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ABSTRACTS

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PLENARY LECTURES

Walter Daelemans

Profiling social media text: The AMiCA project

Sociolinguistics and Language Psychology research have a long tradition investigating language variation that is conditioned by sociological and psychological properties of language users (age, gender, education level, psychological health, personality, …). *How* we write rather than *what* we write gives away who we are. In this talk I will show that Computational Linguistics has to offer new methods for sociolinguistic and language psychology research, by making available large corpora of linguistically analysed social media language (user-generated content such as chat, blogs, etc.). At the same time, computational stylometry, a fairly recent part of Computational Linguistics —with a long history, though— bases itself on results in sociolinguistics and language psychology to design systems that automatically "profile" the author of a text: given a text, even a short social media text, software based on machine learning from "big data" tries to predict age, gender, personality, and many other properties of the author of the text. The state of the art in this research already allows societally relevant applications. As an example, I will show how this automatic profiling is used in AMiCA, a project that aims at detecting potentially harmful events for children and young people in social media, including sexually transgressive behaviour, suicide announcements, and cyberbullying.

Gabriele Diewald

Grammar needs context – Grammar feeds context

The interdependence of grammar and non-linguistic context has been a major issue in several linguistic fields including language change and variation, discourse analysis, construction grammar and grammaticalization theory (Lehmann 1995/1982; Traugott & Trousdale 2013; Diewald 2006, 2011, to apper, Antonopoulou & Nikiforidou 2011). In this talk, I argue that the process of grammaticalization, i.e. the constant and ongoing (re-)creation of grammatical signs and the concomitant restructuring and reorganization of grammatical systems, is the pivot of the interaction between language and context. It is assumed that the essential feature of any grammatical item is its indexical nature. Thus, the process of grammaticalization culminates in the change of the semiotic status of the linguistic item(s) involved from non-indexical (or less indexical) to (more) indexical. Grammaticalization results in the obligatory representation of pragmatic information in linguistic paradigms.

I suggest a model mapping the dynamics of this interaction to several stages, which – among other features – are defined by alternating predominance of linguistic signs versus contextual information, and thus by complementary functions. The stage of contextual predominance is associated with little advanced grammaticalization; it necessitates heavy pragmatic enrichment and restriction. This stage is characterized by the slogan "grammar needs context". Linguistic predominance, on the other hand, is associated with advanced stages of grammaticalization bringing forth the context-creating potential of grammatical items ("grammar feeds context"). The details of the model and its application to ongoing change are illustrated by data on the development of modal particles and other grammatical categories in German.

Jürgen Jaspers

Belgian adaptations to linguistic difference

Language policies are critical tools in nation-states' adaptation to a globalizing economy and a diversifying citizenry. These policies at the same time answer to the anxiety such states have been cultivating for persistent social inequality under their aegis, and reinforce their appeals to education as the exclusive model for fair social credentialling. Certainly in non-elite urban schools, where pupils' linguistic diversity is often pronounced, the subsequent fixation on monolingualism produces salient sites of linguistic friction. Much work has been succesfully addressing this friction in its attention to the unpredictable, creative negotiation of policy-in-practice. But a preference for practices that undermine monolingual policies may limit the scope of policy negotiation and overlook some of the insights that ambivalent adaptations to policy and linguistic difference have to offer. I will discuss this using ethnographically collected data from a Dutch-medium secondary school in Brussels.

Stephen Levinson

Turn-taking and the pragmatic origins of language

Within the confines of this mini-plenary I'll try to sketch how turn-taking may have played a crucial role in molding the origins and shape of language. First, I'll run through some of our recent findings that reveal the intensive cognitive processing that underlies turn-taking – measuring response-timing, gaze, the acoustics, breathing, and EEG. These findings suggest that the turn-taking system stretches cognitive processing to the limit. Asking why the system is the way it is, I'll advance the argument that language as we now know it may have emerged from the growth of a rich information-encoding system in the context of an antecedent turn-taking system, so that increasingly complex messages became squeezed into short turns, with the consequence of extreme compression, inference enrichment of the Gricean kind, tendency for fixed word orders, etc. Some support for this account can also be found in ontogenetic and phylogenetic studies of turn-taking.

Salikoko S. Mufwene

The co-evolution of speech and pragmatics

As languages have evolved phylogenetically from nothing to protolanguage(s) and to modern complex systems, one may have expected the role of pragmatics to have decreased accordingly. The logic behind this expectation is that languages emerged and evolved as technologies (produced by the exaptation of the hominine anatomy) capable of communicating rich loads of information explicitly and systematically, in ways less dependent on context. In other words, modern languages would make us less reliant on our natural mind-reading capacity. Reality shows that pragmatics itself has actually evolved to play a more complex role now than it ever did at the time when embryonic forms of modern languages emerged. According to some, such as Dan Sperber and his collaborators, we still rely heavily on the mind-reading capacity to interpret utterances in modern languages.

I submit that an important reason for this increased reliance on pragmatics is that there was less information to convey at the protolanguage stage, in part because the hominine mental capacity was not yet as generative as it is today and human interactions were simpler. If the earliest evolution of spoken languages from animal-like vocalizations involved just naming, which drove the expansion of phonetic systems, communication may have started with child-like holophrases. These do not require nuancing and finessing the intended meanings by the speaker, who may sometimes speak indirectly.

In the earliest stages of the phylogenetic emergence of languages, it may not have been necessary to choose between polite and impolite expressions, or between deferential, humbling, and neutral forms of address, as in languages such as Japanese and Korean. On the other hand it became useful to encode in modern languages special perspectives relative to the addressee in saying either *I was coming to see you* or *I was going to see you*. The context of communication now also bears on the interpretation of such seemingly simple constructions as *I'm about to come* in ways that do not apply to its counterpart *I'm about to go*.

It appears that the more complex the encoding of meanings into expressions has become, the more complex the pragmatics of language use has evolved. Why is the verb *sleep* interpreted only one way in *the baby slept with her mother* but not in *Lucy slept with Harry* if both arguments are used to refer to adults? Even *Lucy slept with her dad* may arouse a shock in some contexts but not in others!Why doesn't the phrase *sleep around* lend itself to such ambiguities? And why is it not appropriate in some cultures not to speak literally past a certain age? What's so special with non-literal speech? I will approach these issues from an evolutionary perspective.

Kiki Nikiforidou

A constructional approach to the grammar of dialogue and genre

While recent c onstructional approaches have been occasionally accused of neglecting social or discoursal parameters, focusing more on the developing of grammatical formalisms, the explicit reference to socio-discoursal parameters in Fillmore's early work (in the form of 'interactional frames') should not be understated. The interrelation of grammar and context is clearly evidenced in conversational pairs, where the syntactic and collocational patterns as well as the pragmatic force of the different turns are interdependent. It is also evidenced in patterns licensed by, or conventionally associated with, particular genres. In this talk, I will attempt to show that discourse-bound conventionality we could appropriately characterize as 'grammatical' is naturally captured in terms of conversational and genre-sensitive constructions. The data I report on here include Greek dialogic constructions that impose syntactic, semantic and pragmatic requirements across different turns, and lexico-syntactic patterns associated with genres such as AA discourse, empathetic (shifted) narration in English and Greek, and Greek folk tales.

These patterns may exhibit genre-specific morpho-syntax or be instances of otherwise productive constructions that develop idiosyncratic meaning through their association with the genre.
A constructional view of language aims at the entirety of data in a language. Constructions that are possible or conventional in particular contexts, which may amount to distinct genres, are therefore part of linguistic analysis proper. The constructional continuum between formal (schematic) patterns and fixed (substantive) ones allows us to recognize such regularities to begin with as the conventions they represent in the genre. At the same time, these context-bound constructions may relate to other constructions in the language through relations of inheritance, in a way that highlights both the regular and the idiomatic part in genre-based conventionality. While it is possible to model such conventions in other ways (I will refer to some in the existing literature), a constructional approach, for the reasons outlined above, emerges as a descriptively adequate and cognitively realistic framework for the grammar of conversation and genre.

Gunter Senft

Days that I have loved ... but the times they are a-changin': 30 years of anthropological-linguistic field research on the Trobriand Islands in Papua New Guinea

This talk provides an inevitably subjective summing up of experiences I made during 30 years of field research on the Trobriand Islands. I first provide some information about how I came to do this kind of research. Then I briefly introduce the Trobriand Islands, their inhabitants and some central aspects of their language and their culture. To illustrate my situation as a greenhorn in the Pacific at the beginning of my staying in the field, I briefly mention some of the mistakes I made, some misunderstandings and some forms of my misbehavior with respect to Trobriand etiquette and conventions. A brief survey on the research I carried out there is followed by a discussion of aspects of language and culture change which I witnessed and documented between 1982 and 2012. The presentation ends with some unfortunately pessimistic prospects on the Trobrianders' future which is severely challenged by overpopulation and climate change affecting the Islands.

