor in overlapping, it should be possible to start at any time once the present speaker's turn has been syntactically, intonationally, or pragmatically completed (Ford and Thompson, 1996). However, an interlocutor usually begins to speak only at a particular, relevant moment, according to the context. Based on this, the explanation of overlapping according to projectability is one-sided. This paper focuses on overlapping in English and Japanese in order to examine the causes of this phenomenon, and to determine where overlapping occurs most frequently. This paper seeks to answer the following two research questions. (A) If projectability is relevant to turn-taking, is overlapping a result of the interlocutor's misprojection of the previous speaker's TCUs? If not, what is the cause? (B) Is the purpose of overlapping in English the same as it is in Japanese? If not, how does it differ in the two languages? Data consisted of ten tape-recorded talk shows in English and ten in Japanese. Each talk show was recorded in a studio without an audience and involved one host and one guest. The guests talked about their business, private life, and so on, all unscripted. Based on an analysis of the linguistic expressions, tempo, and content of the conversations, using the concept of metacommunication (Bateson, 1972), this study showed that participants overlapped for several reasons;

these included emphasizing and confirming their meanings, and jointly constructing the meaning of a particular utterance. The successive overlaps did not break the conversation or disturb the relationship between host and guest; rather, they led to the simplification of content and speakers' identification with their listeners. Thus, I conclude that overlapping is not a result of the misprojection of the other's TCU, but is due, instead, to contextual objectives, which include effectively conveying meaning to listeners. In order to prove the validity of these results, the contents of overlapping were classified into the following categories: agreement, answer, confirmation, correction, objection, question, and topic change. Analyzing the purpose of the overlapping clarified the following differences. English overlapping occurs most frequently for the purpose of correction, while Japanese overlapping occurs for agreement. Japanese interlocutors rarely overlap their utterances with the intention to correct, while English interlocutors rarely do so for agreement purposes. Finally, findings indicate that speakers and listeners "harmonize" with each other, in both English and Japanese. English-speaking participants tend to clarify their opinions or individual differences and create harmony - like a duet - by looking for links between them. Japanese speakers, on the other hand, share the common understanding that they should respect each participant in the conversation and create harmony in the form of unison (i.e., wa).

Kishiko Ueno, *Questions in Japanese conversation: the correlation between syntax and pragmatics*

Over the last twenty years, there has been interest in the possibility that there is a correlation between syntax and pragmatics of question forms cross-linguistically (cf. Givon 1982). This panel, using conversational data between two Japanese females, tries to demonstrate how Japanese questions, which are formed by a variety of sentence final particles (SFPs), are likely to be used and how syntactic feature of Japanese questions is related to the use of them. The results of examination are as follows:

1) It is often observed that questions are used as utterances by which the speaker poses indeterminacy about the proposition rather than requires propositional information. The example below contains three of SFPs available for forming questions.

(Ex.1)

   1 R: Aa, sore wa anata ga ano mainichi kou oyagosan ni miseteru
       well that TOP you SUB well everyday this way your parents LOC showing
       'Well, it can be thought that what you show your parents everyday'

→ 2 R: Uun, sono juujitukan tteno ga tutawatta no **kana**
       well that motivation GEN SUB understood GEN
       'Well, what to say, your motivation is understood-**kana**?'

→ 3 L: A, soo desu ka[ne
       well that way COP-ADD.HON
       'Well, it is right-**kane**?'

→ 4 R   [Nee, oyagosan ga, korenara daijoobu da tte omowareta N **deshoone**
              yes your parents SUB this all right COP QT think GEN
              'Yeah, your parents think you will be all right - **deshoone**?'

   5 L: dato ii N desu kedo
       QT good NOM COP-ADD.HON but
       'I hope so.'

Note that Rs question in line 2 is replied by Ls question in line 3. And the question in line 3 is replied by Rs question in line 4. This phenomenon indicates that SFPs which form questions, **kana** (line 2), **kane** (line 3), and **deshoone** (line 4) do not necessarily function to clarify or confirm proposition, but pose indeterminacy in the conversational context and invoke the others utterance. In line 2, R invites L to listen by using **kana** which expresses Rs wonder, and L replies to it with **kane**, a marker by which questioned content is shared with the other. R, in line 4, replies to it with **deshoone** which reflects her presumption; and this utterance invokes Ls utterance in line 5.

2) A variety of SFPs available for question forms contributes to the formation of the pattern of question asking interaction exampled above. Differently from languages such as English which has a clear cut distinction between interrogative and declarative mood (Hudson 1975), Japanese language system does not have a discrete distinction between interrogative and declarative mood. The category of interrogative SFPs covers a range of items which express pure questions, wonder, and presumptive; and the overriding meaning of them is indeterminacy about the proposition (Moriyama 1990). In the process of exchanging different question forms, speakers create indeterminate semantic space by which the dialogical opposition is mediated and the two sides gradually converge into a stream of conversation.

Per van der Wijst & Marije van Amelsvoort, *Alignment in Humor*

Successful communication is a joint achievement of the participants involved, who work together to reach mutual understanding. A significant part of these communicative efforts is aimed at sharing information with ones partner(s) and seeking evidence to see if the information has been successfully shared. In the course of communication, participants make efforts to develop common ground(Clark, 1996), which can be described as a pool of their

assumptions and shared knowledge of the world and of each other.

A joke is often based on surprise. For example, the start of a joke is based on a stereotype that is then tripped up. For interaction in which humor plays a central role, the initial shared cognition has to be challenged in order for the humor to reach its surprising effect. In other words, the common ground one assumes sharing with the interlocutor has to be replaced with the new one in which the violation of the earlier assumptions is responsible for the humoristic effect. This phenomenon is also described as a shift in *frames* (Ritchie, 2005).

In situations in which humor is not understood, the norms and assumptions that are violated have to be addressed explicitly, if one wants to explain the humoristic contribution. From a cognitive point of view, this type of grounding is more complicated than for instance verifying the successful meaning of a word or phrase. However, in recurring situations of grounding humor, it can be expected that speakers *align* their communication in order to increase the efficiency at this point.

In this study we focus on the grounding processes of speakers engaged in interactions around humor. An experiment has been designed in which two participants had to reconstruct the humor of a cartoon. They had to match the graphic part of a series of humoristic cartoons with the appropriate text. The subjects in this experiment were organized in pairs in which one person had to describe a cartoon and the other person had to choose among several options the correct original, humoristic text. The communication in this matching task took place via a chat text-only platform. In order to reach the common ground, the participants had to rely entirely on their verbal messages.

We hypothesized that the effectiveness of the task increased with the number of completed trials and that, given the growing common ground, the verbal grounding needed to accomplish the task would become less important. We measured both effectiveness of each matching trial (errors, time needed) and grounding technics in the participants" verbal behavior. Results of this study, qualitative and quantitative, will be presented.

Sophie Vincent & Amina Mettouchi, *Degrees of pragmaticalisation in the speech of teenagers from Cardiff (Wales): a pragmatic, semantic and prosodic analysis of the pragmatic markers like and just.*

Pragmatic markers (PMs) are commonly described as multifunctional, syntactically flexible items which are the result of the alteration of the syntactic-semantic status of originally lexical material (Andersen 2000; Aijmer 2002; Traugott and Dasher 2002). The process undergone by these items is often referred to as pragmaticalisation, which is a gradual evolution from propositional meaning to essentially pragmatic values. As Aijmer (2002:19) explains, older and newer forms of a marker can coexist within the speech of a single speaker: consequently, our hypothesis is that the multifonctionality of PMs can be accounted for by the co-occurrence of the different degrees of pragmaticalisation of these markers.

Teenagers being described by Andersen (2000:3, 9) as being in the forefront of the process of pragmaticalisation, we have chosen to base our research on a corpus of oral spontaneous speech, which we have collected in a bilingual school in Cardiff in 2003, among 18 teenagers aged from 13 to 14 years old. For the purpose of this study, we have selected a subcorpus of 2 conversations, which amount to a total of 8000 words.

Our study focuses on the use of *like* and *just*, which are commonly mentioned in studies on PMs, but rarely together, despite the fact that they share a common semantic core, around the notion of comparison and adjustment, with respect to a landmark.

> F>: they were supposed to be like the same . but they were **like** . totally different [R+F 6.10]
> T: [yeah it is# no <XX> I got uh] can I .# cos I was thinking you knowum here . like you get like tiny cups of hot chocolate and then its **just** complete rip off [L+T 12.02]

In this work, we conduct a comparison between those two PMs, showing that *like* has evolved into a full-fledged pragmatic marker with uses far removed from its ideational content, whereas *just* is only starting its pragmaticalisation process.