Tanya Stivers

Is conversation built for two?

Conversation happens in small and large groups; in settings with and without visual contact; and as the primary activity or as a competing activity. There is no evidence that the basic structures of conversation alter as group size or setting changes; however, I will argue that the structures reflect a fundamental property of conversation -- that it is built for two individuals. I will offer a range of accounts for this point of view and then move to consider the consequences of this property in a range of multi-party conversation. In particular, I will examine the ways in which individuals are marginalized moment-by-moment in social interaction.

PANELS

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

Laura Alba Juez & JoAnne Neff

Emotional engagement "at work": Examining emotions in corporate/institutional discourse

Some modern linguistic theories treat referential meaning as primary and devoid of emotion, while they seem to be blind to the fact that much of the language around us is emotive, including precisely referential language. Recently, however, the research topic of emotion, and how emotions affect philosophical and scientific thinking in the 21st century, has been attracting great attention and interest, including sub-topics in the field of linguistic and paralinguistic expression of emotion and the relation of this expression to possible illocutionary effects in the interlocutor.

In this panel we adopt a linguistic (discursive-pragmatic) perspective, with the intention of clarifying and finding ways of systematizing the study of the linguistic expression of human emotion as a reflection of a given stance in the discourse, taking as reference points the latest works on the topic of evaluation, stance and emotion (e.g. Thompson & Alba-Juez 2014; Cockcroft & Cockcroft 2014; Dewaele 2013; Foolen et al 2012; Bosque 2010; Wilce 2010; Bednarek 2006, 2008a and b, 2009a and b; Hunston 2008; Englebretson 2007; Martin & White 2005; Halliday & Mathiessen 2004; Macken-Horarik & Martin 2003; Hunston & Thompson 2000; Martin 2000), as well as on earlier linguistic works (e.g. Jesperson 1923; Malinowski 1923; Trubetzkoy 1939; Firth 1957; Jakobson 1960; Ochs & Schieffelin 1989; Biber & Finegan 1989) which also gave special importance to the emotive and expressive aspects of language. Our general working hypothesis relies on the premise that the expression of emotion is related to the emotional intelligence (Goleman 1995, 2006, 2011) of the speaker, which is in turn related to his or her performance in the workplace. To put it simply, the discourse strategies used for the expression of emotion (e.g. the use of bridging inference, certain kinds of reference, humor or irony — among many others) can influence the more or less productive performance of speakers in their work environment. We thus invite scholars to present both theoretical and empirical analyses of emotion discourse at the different levels of linguistic description (syntactic, lexical, phonological, semantic, etc.), using data from texts and contexts related to the world of corporate and institutional work, in sub-areas such as, but not restricted to, the following:

- the relationship between the expression of the different kinds of emotion as a reflection of the interactants' emotional intelligence, and consequently as a pragmatic/linguistic/cognitive phenomenon which manifests the relationship brain-body-world (context) within a pragmatic dynamicsystem (as in Gibbs 2010; Alba-Juez & Alba-Juez 2012; or Moreno Fernández 2012).
- The effect of the expression of emotion upon interpersonal relationships
- The relationship between the linguistic and the paralinguistic, gestural or bodily expression of emotion
- The grammaticalization/conventionalization of emotion in language. Subjective and intersubjective values.
- Discourse functions of the expression of emotion: intensification, evidentiality, etc.
- Relationship between emotion and persuasion
- The conceptualization of emotion in language, and in particular, in corporate and institutional discourse

- Emotions as the trigger for the creation of discourse: How emotions shape language and how language is shaped by emotions
- etc .

Marta Albelda & Maria Estelles Arguedas

Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre

One of the most common claims in the study of evidentiality in Spanish is the difficulty of separating the semantic content (i.e. the 'source' or 'mode of information' itself) from the pragmatic values acquired contextually by the evidential (expression). The list of pragmatic values an evidential expression may show is quite large: facework, irony, epistemic distancing, mitigation, boosting, and even mockery. The length and heterogeneity of the list above could lead us to think that the choice of one or another evidential (expression) is random or speaker-dependent; however, the present panel attempts to find eventual regularities or patterns attached to factors beyond the individual and the context, such as discourse type and genre. This fact is not new in pragmatics: for instance, some examples of anti-politeness (e.g. the use of personal insults such as *cabrón* or *huevón* like marks of politeness or social affiliation, Zimmermann 2003; Briz 2004; Bernal 2007) are related to the conversational genre and can only be found there. Likewise, in evidentiality, which is the main concern of this panel, parliamentary debates show a range of expressions, such as *crec* (Catalan, 'I think') that are interpreted as marks of epistemic certainty, whereas they are understood as mitigators when used in ordinary discourse (Cuenca in press).

Therefore, the aim of the present panel is to reflect on the following questions on evidentiality in Spanish from particular corpus-based or corpus-driven studies:

1. Is there a univocal relationship between evidential expressions and the pragmatic meaning(s) triggered by them?
2. If not, are there any factors that favour the emergence of one pragmatic meaning over the other(s)? Is genre one of these factors?
3. If so, are there any genre(s) more prone to trigger pragmatic meanings? Are there any characteristics (situational, interactional, etc.) common to these genres?

Charles Antaki & Marco Pino

Dealing with distress: Conversation analysis of the management of interactions with vulnerable people

Some institutions (the police, social services, the medical professions, helplines....) regularly deal with the troubles of people who are vulnerable in terms of their emotional circumstances, their intellectual or bodily abilities, their physical frailty, or other challenges to their ability to cope. Such troubles may elicit empathy; but institutions vary greatly in the degree of empathy they allow their front-line staff to provide. At one extreme is the supportive helpline which gives free rein to callers' expression of their troubles; at the other extreme is the judicial enquiry which must proceed on strictly factual terms. There is a constant tension between respecting the clients' accounts, feelings and experiences on the one hand, and proceeding with institutional objectives in the other.

The research that this Panel reports reveals the commonalities (and the differences) by which very various institutional practitioners handle the tension of their institutional requirements, and deal with the distress and confusion thattheir clients express.

The presenters approach their data ethnographically, and with the apparatus of Conversation Analysis, the better to appreciate institutional imperatives and the exact detail of the exchange of talk between practitioner and client. Practices identified include: the design of questions and their pursuit in the face of inadequate answers; withholding of assessments, news receipts and other affiliative responses to troubles-tellings; topic-shift formulations; and perspective-display sequences in the delivery of bad news.

Michael Bamberg

Narrative, narrative identity, and using narrative to investigate identity

In light of recent discussions on the relationship between narrative and identity construction, our panel pulls together a variety of empirical (and theoretical) studies that work with narratives in order to illuminate aspects of speakers sense of who-they-are: as students, as (former) slaves, as patients, as 'returning' immigrants, or simply as 'pure' national citizens. A number of contributions present their analyses at a more conceptual and theoretical level (as for instance in hypothetical narratives, and in the genre-narrative interface, or as means to differentiate one-another along educational dimensions), while others go deeper into the fine-grained empirical documentation of the navigation of interruptions when in the midst of telling one's story. Overall, we hope to clarify and lead to a better understanding of narrative and what narrative analysis can contribute to identity research.

Jack Bilmes, Gabriele Kasper & Richard Fitzgerald

Definition in interaction

We are proposing a panel on "definition in interaction". It is intended to cover a variety of topics concerning elucidation of what an expression means. This concern can be related to what conversation analysts, following Garfinkel and Sacks (1970), have termed "formulation." "We shall speak of conversationalists' practices of saying-in-so-many-words-what-we-are-doing as formulating" (351). Formulation studies have, so far as we are aware, dealt exclusively with reformulations of propositions or sets of propositions or other ideas and states of affairs expressed in, or actions performed in, a prior spate of talk. The unique aspect of the proposed panel is that it deals with linguistic items and their explication, with the way definitions are performed and with their place in a developing sequence of interactive talk. Even when the speaker is explaining what an expression means transcontextually, i.e., within the semantic system of the language, this explanation is done within a particular context and in a manner suited to that context. That is, it is an occasioned occurrence, with local conditions of use and local outcomes. In some cases, it is relatively simple interactionally, consisting of a speaker's use of an expression, immediately followed by explication of the meaning of that expression. In other cases, the defining activity is interactionally complex, involving give-and-take among participants. In fact, the activity may be initiated by a question from a conversational partner. Definitions may occur in conversation wherever there is a supposed or claimed asymmetry of knowledge. So, we are likely to find definitional activity in instructional settings, first and second language learning activities, and specialist-layman interactions. But, since we all have different experiences and abilities, there will always be asymmetries of knowledge that may result in definitional activity. We will bring to bear various resources including sequential analysis, categorical analysis, and grammatical, nonverbal, and paralinguistic considerations. For purposes of this panel statement, the definition of "definition" is approximate and intuitive. What exactly constitutes a definition is a matter to be worked out in the panel papers.