Our hypotheses are based on the study of the position and function of those markers, as well as on prosodic cues, analysed acoustically with Praat: the prosodic profiles of sequences containing *just* and *like*, the presence and location of pauses, the phenomenon of attrition accompanying pragmaticalisation.

Ultimately, the question addressed is that of the pragmatic destiny of such markers as *like* and *just*, which have so much in common semantically, but differ so much in terms of their pragmatic success as PMs.

Cecilia Wadensjö, *Interpreter-mediated court trials – A study comparing the stating of cases*

Interpreter-mediated court trials A study comparing the stating of cases The present poster is based on three months of fieldwork in three districts courts, more precisely, on observations and recordings of courtroom proceedings dealing with criminal cases and carried out with the assistance of an interpreter. The language of the court was Swedish. The interpreter was called upon because of a Russian speaking witness, suspect or petitioner, who had no or insufficient command of the language of the court. Ten court proceedings were recorded, involving different interpreters. The poster concentrates on a comparative exploration of two of these proceedings, involving the same, state certified interpreter (e.g. a professional assessed to be performing at a suitable level). In one of the cases, the interpreters services were called upon constantly, and she interpreted between Swedish and Russian in the simultaneous as well as in the consecutive mode. The trial involved a Russian speaking suspect and a Swedish speaking witness. In the other, the

suspect switched between speaking Russian and Swedish, hence, the interpreter was active only from time to time. Also this trial involved a Russian speaking suspect and a Swedish speaking witness. First, the various modes of interpreting simultaneous and consecutive are compared, in search for naturally occurring differences between them, in terms of solutions of relevant and typical Swedish Russian translation problems. Secondly, the two court trials are compared as regards the hearing of the suspect and the stating of cases. The poster looks at the above-mentioned issues, keeping in mind the local organisation of the respective proceedings, inspired by Conversation Analysis (e.g. Sacks, 1992), applying an interactionistic approach to interpreter-mediated interaction (cf. Wadensj, 1998). The presentation also draws on previous research on court interpreting (e.g. Lang, 1976, 1978, Berk-Seligsons 1990, Hale 2004). Berk-Seligson, Susan. 1990. The Bilingual Courtroom. Chicago: The University of Chicago Press. Hale, Sandra B. (2004) The Discourse of Court Interpreting, Amsterdam/Philadelphia: John Benjamins. Lang, Rainer. 1976. Interpreters in Local Courts in Papua New Guinea. In W.M. OBarr & J.F. O"Barr (eds.) Language and Politics The Hague-Paris: Mouton. (III) 1978. Behavioral Aspects of Liaison Interpreters in Papua New Guinea: Some Preliminary Observations; Language interpretation and communication (eds. D. Gerver & H. W. Sinaico), 231-244. New York and London: Plenum. Sacks, Harvey (1992) Lectures on Conversation, ed. by Gail Jefferson, introduction by Emanuel Schegloff. 2 volymer, Oxford: Blackwell Wadensj, C. (1998). Interpreting as Interaction. London & New York: Addison Wesley Longman.

Ann Weatherall, *"I don't know, I really don't know": Indexing knowledge (un) certainty in talk in interaction*

Discursive psychology (DP) approaches talk not as the productor expression of thoughts or mental states lyingbehind or beneath it, but as a domain of accountability in which psychological states are made relevant.DP draws heavily on conversation analysis to examine in close empirical detail how psychological themes are handled and managed as partof talks everyday interactional business. The present study focused on displays of knowing in talk. The research asks what organisations of practices allow parties to mark levels of certainty about their knowledge in relation to their interlocutors? Conversations from the Wellington Corpus of New Zealand Spoken English were used to select a collection of instances of single turns of talk that included more than one knowledge claim (e.g., I dont know I think). An identifiable subset of those instances were second pair part turns where a first knowledge claim, typically a variant of I dont know, was in turn initial position. The second knowledge claim in those turns typically occurred in one of two places; in the second turn construction unit or in the final one. Other turn construction units in the turn related to the object of knowledge. Evidence will be presented to show that second knowledge claims immediately after a turn initial one is a practice for displaying a greater level of certainty about the knowledge object in relation to the other parties in the conversation. In contrast, a second knowledge claim in turn final position downgrades the level of knowledge about the relevant object. A possible explanation for the pattern of results is that it is shaped by a contingency of the system of practices organising turn taking.

Kendra Willson, *Topicalization and Stylistic Fronting in a Modern Icelandic Corpus*

I will report on an empirical study of topicalization and Stylistic Fronting (SF) in Modern Icelandic texts using the tagged corpus developed at the Icelandic Institute of Lexicography (Orabk Hsklans) in conjunction with a frequency dictionary of Modern Icelandic (*Ortnibk,* Jrgen Pind et al. 1991). I will present information on the types of elements which are fronted in main and subordinate clauses: objects, adverbials, etc.; pronouns vs. full NPs and the role of heaviness; the semantic function of the fronted elements. I will consider theinformation structure of the clauses in question and the surrounding discourse. I will compare the occurrence of these phenomena in the differentgenres represented in the corpus.

The markedcorpus compiled for the frequency dictionarycontains 500,000 words, comprising 5000-word extracts from 100 texts divided among five genres (Icelandic literature, translated literature, biographies and memoirs, expository texts and childrens books). All the works sampled were published between 1980 and 1990. The texts have been machine-analyzed, then corrected by hand, as described in Ortnibk (Jrgen Pind et al. 1991: xvi-xxi).

Icelandic word order has primarily been studied in generative frameworks, with little attention to frequency. Statistical information about the frequency of topicalization has not been available, although this would be relevant e.g. for explaining differences in acquisition of V2 between second-language learners of Icelandic and Norwegian (Sigrur orvaldsdttir 2006). Frequency is also important in diachronic change (cf. Jhanna Bardal 2001).

Stylistic Fronting in Modern Icelandic was first discussed by Maling (1980), who defined it as fronting of a head (negation, participle or particle) in a subordinate clause with a subject gap. It has been debated to what extent SF is syntactically distinct from topicalization (see Fririk Magnsson 1990 and discussion in Holmberg n.d.). Although the phenomenon is associated with certain stylistic registers, its appearance in different genres has not been studied empirically, nor the relations between its distribution and that of topicalization. Although SF has been discussed in an historical context (e.g. Delsing 2001, Gunnar Hrafn Sveinbjarnarson 2004), diachronic work has tended to compare older tests to abstract statements about modern languages without empirical comparison. It is hoped that the present study will help provide a comparandum to be used in future diachronic and comparative work.

Maciej Witek, *Normal Language Flow and Pragmatic Inferences*

The aim of my paper is to strike a balance between two competing models of cognitive abilities underlying verbal comprehension: the decoding model and the inferential model. I claim that although some of our speech acts should be accounted for in terms of pragmatic inferences, the majority of our talk can be best described as normal language flow that is as a succession of ostensive stimuli whose interpretation involves no inference.

The current discussion on the mechanisms of verbal comprehension focuses directly on questions concerning the architecture of a cognitive system whereby hearers interpret ostensive stimuli produced by speakers. I propose, however, to abandon such a cognitive approach and start with an ontological question about the structure of a speech act. In other words, we should first identify factors that determine its force and meaning and next ask how our minds are able to take them into account.

I start my argument by analysing Ruth Millikan"s account of verbal communication. The account in question offers an attractive solution to the conflict between two classical approaches Gricean and Austinian to the nature of speech acts. According to Millikan, our talk exchanges constitute what she calls normal language flow, whose structure should be described in terms of (*a*) natural conventional patterns and (*b*) purposes attributed to speakers, linguistic forms and extralinguistic conventional moves. Cognitive processes underlying normal language flow involve no inference, as opposed to processes whereby we interpret cases of tinkering with the mechanism of normal language flow. Next, I pay attention to the fact that Millikan"s original theory (*i*) fails to account for the phenomenon of semantic underdeterminancy and (*ii*) leads to the implausible claim that communication involving implicatures is special and abnormal. I claim, however, that in order to cope with these and similar difficulties we do not have to abandon Millikans point of view in favour of the inferential approach. We can, instead, refine Millikan"s approach by, first, supplementing it with the idea of the higher level of purposiveness namely the level of purposes attributed to cooperative transactions or interactions and, second, redefining normal language flow. The crucial point I make is that the hearer"s ability to recognise the speaker"s purpose (or the purpose of his utterance) is derived from her prior capacity to recognise the purpose or direction of the interaction she and the speaker are involved in. Moreover, what I call normal language flow does not comes down to a mere encoding and decoding process. It usually involves many implicatures, whose distinctive feature is that they are not achieved by a deliberate and real violation of any maxim (Grice"s groups A and B). Only implicatures achieved by a deliberate or purposeful violation of some maxim (Grice"s group C) can be counted as cases of tinkering with the mechanism of normal language flow and, as such, explained in terms of pragmatic inferences.