Sarah Blackwell

The semantics, pragmatics and metapragmatics of discourse connectives, markers and particles in variable contexts

This panel is comprised of four papers, each of which focuses on the variable meanings and the discourse-pragmatic functions of specific linguistic elements, which their respective authors refer to as discourse "constructions", "particles", and "connectives".

In her paper, " Concession and contrast in meaning construction at the discourse level," Aneider Iza Eriviti argues that a family of complementary-contrastive discourse constructions in English (e.g. *X after all Y*, *X all the same Y*, *X although Y*, *X anyhow Y*, *X anyway Y*, *X at any rate Y*) should not be treated as fully interchangeable expressions. Specifically, she aims to show that their meanings differ in subtle ways. By applying the notions of *base*, *profile*, and *active zones* in her analysis of these expressions, Iza Erviti attempts to provide a more principled descriptive and explanatory account of the meaning and usage differences among these discourse constructions.

In her paper, "A discourse-pragmatic approach to the Finnish *-han* discourse particle clitic," Jennimaria Palomäki examines the polyfunctionality of the Finnish discourse particle clitic *–han*. Palomäki analyzes naturally occurring conversations among native speakers of Finnish to determine the discourse conditions

and contextual factors that render –*han* marked utterances felicitous. More generally, Palomäki identifies the discourse-pragmatic functions of -*han* in Finnish conversational discourse and shows how the presence of –*han* in an utterance contributes to discourse coherence in Finnish conversation by encoding procedural meaning.

In Eero Voutilainen's paper, " Metapragmatic discourse connectives as markers of action shift in Finnish parliamentary speech: The case of *mut(ta)* 'but'," the author analyzes the use of the Finnish connective *mut(ta)* as it is used in the plenary session conversation of the Finnish Parliament. More specifically, he shows how this connective is used by the speakers to mark linguistic connections and how it enables them to move between actions in a single turn.

In "The semantics, pragmatics, and metapragmatics of Spanish *porque*: Evidence for a revised classification of causal relations," Sarah Blackwell analyzes the Spanish causal connective *porque* ('because') in two genres of spoken discourse produced by native speakers of Peninsular Spanish to test the adequacy of the widely accepted categorization of causal connectives as *content*, *epistemic* or *speech act*. The analysis shows that *porque*, when used pragmatically, also functions discourse deictically and metapragmatically; that is, in these cases, the speaker uses the *porque* construction to reflect on and comment on his/her previous speech. More importantly, the author argues that we should view pragmatic *porque* utterances as justificational, in that they introduce 'reasons' or 'justification' for the speaker's preceding utterance, whose intended illocutionary force (e.g. that of a conclusion, a command, a request, an evaluation, etc.) is determined in, and by, the developing discourse context.

Paul Bouissac

The social dynamics of pronominal systems

In most languages, personal pronouns form a relatively autonomous system which not only regulates but also constitutes the form of social relationships among speakers of these languages. These systems change with time and space under a variety of constraints. In the meta-language of pedagogical discourse, pronouns are defined as indexical tools, that is, abstract relational tools which need a context to receive some content. The use of pronominal systems is not only regulated by syntactic rules but also governed by pragmatic norms. However, all languages do not offer the same systematic pronominal resources to their speakers. When history and socio-politics bring speakers of different languages into contact, their respective pronominal systems rarely map exactly unto each other. This often causes the emergence of tensions which are generated by the lack of homology between the pronominal systems concerned. The purpose of this session is to propose a socio-semiotic analysis of pronominal systems from the pragmatic point of view of sociality, spatial semiotics, and the bio-semiotics of territoriality. Personal pronouns, for instance, are used to determine closeness or distance, dominance or submission, equality or inequality, gender, absolute and relative status. From the point of view of the social dynamic generated by pronominal systems the interface between languages creates zones of friction and misunderstanding. A better awareness of the relative implications of these systems should improve inter-ethnic and inter-linguistic interactions.

Claudia Brugman

Reference-tracking strategies beyond closed-class pronouns

The panel organizer is a member of a research group doing a cross-linguistic exploration of strategies for reference-tracking that go beyond closed-class pronouns. The languages that the research group has considered exhibit reference-tracking strategies that are either underrepresented or overlooked in the European languages that are the focus of much language description. On the one hand, languages such as Dhivehi make extensive use of open-class nouns that denote kin or other social relations, but have anaphoric or exophoric reference (different from vocative function). On the other, languages such as Chinese permit zero anaphora in a wider range of syntactic contexts than would be predicted by Eurocentric models of grammar. Languages such as Indonesian use both kinds of strategy, and Korean adds to them speech level and honorific systems that narrow the search space for identifying referents (as opposed to providing anaphors).

One presentation in the panel provides a broad overview of the research program and progress to date on developing a typology of People Referring Expressions. A second presentation examines Indonesian more closely, providing a discourse-level examination of how a single individual is referred to using elements of multiple systems that provide for reference.
In addition, the use of noun classifiers as a reference tracking strategy are examined in contributions that focus on two languages--Bena (Bantu) and Murui (Witoto, Northwest Amazonia).
Finally, a paper re-examines the "pro-drop" language Portuguese and examines additional conditions on the appearance of anaphoric elements.

Wolfram Bublitz, Christian Hoffmann & Monika Kirner-Ludwig

The pragmatics of telecinematic discourse

In the last decade, telecinematic discourse has become one of the most promising avenues of research in media pragmatics. What makes telecinematic discourse an exciting new arena for pragmatics is the complex dynamics between those who create the film (directors, producers, etc.), those who enact it (actors) and those who watch it (audience). A pragmatic investigation of telecinematic discourse thus needs to elicit how directors attempt to constrain potential interpretations of their work through a careful orchestration of audiovisual cues, temporally unfolding shots and varying audience expectations. While previous pragmatic studies have largely focussed on language *in* films (Quaglio 2009; Bednarek 2010; Richardson 2010; Rossi 2011), more recent papers have called for a more specialised pragmatics *of* film, exploring the pragmatic codes in cinematic expression, e.g. camera work, lighting, scoring, montage, mise-en-scène, etc. (cf. Janney 2013).
To this end, we invite papers presenting new developments in either one of the two aforementioned lines of research, with a twofold objective: on the one hand, we wish to explore the pragmatic dimension of verbal language (e.g. dialogues, monologues) as well as its interplay with other semiotic modes of expression (e.g. sound, music, etc.) in both current (synchronic) as well as past films (diachronic). On the other hand, we want to investigate how telecinematic discourse challenges the methodological feasibility of some well-established pragmatic theories and methods, such as Searle's speech act theory, Grice's maxims of conversation, presuppositions and implicatures, etc.
More specifically, we are asking if and how pragmatics needs to adapt to the analysis of moving images and therefore pay tribute to the general theme of the conference, i.e. *adaptability.* Presentations will show how language manifests itself in film as an adaptable phenomenon both in relation to other semiotic sign systems as well as other cinematic techniques of (re-)presentation. If anything, the panel will show that in telecinematic discourse, the classic distinction between verbal language and its enveloping context is no longer tenable. In contrast, language in films is intrinsically tied to other co-occurring modes of expression which collectively trigger pragmatic inferences.

Matthew Burdelski & Asta Cekaite

Affect, social action, and identity in adult-child and child-child interaction

A growing body of research over the last couple decades has focused on affect in interaction by examining the ways affect emerges and is co-constructed within socially situated interaction (e.g., Besnier 1990; Irvine 1990; Peräkylä & Sorjonen 2012; Ruusuvuori 2013). Affect is broadly defined as "emotion, feelings, moods, dispositions, and attitudes associated with persons and/or situations" (e.g., desire, empathy, fear, anger) (Ochs & Schieffelin 1989: 7) and it is expressed and socialized through linguistic and multimodal means (e.g., Goodwin & Goodwin 2000).
This panel examines ways in which affect serves as an organizing force in socializing children in various contexts. In particular, it demonstrates how children are socialized to display particular affective stances, and how they are socialized through caregivers', teachers' and peers' use of affective resources. By adopting a dynamic perspective on socialization, the papers analyze the organization of affect in adult-child and child-child interaction within the home and school in several languages (currently Japanese and Swedish). The papers are based on longitudinal audiovisual recordings of naturally occurring interaction,

and they analyze the ways affect is displayed through multimodal modalities including prosody, words, grammar, gesture, touch, and facial expressions. We have confirmed five of six presenters (summarized below), and will conduct a search for another paper presenter or a panel discussant. As a whole, the panel will shed light on ways affect is a means for activating power, identity, social action, morality, ideology, and metapragmatic awareness within socially situated activities and goals in families, playgrounds, and schools. Finally, the panel provides on opportunity for cross-cultural and cross-linguistic comparison of affect in socially situated interaction.