David Woolls, *From data to database. Automatic transformation of newspaper search engine output data to relational database import files.*

Many academic institutions have subscriptions to commercial databases of journals, newspapers and similar material. The output of queries to such programs can be saved by corpus builders. However, most of these databases are built for information retrieval, so the data are not always presented in a form which makes them amenable for immediate use by researchers. In particular, multiple searches for different words or phrases result in much duplication of the articles found, and identifying which of the potential word forms has been found can be time-consuming.

The poster describes a program that has been employed to analyse the output from LexisNexis, reporting on the occurrences of 450 search items in five newspapers over a full year. The results for each newspaper are processed in less than a minute, including transfer to the database. The program incorporates three algorithms which are explained in the three sections of the poster.

The first section describes the process of identifying where the same article has been found by several search terms, and writing out one copy of each such article to a new file, identified by the first search term encountered. A reference list is also created, containing each new file name, and a list of all the search words found in that file, by sentence number and word-in-sentence position.

The second section describes the automation of KWIC concordancing. The algorithm described can process each of the original search terms in turn and automatically generate a concordance, so sparing the researcher the chore of separately re-entering all the search terms for the output data. The output is delimited to identify individually words falling in a context window to the left and right of the search term together with the remainder of the sentence falling to the left or right of the context window. This format allows the import of the full sentence reference for each term into a database, such as Microsoft Access or Oracle, for sorting, filtering and querying of the entire set of search terms.

For some research the ability to identify the location, the length and the content of direct speech is an important issue.

The final algorithm describes the methodology which provides a maximally accurate identification of the forms of quotation found, taking into account the wide variety of markers of speech used in texts across languages. If this option is employed at the concordance stage, each word is marked for its presence in direct speech or one of the other quote types, (citation or individual words), which provides a further classification field for filters or queries in the database.

The poster will be accompanied by a running demonstration of the program at work and sets of corpora in different languages and from different collections. Delegates wll be able to experiment with the various parameters for the extraction of specific items of interest to their field of study.

Etsuko Yoshida, *Patterns of Use of Referring Expressions in English and Japanese Dialogues*

The main aim of the thesis is to investigate how discourse entities are linked with topic chaining and discourse coherence by showing that the choice and the distribution of referring expressions is correlated with the center transition patterns in the centering framework. The thesis provides an integrated interpretation in understanding the behaviour of referring expressions in discourse by considering the relation between referential choice and the local and global coherence of discourse.

The thesis has three stages: (1) to provide a semantic and pragmatic perspective in a contrastive study of referring expressions in English and Japanese spontaneous dialogues, (2) to predict the way anaphoric and deictic expressions can contribute to discourse organisation in structuring and focusing the specific discourse segment, and (3) to investigate the choice and the distribution of referring expressions in the Map Task Corpus and to clarify the way the participants collaborate to judge the most salient entity in the current discourse against their common ground.

Significantly, despite the grammatical differences in the form of reference between the two languages, the ways of discourse development in both data sets show distinctive similarities in the process by which the topic entities are introduced, established, and shifted away to the subsequent topic entities. Comparing and contrasting the choice and the distribution of referring expressions of the four different transition patterns of centers, the crucial factors of their correspondent relations between English and Japanese referring expressions are shown in the findings that the topic chains of noun phrases are constructed and are treated like proper names in discourse. This can suggest that full noun phrases play a major role when the topic entity is established in the course of discourse. Since the existing centering model cannot handle the topic chain of noun phrases in the anaphoric relations in terms of the local focus of discourse, centering must be integrated with a model of global focus to account for both pronouns and full noun phrases that can be used for continuations across segment boundaries.

Based on Walker s cache model, I argue that the forms of anaphors are not always shorter, and the focus of attention is maintained by the chain of noun phrases rather than by (zero) pronouns both within a discourse segment and over discourse segment boundaries. These processes are predicted and likely to underlie other uses of language as well. The result can modify the existing perspectives that the focus of attention is normally represented by attenuated forms of reference, and full noun phrases always show focus-shift. In addition, necessary extension to the global coherence of discourse can link these anaphoric relations with the deictic expressions over discourse segment boundaries. Finally, I argue that the choice and the distribution of referring expressions in the Map Task Corpus depends on the way the participants collaborate to judge the most salient entity in the current discourse against their common ground.