Wei-Lin Melody Chang & Michael Haugh

Interpersonal pragmatics of social interaction in Chinese

It is well established that research on Chinese language needs to be given increasing attention due to the growth in political, economic and cultural interactions between Chinese speakers and speakers of other languages. There have been numerous studies of social interactions in English and other languages, but a limited amount of research on social interactions in Chinese to date. Building on the panels on *Chinese discourse and interaction* and *identity as resource in Chinese discourse* that were held at the 11th and 12th International Pragmatics conferences respectively, this panel will focus on the issues of interpersonal pragmatics, including im/politeness, affiliation/disafiliation, face, humour, social practices and so on, specifically drawing on interactional data arising in either institutional and non-institutional settings. The aim of this panel is to bring together scholars who work in this area to explore and discuss the ways in which the Chinese speakers manifest themselves in their interpersonal practices in interactional settings. The hope is thus to gain comprehensive, socio-cultural insights into the pragmatics of Chinese interpersonal interactions. We welcome a variety of analytical and methodological approaches that address those issues. As there as yet no established research group working in this area, we anticipate this panel will attract a diverse range of researchers.

Xinren Chen

Understanding metonymy: Context and cognition

The cognitive turn in linguistics has brought forth new insights into traditional tropes such as metaphor and metonymy. As in the case of metaphor, metonym has come to be seen as a ubiquitous cognitive phenomenon reflected in language rather than an occasional witty or rhetorical process. Unlike the use of metaphor whose cognitive processing has been extensively studied from cognitive-pragmatic perspectives (Carston 2002; Pilkington 2000; Sperber & Wilson 1986/1995; Wilson 2003), however, that of metonymy has received relatively less attention, leaving a lot of important issues in need of adequate explanation. These issues mainly include the following: i) In what context is a (referential) expression interpreted metonymically? ii) What kind of pragma-cognitive processes are involved in assigning the metonymic interpretation? iii) What is the selective mechanism in cases of competing candidate metonymic interpretations? iv) What is the cognitive effect that ensues from the use of metonymy? v) To what extent are current models of interpretation pertaining to metonymy amenable to empirical tests?

This panel will focus on, while not limited to, these major issues of metonymy research and seek to speculatively and empirically tackle the explanatory power of the current theoretical models, such as Gradient Salience Hypothesis by Giora (1997, 2003), Relevance Theory by Sperber and Wilson (1986/1995) and Wilson and Sperber (2012), and Mental Space Theory and Blending Theory by Fauconnier (1994) and Fauconnier and Turner (2002), in hope of seeking new viable cognitive accounts of metonymy used in context. A range of social-cognitive contextual factors such as lexical knowledge, grammatical knowledge, familiarity with metonymic usages, knowledge about the frequency of metonymic usages, genre knowledge, background assumptions, knowledge of co-text, and recognition of the current interactional goal will be explored and tested to reveal their possible effect on the interpretation of metonymy, in terms of its cognitive path, pattern, principle and predictability.

All the individual studies contributed to this panel will be conducted on the basis of authentic data from a variety of sources. Diverse methodology will be adopted across the panel, including speculative theorizing, qualitative analysis, corpus-based analysis, and various forms of experimental research like

eye tracking survey, ERP study, RP test, event-related functional magneticresonance imaging (fMRI) and think-aloud protocol.

Rebecca Clift & Elizabeth Holt

Stance and footing in interaction

Recent years have seen an increasing interest in domain of stance in interaction, in particular through negotiation of epistemic rights (e.g. Heritage and Raymond 2005; Stivers, Mondada and Steensig 2011)). This panel gathers together a number of researchers investigating the general expression of stance both linguistically and non-linguistically, and exploring links between stance and the issue of footing in interaction. We explore the integration of the linguistic (e.g. adverbial markers of stance), non-linguistic (e.g. laughter), and phenomena which cut across these categories (e.g. reported speech and interactional pivots). This enables us to explore how bodily and facial resources are mobilised and organised with respect to the sequence of talk in which they are embedded, and how they are thereby understood to be displays of stance. The means by which we attribute stance to others and use it to affiliate or disaffiliate is here a particular focus.

Jenny Cook-Gumperz

Communicative competence in a era of super-diversity

As Steven Vertovec (2014) comments ,his original aim in introducing the concept "super-diversity" intended to address the changing nature of global migration that over the past 30 years or so, has brought with it a "diversification of diversity". This has occurred not just in terms of movements of people reflecting more ethnicities, languages and countries of origin, but also in respect to a multiplication of variables that affect where, how and with whom people live. This thematic concept has been taken up recently in many social science disciplines to explore the rapid pace of social change and global re-alingments of nations. from the standpoint of sociolinguistics and linguistic anthropology, Blommaert and Rampton (2012) have built on the concept to expose not only deficiencies in the analysis of social policies affecting multilingualism in social institutions but also to call for a re-consideration of some of the basic tenets of sociolinguistics. Sociolinguistics founded on the premise that linguistics needed to pay attention to diversity of languages spoken by people in real life settings across a multiplicity of places, ethnicities and cultures, began life in a post-colonial world after the social upheavals of World War 2. (Gumperz and Cook-Gumperz 2008.) And central to sociolinguistics is the concept of "communicative competence". Although Hymes initially gave only a limited delineation of this concept, focusing on its contrast with Chomskyan linguistic competence, explanation in his "Foundations of Sociolinguistics" (1974) emphasized simply "the need for a child to be able to participate in its society as not only a speaking but also participating member." Over time communicative competence has found resonance with everyday explanations about language in social interaction, as its uses shifted from its original intent as part of Hymes' descriptive sociolinguistics to become part of applied linguistics, then language pedagogy (Byam 1997). Some of the later uses lead to criticisms of the concept itself. The papers in this panel re-examine this issue by exploring the sociolinguistic diversity characteristic of much urban life, where daily living requires understanding the pragmatics of more than one language and more than one world view. As a result we need to look again at some of the basic assumptions that we make in "doing sociolinguistics" and working with pragmatics of everyday language. The papers will explore these ideas in analysis of situational data from very different global urban settings.

Arnulf Deppermann

Action ascription: Attributtions of actions to prior turns

In recent years, our understanding of ways in which temporality is basic to the organization of action in spoken interaction has increasingly grown. Conversation analysis has shown how projection figures in organizing sequences of action and in accomplishing interactional participation and cooperation (e.g. Goodwin 2002; Schegloff 2007). Similarly, interactional linguistics has started to inquire into how linguistic structures are collaboratively accomplished by virtue of projection (e.g. Auer 2005). For the

organization and interpretation of action in interaction however an orientation to the interactional past is equally basic. Action ascription thus is not necessarily defined at the very moment of its production nor by the producer's intention (Haugh 2008). What some situated utterance amounts to in terms of action and consequently in terms of the progression of interaction is manifested in the way in which its recipients treat that utterance as an action of a particular kind, that is, in the way they ascribe action to that utterance (cf. Levinson 2013). Recipients may display in closely coordinated ways their understanding of an utterance already in the course of its production, and these understandings are closely monitored by the speaker who may modify her or his on-going utterance and action on the basis of them (Goodwin 1981; Mondada 2011). Similarly, the recipient can display her or his understanding of the kind of action the prior speaker produced by carrying out an action that was projected by the previous speaker. In some cases, however, the recipient of some talk uses more or less overt means to ascribe action to the co-participant's prior utterance, for example, through formulations (e.g. *are you asking me; you want to know why*). In turn, the producer of an utterance then in her/his subsequent turn may align or disalign with the recipients' understandings of the kind of action s/he was doing. These sequentially organized and multimodally informed practices of retrospection are constitutive of how action ascriptions emerge as an intersubjective phenomenon (Heritage 1984; Schegloff 1992; Deppermann i.pr.).

This panel brings together researchers focusing on different aspects of overt action ascription. The questions to be asked are the following.

· How are overt ascriptions of varying degrees occasioned by the type of prior utterance, its sequential place and the interactional concerns (e.g. categorization of prior action, formulation)? Which practices do recipients routinely use to display action ascription?

· How does action ascription relate to projection? How do participants display by producing a non-projected response that they ascribe to prior activities a type of action or action trajectory that differs from one that they are doing?

· How do participants account for action ascriptions? Which resources do they draw on?

· Which systematics holds for third-positioned responses by speaker vis-à-vis the understanding that their partner displayed of their (speaker"s) prior action?

· How is openness and ambiguity used as a resource for action ascription?

Mercedes Díez Prados & Antonio García Gómez

At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación

In this panel we delve into a research topic that is now being deemed of great interest in pragmatics: persuasion. In the literature, persuasion is commonly associated with argumentation, both being focused on the addressee and expecting an action from him/her (Overstreet 2003; García-Gómez 2012; Maillat 2013). Furthermore, the relative effectiveness of persuasion tactics relies on the four Cs: credibility, coherence, congruence and consistency (O'Keefe 2002; Metzger 2007). At the same time, because persuasion combines the appeal to the intellect with the appeal to emotions, the understanding of how individuals use evaluative language in strategies of persuasion seems to be crucial (among many others, Hardin 2001; Van Dijk 2005; García-Gómez 2011; Paglieri 2013; Díez-Prados & Cabrejas Peñuelas 2012; Cabrejas-Peñuelas & Díez-Prados 2013 and 2014).

Therefore, the purpose of this panel is to analyze persuasion through the prism of evaluation, as is reflected in its name: "At the crossroads of persuasion and evaluation/En la encrucijada entre persuasión y evaluación". Within a discursive-pragmatic perspective, the papers in this panel attempt to clarify and somehow systematize the study of the persuasive function of evaluative language. The linguistic levels of study are cross-sectional (phonological, semantic, grammatical, lexical, textual) although the pragmatic function of the linguistic devices studied is highlighted. The special flavour of this panel is achieved thanks to the combination of research methods from pragmatics, rhetoric, discourse analysis, social psychology, and sociolinguistics to the study of persuasion and evaluation. The importance and challenges raised by the deployment of persuasive strategies in different contexts is also highlighted. The topics that will be dealt with are varied: 1) persuasion and social media; 2) persuasion, ideology and power; 3) persuasion in political discourse; 4) persuasion and violence; and 5) gender differences in

persuasive communication. Papers will deal with both English and/or Spanish and may be presented in either language.

Mark Dingemanse & Giovanni Rossi

Pragmatic typology: New methods, concepts and findings in the comparative study of language in use

Typology is the comparative study of linguistic systems. Just like one can develop typologies of sound systems, syntax, and semantics, so one can typologise pragmatics and conversational structure. This panel focuses on new methods and findings in the domain of pragmatic typology: the comparative study of systems of language use and the principles that shape them. We are especially interested in bringing together researchers working in various countries and cultural contexts who use a data-driven approach to the study of language in use.

Pragmatics has long had a comparative outlook, and some of its most prominent results have come from major cross-linguistic studies of politeness (Brown and Levinson 1978) and requests and apologies (Blum-Kulka, House, and Kasper 1989). Recent developments mark a renewed appreciation of the direct study of naturally occurring face to face interaction, resulting in an upsurge of studies that take a comparative perspective on pragmatics and conversational structures (Luke and Pavlidou 2002; Sidnell 2009; Enfield and Stivers 2007; Stivers et al. 2009; Dingemanse, Blythe, and Dirksmeyer 2014). Comparative work on pragmatics has grown to encompass different sources of data, combines a diverse set of methods, and has generated exciting new findings.

This panel brings together international experts in this emerging field to discuss recent work with a special focus on fundamental research questions and methods to address them. The growing availability of rich records of language in use enables us to answer old questions but also to pose new ones. Is there a common set of pragmatic principles that underlies social interaction across settings? How are systems of language use inflected by differences in prosody, lexical resources and grammatical systems? How do the exigencies of conversation shape and constrain the evolution of linguistic systems? Do practices of language usage form paradigms, and can such paradigms be compared across languages?

Papers in this panel present findings in the domain of pragmatic typology. Topics include requests, imperatives and repair; negative scope and word order; as well as field work and research methods. Languages include Japanese, German, Polish, Siwu, Japanese, Ungarinyin, Garrwa, and Italian among many others; several papers report results from large-scale comparative projects. The breadth of topics and languages covered shows that pragmatic typology stands to make substantial contributions to the task of making the science of language accountable to language use in all its aspects.

Marta Dynel

Theoretical pragmatic and philosophical linguistic insights into irony and deception

The overarching topic of this panel is untruthfulness, specifically communicating what the speaker believes to be untrue/false, which may be overt or covert from the hearer's perspective. Overt untruthfulness shows in utterances to whose content the speaker does not subscribe, which the hearer is meant to recognise in order to infer implicit meanings, as is the case with irony. On the other hand, covert untruthfulness encompasses communicative strategies orientated towards deceiving the hearer and rests on the latter's not acknowledging the speaker's explicit or implicit communication of false beliefs.

Both irony and deception have garnered a lot of scholarly attention, but numerous problems are yet to be resolved. Each of these notions invites innumerable definitional and classificatory problems. According to the well-entrenched classical definition, in irony, the intended meaning is opposite to the literal one. However, irony shows numerous manifestations which necessitate considerable reformulations, if not rejection, of the standard view. The mechanism of negation/opposition not only displays many subtypes but also is not always in operation. On the other hand, deception may be defined as causing the hearer (to continue) to hold a belief which the speaker believes to be false. It manifests itself in a wide range of forms, both verbal and non-verbal, each of which gives rise to many discussions on its underlying mechanisms and intrinsic characteristics.

This panel offers a forum for researchers interested in the topic of irony and/or deception as viewed by the philosophy of language and theoretical pragmatics, addressing:
- competing approaches to irony (e.g. post-Gricean and neo-Gricean perspectives)
- forms of irony and their workings
- types of deception and their mechanics: lying, bald-faced lying, lies of omission/half-truths, bullshitting, and other forms of deception
- the nature of intention and belief at the heart of deception
- the category of Quality serving irony and/or deception

Christina Englert

Age and language use

Since decades there is a growing body of research concerned with the conception of communication and language in the perception of age. This research has mostly been undertaken within the social sciences, gerontology and the field of nursing and caring professionals. These studies contribute considerably to our understanding of multiple communicative problems. Much of this research is in line with a view of old age as an era of physical decline and offers insights in linguistic phenomena with respect to aging processes of physical and communicative competences. There is also a growing, though still underexposed, body of studies with a different perspective on aging; these studies do not focus on declining competences, rather they provide in-depth analysis of the communicative competences of older people in various social contexts. This 'contextual' view on language use is strongly informed by a conception of communication as a jointly undertaken interactive event, where participants make use of their rich set of verbal and linguistic means to make themselves recognizable as an 'aged' person or as someone facing an 'aged' person.

Contributors to the panel argue that different social settings and interactions bring about different identities and self-images of the elderly. The communicative behavior and identity construction varies in different contexts (e.g. inter- vs. intra-generational, institutional vs. non-institutional) and therefore needs to be investigated and analyzed in a context-dependent way. Life circumstances and experiences change with old age and as a consequence people register and react to these changes, not only mentally but also in interaction with others.

The contributors to this panel elucidate and discuss different interactional, discursive, and linguistic practices in encounters wherein elderly are involved and cover a range of interactions in different cultures, languages, and settings. Panel presentations focus on:

1) the interactional practices for affiliation and stance taking in elderly discourse
- how self-repetitions contribute to the subjective expression of elderly speakers taking into account the role of prosodic and gestural phenomena;
- how 'complaint tellings' are interactionally organized in elderly peer group meetings;

2) the construction and perception of age-based cultural identity in interviews
- how the perception of age and the (stereotypical) attitude towards older radio presenters and audiences is determined by younger listeners' self-perception;
- how ageing is conceptualized by the young and the old as *decline* in intra- and inter-generational interviews;

3) the identity construction and management in medical encounters
- how an interviewee's real-world status (such as old age or physical condition) affects the way minimal responses are treated in clinical interviews;
- how participants make medical data "patientable" in encounters between older patients and medical professionals.

All authors share a perspective on communication and language use in interaction based on the pragmatic perspective …"in which age is regarded as a dynamic concept that gets constructed by participants in talk, moment-by-moment in real time interactions through the use of language" (Englert & Engbersen 2013: 2). This approach counterbalances a more neurobiological approach to language use and offers new insights into the social life of older people.

Marja Etelämäki, Ilona Herlin, Tapani Möttönen & Laura Visapää

I, you, we and the others: Dynamic construal of intersubjectivities in grammar and in interaction

Intersubjectivity is a key research topic in recent interactional and cognitive linguistic studies. In Husserl's philosophy, the notion of intersubjectivity lies crucially on the profound asymmetry between the Self and a foreign subjectivity, the Other: "Without asymmetry there would be no intersubjectivity, but merely an undifferentiated collectivity" (Zahavi 2003: 114). In addition to foreign subjectivities, there are other beings in the world who are not conceived of as sensing and experiencing foreign subjectivities; there are thus asymmetries between the Self and the Other, but also we and the others (cf. Zlatev 2008; see also Nuyts 2012). The subjectivity of the self can be of a more solitary or a more collective nature (e.g. the audience of a sport arena), and also there is a continuum between the Other and the others. The panel focuses on two questions: (1) how do grammars of different languages organize (inter)subjectivities in their person systems, (2) how are (inter)subjectivities dynamically constituted in interaction.

Person systems in the languages of the world offer a window to different strategies for organizing subjectivities. Languages differ in the number system, clusivity and also gender marking in their pronoun systems. Languages also differ in the ways they express impersonality or distinguish between human vs. non-human participants or speech act vs. non speech act persons. These grammatical means become relevant for structuring intersubjectivities in interaction. In addition to grammatical means, there are also interactional practices for this, e.g. assessing is a practice for creating the sense of "we" (see Goodwin 1989). It is noteworthy that in these practices the ground is often construed as symmetric also grammatically; the speaker and the recipient merge as a single conceptualizer (Etelämäki & Visapää, in press).