Yuko Yoshinari, *Indirect Offer Expressions in Japanese and English*

What a speaker means is often not identical with the sentence meaning. For example, a speaker who wants to help someone carrying a heavy baggage says, Let me carry it for you. or asks, Do you want me to carry it?. The literal meaning of these sentences express permission and asking desire. However the speaker uses them as an offer. This kind of non-literal speech act is called indirect speech act. Almost all hearers will respond Thank you. or No, thank you. This means hearers identify these utterance as offer. Why and how?

The purpose of the present study is to examine the relationship between forms and functions with regard to indirect speech acts as offers. Additionally we will propose a framework of why they can be identified as offers.

We discuss three topics. First, we categorized Japanese indirect offer expressions based on results of our linguistic production test on how 204 Japanese native speakers offer to lend a pen. We got various expressions, not only a typical offer expression Shall I lend you my pen?, but also Please use my pen.(request form), You can use this.(permission form) and so on. Second, we explored why people interpret such indirect utterances as offers. According to Searles *sincerity conditions* (1979), a key aspect of interpretation of indirect offers is to recognize the speakers intention to do something for the hearer. If the hearer recognizes a speakers intention, the utterance can perform as an offer even though the intention is not expressed explicitly in linguistic form. And then we quote The folk concept of intentionality model proposed by Malle & Knob(1997), which explains a judgment processes of intentionality by five components; Belief, Desire, Intention, Skill and Awareness. Because the expression refers to these components, hearers can recognize speakers intention, and then they can interpret the utterance as an offer. Third, we compare indirect offer expressions in Japanese and English. We will show that both of them have common cognitive process of intention, but different linguistic systems depending on cultural aspects. As an example, a typical indirect offer expression in English is to ask Do you want to~?. However, on account of the impolite nature of asking about desire directly in Japanese culture, they avoid using want expression.

This study will shed new light on interpretation of indirect speech acts by using the findings of psychology, and also on universal aspects and language particular aspects of indirect speech act.

Ming-chung Yu, *Classroom-Centered Research on EFL Teaching and Learning: An Observational Study on Pragmatic Competence*

The study reported in the present paper was a process-product investigation of foreign language classroom practice and its effects on learners development of pragmatic competence, which, while important for appropriateness of language use, has long been neglected in L2 teaching. Based on classroom observation, the study examined the extent to which college English classes in Taiwan were instructed in this specific aspect of communicative competence and how learners performance might be linked to the instructions they received. The participants who took part in this study came from seven universities in Taiwan. They were 24 Chinese teachers of English teaching intermediate-level freshman English and 732 first-year students from 24 classes taught by these teachers. The specific questions asked in this study were (a) whether and, if so, how language teachers who interpreted Communicative Language Teaching (CLT)differently would differ in their teaching of pragmatic competence, and (b) whether classroom practice had any effect on learners learning outcomes, especially on the development of pragmatic competence. Each of the 24 classes was observed for two hours every week, over a four-month period (one semester) during 2004-06 (approximately 32 hours per class). To answer the research questions, the Communicative Orientation of Language Teaching (COLT) scheme (Allen, Frhlich, & Spada, 1984; Spada & Frhlich, 1995) was adapted and employed in this study because it is one of the most sophisticated observation schemes that have been developed so far (Nunan, 1992) and, more importantly, because the investigator could match the scheme to the purpose of the present research. Furthermore, a pre- and post-observation test design was employed in this study. Participants in the observed classes were given the same battery of proficiency tests in the first and the last weeks of classes. Five proficiency measures were employed. The measures included a pragmatic test and the IELTS (which includes four skills). The findings showed that no matter whether a given class was considered more communicatively oriented or less, pragmatic instruction was mostly neglected in classroom practice, and that while the participants differed in their learning outcomes of speaking and listening skills, they did not differ in pragmatic performance. The findings of the present study have practical educational implications in L2 learning and teaching. First, L2 learners may need to be specifically taught pragmatic competence of the target culture in order not only to speak grammatically, but to interpret appropriately what they hear and to interact effectively with members of the target culture. Second, L2 teachers, even though they may follow most principles of CLT, may still need to incorporate many cross-cultural pragmatic analyses in their teaching in order to address learners possible communicative problems.