The equal appreciation of both grammatical and interactional means has lately been witnessed as what is considered to be a social turn in cognitive linguistics (Etelämäki & al. 2009; Harder 2010; Croft 2009). These authors suggest that cognitive linguistics should go 'outside the mind' and incorporate a social-interactional perspective on the nature and description of language. The panel's take on personhood from an interactional and intersubjective point of view is a further refinement of this development.

The panel includes both empirically and theoretically oriented papers that study the construal of person and intersubjectivities as an interactional as well as a grammatical and cognitive phenomenon. In addition, the construal of intersubjectivities may be affected by cultural factors, and the panel will also invoke discussion on cross-linguistic and cross-cultural aspects on person.

Carlo Eugeni & Franca Orletti

Subtitles for the deaf and the hard-of-hearing

Articles 11 and 14 of the EU Charter of Fundamental Rights confirm access to information and education as basic human rights. The EU has recently adhered to the UN Convention on the Rights of People with Disabilities. However, still over 50 million of deaf or hard-of-hearing Europeans are deprived of basic human rights simply because they cannot hear TV programs, cinema films or theatre plays.

In order to cope with this problem, the purpose of the panel is to gather professionals and scholars alike around the main theme of subtitling for the deaf and the hard-of-hearing (SDH). The focus of the conference being "adaptability", the authors will ask participants to concentrate on two aspects of SDH, namely Multimodality (how are subtitles structured within the audiovisual context they are added to) and Accessibility (how do subtitles function for their audience). These two themes will be addressed from the point of view of the producer (broadcasters, access services, subtitlers…); of the user or target audience (deaf, hard-of-hearing, and/or foreign people); and of the researcher.

Focus will be on the abovementioned two aspects of SDH. Concerning multimodality, TV, DVD, cinema, theatre and conference subtitles will have to be considered as a part of the multimodal text they are part of, meaning as just one of the communication units that compose a polysemiotic text. As for accessibility of deaf community to audiovisual contents of mass media products such as cinema movies, TV broadcasts, interventions will be required to cover themes such as linguistic simplification, facilitation, inclusion into society of the community of deaf and hard-of-hearing people, and so on.

Lucía Fernández-Amaya, María de la O Hernández-López & Pilar Garcés-Conejos Blitvich

Understanding traditional and mediated service encounters

Service encounters are a pervasive and fundamental activity in everyday life whereby products, information, or commodities are traded between a service provider and a service seeker. Due to their preponderance, service encounters have been widely studied from a pragmatic point of view (see among many others Economidou-Kogetsidis 2005; Márquez Reiter 2004; Placencia and Manceda-Rueda 2011). These studies have shown that the interaction between customer and service provider is essential for the success of the service encounter. Furthermore, in the case of intercultural service encounters, studies have found that differences in what is considered appropriate communicative behavior - i.e. what (non)verbal actions may be conducive to customer satisfaction - which may hinder the success of the encounter (Blue and Harun 2003; Callahan 2006). Although research on service encounters has now a long standing tradition (Merrit 1976), there is a pressing need for further research that focuses on the consequences of outsourcing and globalization on service encounters (Sifianou 2013) as well as on the impact that new technologies have had on this genre (Garcés-Conejos Blitvich forthcoming). In addition, more research is needed to ascertain the evolution – if any – of the norms regulating verbal interaction in different sub-types of the genre.

Anna Filipi

The micro-capture of transitions in second language learning lessons

This panel will describe the detailed ways in which shifts that impact learning and understanding, emerge and are organized in pedagogical spaces. Using the methods of conversation analysis (CA), the papers will report how teachers and students 'do' language teaching or language (speaking) practice. The papers will focus on second language classrooms in high school and in higher education. In each of these contexts, pedagogy is viewed as a social practice (Kasper 2006); therefore everything in the space becomes an important part of the organization of that space.

Of particular analytical interest in the panel papers will be the organisation of the normal everyday classroom as a physical space that includes people as well as objects that are drawn on as resources for carrying out a particular task of learning, practising, instructing or socialising. Tracing how the space is organized and how the objects and people in the classroom are used by participants at particular phases in a task to pursue understanding, to reach understanding or to complete a task, are particularly important in showing when shifts occur so that the activity can reach a conclusion and the lesson can then progress.

Research that has focused on pedagogy is strongly premised on the need for intervention and changes in teaching to improve learning. For example, Masters (2009, p. 106) notes that "achievement levels will only improve if changes are made to current practices." As a tool CA has been shown to be particularly powerful in identifying and explaining transitions in the social classroom space (He 2004; Markee & Kasper 2004). In the context of Second Language Acquisition and English as a Second Language, for example, investigations of how participants exhibit a particular identity at each moment in their interaction through the ways in which they construct their turn and respond to their co-participants' turn have been shown to potentially highlight moments of change in students' knowledge states (Mori 2007). Understanding the classroom practices that lead to these changes in empirically based research is important if we are to inform and affect practice.

The multi-voiced classroom at different levels of learning is a complex environment for the exploration of what prompts shifts that have a bearing on knowledge states. This is a challenge that panel members might wish to acknowledge and further explore. It may also provide a platform for identifying possible pedagogical interventions as an immediate goal or as evidence of longitudinal change, a challenge that researchers in CA (eg. Hall, Hellermann & Pekarek Doehler 2011) have started to explore.

Three papers will explore shifts and/or pursuit in understanding in this panel. Huong Quynh Tran's paper *Epistemics as a mean of extending the topic in group-work discussion tasks* will focus on students' interactional practices in demonstrating their knowledge and sharing their personal experience of a

discursive topic domain to develop the topic in a s peaking task in an EFL tertiary context. Hoang Giang Lam's paper *Recurring patterns of language alternation practices of EFL novice teachers in Vietnam* and Anna Filipi's paper *Language switching as an epistemic resource in an Italian as an L2 lesson* will both explore micro-analytically how teachers' language switching is organised and the interactional work it is deployed to achieve.

Kerstin Fischer & Maria Alm

Anchoring utterances in co(n)text, argumentation, common ground

In this panel, we investigate how linguistic items from primarily different grammatical classes serve to anchor their host utterances in context. The items considered comprise, for instance, modal particles, discourse markers, conjunctional adverbs, "mots de discours" etc. On the one hand, we wish to address what aspects of context are being evoked, such as common ground, argumentation, discourse record, context of situation or cotext, and on the other hand what surface (grammatical) cues there are that can guide listeners during interpretation. For example, Diewald/Fischer (1998) and Diewald (2006) argue that German modal particles refer to an argumentative background with respect to which the current utterance is positioned as non-initial, i.e. as a natural consequence of what happened before. This function they understand as the grammatical function of modal particles, a particle class which occurs in a specific middle field position. In German, this particle class is contrasted with discourse particles, which occur outside sentence boundaries and whose grammatical functions concern the anchoring of talk in the currently on-going communicative situation (cf. also Fischer 2006). However, obviously other languages work differently; for instance, English conjunctions, such as *and*, have been found to anchor questions in larger activities (Heritage & Sorjonen 1994). Furthermore, for French discourse markers both discourse management and argumentative functions have been found (Mosegaard Hansen 1998; Nemo 2006; Nølke 2013). So we will discuss, for instance,

- what means different languages provide to anchor a current utterance in context
- what different aspects of context are evoked and how they are best accounted for (e.g. if Clark's (1996) typology of common ground is suitable to account for the kinds of contexts evoked)
- whether different languages distinguish between different aspects of context evoked grammatically, and
- whether specific contextual features may be connected to the grammaticalization path of some of these discursive expressions, e.g. subjective and intersubjective features (see Traugott 2012; Beeching & Detges in press).

Cornelia Gerhardt

Adapting food, adapting language

Both language and food are universal human traits and cultural constructs constituted by socially relevant practices and individual choices, used to create group and personal identities and to make the world an orderly, meaningful place. This panel addresses the multifarious relations between language and food, both with regard to the special theme 'adaptability' as well as, generally, from a pragmatic point of view.

With regard to the first dimension of the special theme of the conference (interplay between structural choices and context), practices of eating and drinking have been shown to be dynamically tied to talk, such as when drinking up the last sip from a cup is used as a closing device to end a conversation in a café (Laurier 2008). Similarly, assessment sequences have been found to be relevant second pair parts when new food arrives at the table in private dinner settings (Mondada 2009). These practices question the dichotomy between structure and context, and illustrate that food is not only oriented to as part of the context, but that acts of drinking and eating may form an integral part of meaning making.

Regarding the second perspective on adaptability (linguistic diversity and change), food represents a fine source to study the movement of people and words (dishes/food items) across time and space. For instance, Mühlhäusler (2003) describes the lack of adaptability of English on the Pacific Pitcairn islands and its social and environmental consequences by scrutinizing i.a. the words used for edible plants. This instantiates a link between biological, cultural, and linguistic diversity, a topic that makes linguistics

relevant outside the academic sphere. Strictly linked to this, in a globalized world, food cultures move and migrate alongside their people. Present day fluxes of populations coupled with new technology play a vital part in bringing different 'food' worlds closer together. This leads us to question the way in which food is translated, not purely at a formal, lexical-syntactic level, but above all at how it is negotiated and transcreated at a social level, in pragmatic terms.

Chiara Ghezzi, Piera Molinelli & Kate Beeching

Positioning the self and others: Linguistic traces

The panel concentrates on the relationship between self and other in communicative activities. The different contributions will focus discussion on the linguistic means that speakers use to position themselves, what they are communicating, and their interlocutors in an interactional space. Linguistic markers such as those indexing the speakers' subjectivity are relevant in the construction of the relationship between self and other in the local context of interaction and in the wider context of societies between groups of individuals. Although speakers manifest subjectivity at all levels of language, this panel concentrates on elements belonging to the socio-pragmatic domain.

Speakers pragmatically modify the propositional content of utterances with, e.g., hedges and boosters (*a bit*, *so*) or pragmatic markers (*like*), and through these means convey their stances to guide the interpretation process. Similarly, the relationship with the interlocutor can be co-constructed through self-defining stances (*I mean*) and/or deferential address terms indexically associated with the social identity of interlocutors.

Some of these markers also acquire second or third order indexicalities (Silverstein 2003) when used by speakers to represent themselves as members of societal groups (e.g. Eng. *like* in young speech, T vs V address forms in present or past societies, Culpeper 2011). Pragmatic and discourse markers are interesting cases in point as the choice of a marker can be associated with the needs of speakers to belong to a particular social class (Huspek 1989) or in-group, or to affiliate with different varieties of the same language (Aijmer 2009; Cuenca 2008). They can be associated with the social identities of speakers (social roles, peer groups, Andersen 2001), social relationships, activities (debating, interviewing, Beeching 2009), social acts (requests, offers, Ghezzi and Molinelli 2014), attitudes and feelings (Andersen and Aijmer 2011).

This discussion calls into question, but is not limited to, deferential address terms, pragmatic and discourse markers, conversational routines, levels of indexicalities, all to be intended as linguistic means to position the self and the other.

These main issues cluster around four thematic foci:

(1) What and how do linguistic forms convey a speaker's subjectivity and identity in the local context of interaction and to what level of language do they belong?

(2) Which forms position individual speakers or groups of speakers socially and culturally (because of their association with particular situations or situational dimensions)?

(3) What are the socio-cultural norms for language usage which enable speakers to represent their identities?

(4) What types of indexicalities and social markers emerge at the pragmatic level and what relationship do they have with sociolinguistic (regional, stylistic and social) variation? Is there a correlation between these indexicalities and the types of textual events where such phenomena appear?

The contributions to the panel apply different approaches to the analysis of synchronic and diachronic data, from the spoken and written varieties of different languages. In this way, evidence may also be adduced of the ways that the articulation of subjectivities shifts in a range of language families and language types.

Francesco Goglia & Susana Afonso

Complex linguistic repertoires and minority languages in immigrant communities

The complex linguistic repertoire of some immigrant communities may include a recognised or non-recognised minority language in their country of origin. In the immigration context, minority languages

will face the traditional competition with the majority language of the country of origin and the one from the language(s) of the host country. The maintenance of the minority immigrant language(s) is even more difficult than the one of the majority immigrant language(s) and depends on a series of factors such as ethnic and religious identities, nationalism, group and personal allegiances to the language as well as the chance to use such languages in the immigration context. In some cases, language use and choice in the immigration context may be strictly linked to issues of changes in language policy and language use in the country of origin. Moroccan immigrants in France, Italy and Spain also speak Berber which has gained in the recent years official status in Morocco (Jilali 2001). Members of the Cape Verdean community in the USA actively promote Cape Verdean creole within the community by establishing bilingual (Creole-English) schools (Rego 2010), the *de facto* language but not yet co-official with Portuguese in Cabo Verde. These individuals take part in the decision making in Cabo Verde regarding the standardisation and officialisation of the Creole in the country. East-Timorese immigrants in Portugal use Tetum, now co-official language with Portuguese in East-Timor, to flag their national identity (Goglia and Afonso 2012). In some cases, minority languages in the diaspora are strong markers of ethnic groups or stateless nations. Igbo immigrants in Italy, Australia and the UK regard the Igbo language as an important marker of their ethnic identity (Goglia 2011). This panel aims to explore from different perspectives and in different case studies the following questions:

- What factors contribute to the maintenance and use of minority languages in the immigration context? How is their use reshaped in the new enriched linguistic repertoire?
- What is the interplay between linguistic behaviour in the immigration context and the (changing) language policies in the country of origin? How speakers' activism in the immigration context may affect issues of language policy in the homeland?
- What are the reasons for the maintenance of a minority language in the diaspora when it is obsolescent in the country of origin?
- To what extent do minority language speakers in different sociolinguistic contexts have their own dynamics in relation to the negotiation of language and identity links?

Myrte Gosen & Tom Koole

The work of understanding in education

One of the fundamentals of talk in educational settings is that teachers and students establish mutual understanding. Although understanding is often conceived of as a cognitive state or a cognitive process, in interaction, participants have no access to each other's mental domains, and use observable means to display their understanding (Koschmann 2011). Very often this takes the form of producing a next turn that shows how the previous turn was understood, but we have also developed means that are specialized to do the work of understanding: verbal tokens such as 'hmhm' and 'oh' (e.g. Koole 2010) and bodily means such a head nods and eye gaze (e.g. Hindmarsh et al. 2011). This panel will be concerned with these specialized means. It will deal both with verbal and embodied tokens of displaying understanding. The panel will ask questions such as 'are tokens of understanding used to distinguish between understanding-as-a-process and understanding-as-a-product?', 'are tokens of understanding used to distinguish between topic and comment: what is being talked about and what is being predicated about it', or 'are tokens of understanding used to distinguish between different scopes of understanding: e.g. understanding the prior chunk of an explanation, or the entire explanation?'. The participants to the panel will present analysis of data from both formal and informal educational settings.

Tim Greer

Sequential perspectives on forward oriented repair

While most interactional repair is oriented backwards in that it deals with trouble sources that have already appeared in prior talk, there are also instances of forward-oriented repair, such as word search sequences, in which speakers treat the trouble source as some yet-to-be produced element of the talk in progress. Typically forward-oriented repair is initiated by the current speaker, who makes use of

interactional devices like vowel lengthening, hesitation markers and gaps of silence to delay the turn production until the repair proper can be carried out.
This panel aims to build on previous Conversation Analytic (CA) work that has been conducted on this phenomenon in; L1 talk (Goodwin & Goodwin 1986; Hayashi 2003; Schegloff 1979), L2 talk (Brouwer 2003; Carroll 2005), and bilingual interaction (Greer 2013).
The panel will feature three papers from CA researchers working on forward-oriented repair from a sequential perspective. Among others, possible topics of interest may include; embodied and multimodal aspects of forward oriented repair, epistemics and orientation toward knowledge states within word search sequences, and forward oriented repair as a co-accomplished interactional practice.
Issues raised will include; (1) ways in which the notion of forward-oriented repair can extend beyond just word search sequences; (2) the use of self-addressed talk and its relation to turn progressivity and (3) how a potentially problematic term can be flagged as such prior to its production.
The panel will provide insight into both the organization of repair in general and within specialized interactional contexts, such as second language talk or institutional settings. The panelists will address these phenomena in a range of L1 and L2 contexts, including English, German, French, Norwegian and Japanese.

Helmut Gruber

Pragmatic factors of genre formation

Although genres are conceptualized differently in different theories, a general consensus exists that they are semiotic forms of social action which reflect the social purpose they serve in the group(s) that use(s) them (e.g. Ehlich & Rehbein 1986; Martin 1992; Miller 1994) . Much less consensus, however, exists on the question of how stable (or not) genres are and how new genres come into existence. The phenomenon of genre-emergence gives rise to a series of interesting, yet so far under-researched, questions:

· Under which conditions do new genres "emerge" (bottom-up) from existing ones and when are they "implemented" (top-down) in more or less formal ways?

· How do different macro-contextual forces (like social and political transformations, technological innovations, historical and institutional changes, etc.) impact the (micro-level) everyday communicative practices in which genres are realized?

· Do new communicative forms (like social media platforms) have a "pulling" effect (in the sense that they stimulate new communicative needs) on the formation of new genres?

· How are the contextual (social, institutional, technological, political) factors that influence genre formation are accounted for in different linguistic genre theories?

Being aware that each of these questions can be answered differently according to the theoretical angle under which they are approached and according to the empirical data which are investigated, the panel will bring together leading scholars who have been investigating various aspects of the formation of new genres in historical media studies, communication in social media and various setting of institutional discourse. By presenting empirically based investigations, the participants will critically reflect (a) on the factors which influence the emergence/ formation/ implementation processes of new genres and (b) on the theoretical implications their empirical results have. The panel thus intends to stimulate discussion between research fields that have not yet been in close contact so far and to gain new insights into the factors which are relevant for the emergence of new genres.

Trine Heinemann & Aino Koivisto

Indicating a change-of-state in conversation: Cross-linguistic explorations

In interaction, one speaker may indicate to another than he/she has "undergone some kind of change in his or her locally current state of knowledge, information, orientation or awareness" (Heritage 1984: 299), i.e. a "change-of-state". The most well-known and well-researched linguistic item indicating this is the English *oh* (Heritage 1984, 1998, 2002). How such changes-of-state are indicated differs, depending not only on which language is spoken, but also on what type of change-of-state has occurred. Previous research on the broader area of change-of-state has thus attested that a range of different linguistic

resources can be employed across languages to indicate a change-of-state: They can take the form, for instance, of stand-alone items such as interjections and response particles; prefaces that are followed by additional talk; suffixes; particles; and adverbs (Heritage 1984a, 1998, 2002; Maschler 2003, 2009; Wu 2004; Golato 2010, 2012; Hayashi 2009; Heinemann 2009; Keevallik 2012; Koivisto in press; Heinemann & Steensig subm.). Research has also attested that change-of-states can be accomplished through the combination of two or more particles or particle-like items, such as the English "oh + that's right"(Heritage 1984; Local 1996), the Danish "nå+ja" (Emmertsen & Heinemann 2010), the German "ach+ja" (Betz & Golato 2008) and "ach+so" (Golato 2010) and the Finnish "ai+nii" (Koivisto 2013), where each of these combinations indicate different types of change-of-state, for instance recollection, realization, understanding, and emotional versus cognitive change-of-states (e.g. Local 1996; Couper-Kuhlen 2009, 2012; Golato 2012; Reber 2012).

In this panel, we bring together scholars working on how different kinds of change-of-states are indicated across a range of languages, including Danish, English, Estonian, Finnish, Icelandic and Japanese. The aim is to present as wide a palette as possible in terms of a) which linguistic resources can be employed in the various languages to indicate that a change-of-state has occurred and b) what kinds of change-of-states can occur and be indicated across languages.

Marja-Liisa Helasvuo & Ryoko Suzuki

Fixed expressions as units

The issue of units in language has become newly relevant in recent research both in interactional and structural domains. Interactional linguists have questioned whether traditional linguistic categories are really oriented to by participants in interaction (Ford, Fox and Thompson 2013), and typologists have suggested that such categories may not be crosslinguistically applicable or relevant (e.g. Haspelmath 2010). This calls for a re-examination of categories that speakers of human languages actually orient to.

In this panel, we approach the question of units through an examination of fixed expressions or 'prefabs' (Erman and Warren 2000; Bybee 2010) in actual talk. Functional approaches to grammar have long recognizedthe importance of fixed expressions as basic units out of which languages and discourses are built (Pawley and Syder 1983; Hopper 1987). Given that fixed expressions, premade 'chunks' of language, become fixed as a function of their frequent use (Bybee 2010; Scheibman 2000), their lexical and grammatical makeup and pragmatics might tell us quite a bit about what types of expressions and grammatical structures (Ono and Thompson 1995) are routinely treated by speakers as units.

Papers in our panel will examine topics including identifying the degrees and types of fixedness, the usage contexts or 'home environments' of particular fixed expressions, fixedness in multimodal expressions (e.g. certain expressions delivered with a fixed prosodic contour for a particular constant actional import), the relevance of traditional linguistic categories to the notion of fixedness, and crosslinguistic variation in types of fixed expressions. This panel is an attempt to situate the notion of 'units' at the intersection of interaction and formal structure, and it is part of a larger effort to replace structure-based conceptions of language with a more dynamic, realistic and pragmatically based model of language.

Gudrun Held

The pragmatics of tourist communication - strategies of adaptation

As one of the most influential branches of global economy, tourism is established and maintained by an overwhelming amount of communication practises, which have not yet been in the focus of linguistic research. Apart from some studies in the discourse analytical perspective (cf. Thurlow/Jaworski 2010), neither the increasing variety of text genres often produced in multimodal dimensions nor the different strategies of representation and promotion of places as destinations have systematically attracted the attention of linguists.

Being discursive in nature, however, the tourist industry is continuously creating and differentiating a cross-medial and mostly promotional text culture, which connects continents, cultures and people. It virtually moves the world, triggering multiple processes of transformation, so that a remote place is

perceived as home, natural circumstances become special attractions, persons are presented as hosts or visitors; authentic identities and routines turn into extraordinary goods in a global event market, where vacation and travel function as desired consumption products.
Tourist communication is thus responsible for what Urry 1990 calls "the tourist gaze", i.e. the global perspective under which locations are "looked at" by streams of people "on the move". Previously transformed into spectacular 'sights' by different symbolic enactments places become objects of imagination, rich of emotional charge, which in turn generate further communicative potential. Therefore, images as mental constructions and visuals as actual iconic reproductions play a fundamental role in tourist communication: they are connected to each other in a complex and constant relation of adaptation, variation and change. This communicative and multimodal textual area strongly influences language use, so that the "language of tourism" (Dann 1996) can be considered a variety with special features, which is worth studying from a pragmatic view-point.
Starting from the assumption that the language of tourism displays special forms of adaptability, the panel aims to discuss different genres, textual practises and communication forms. The attention will be focused on variation and change, concerning both textual structures and the use of codes and modes, mainly considering how language and speech acts adapt to:

- actors and agents (hosts vs. guests; and their cultures, ideologies, customs, beliefs, focus interests, life-styles, leisure-preferences, etc.)
- destination building and destination branding (image-components, geo-political positioning, market competition, reactions to political events and nature catastrophes; socio-cultural development; historical implications, stereotypes; etc.)
- traditional, emergent and innovative text-genres, text-forms and text-features;
- use in Old and New Media; effects of re-and cross-mediation;
- intra-, inter-cultural and cross-medial campaigns
- text-functions and communicative styles according to the interplay of information, persuasion and representation;
- technologically enabled multimodality, semiotics and coding (design, visual, symbols, icons …);
- globalisation trends ('non-places'; circuits, traffic/transportation means; transnational institutions and touristic infrastructures)

Within these suggestions a special focus can be put on the specific role of language

- in displaying its imagery potential;
- in the interaction and interface with other semiotic resources;
- in processes of « languaging » (Dann 1996: 184), *lingua-culturing* or linguistic landscaping;
- in conditions of language contact, language switching and translation, etc.

Yuko Higashiizumi & Jun Sawada

Peripheries and constructionalization in Japanese and English

This panel considers the development of expressions in the left periphery (LP henceforth) and the right periphery (RP henceforth) of an utterance or a clause in English and Japanese in light of constructionalization (Traugott and Trousdale 2013; Traugott 2014), including grammaticalization. We take the constructionalization approach because it highlights not only form and meaning, but also slots or schemas, which enables the exploration of language changes while capturing a more holistic picture.
In recent years there has been a growing interest in expressions in the LP and RP in various disciplines of linguistics. Such peripheral expressions have been explored in historical discourse-pragmatics cross-linguistically (e.g., Beeching's panel in IPrA 2011; Beeching and Detges in 2014; Higashiizumi & Onodera's panel and Traugott & Degand's panel in IPrA 2013), in variationist sociolinguistics (e.g., Tagliamonte 2014), and in syntactic cartography (e.g., Endo 2014). Development of the form, function, and position (LP or RP) in which these expressions may emerge has been studied in terms of grammaticalization and (inter)subjectification (e.g., papers in Onodera & Suzuki 2007; Traugott 2012; some papers in the above-mentioned panels on peripheries in IPrA 2011 and 2013). Developing from the panels on peripheries in previous IPrA, we will pursue the question of cross-linguistic similarities and differences in form-function-position mapping of periphery phenomena, mainly using a construction-

alization approach (Traugott and Trousdale 2013; Traugott 2014). Constructionalization is defined here as "the creation of $form_{new}$-$meaning_{new}$ pairs" and it "involves neoanalysis of morphosyntactic form and semantic/pragmatic meaning (discourse and phonological changes may also be implicated at various stages)" (Traugott and Trousdale 2013: 22; Traugott 2014). Both LP and RP are places where the speaker-hearer interaction constantly takes place and thus new form-meaning pairings are being created frequently.

This panel will focus on the emergence of the 'peripheral constructions' in English and Japanese, two typologically unrelated languages, to start with. Three main questions will be posed:

1. How can 'exchange structure' and 'action structure' in Schiffrin's (1987: 25) discourse model affect the development of peripheral constructions?

2. When a new peripheral construction emerges and develops, how do its morphosyntactic form, semantic/pragmatic meaning, and syntactic position change?

For example, Japanese *na*-adjectives (nominal adjectives) shift from the core position to the LP position [cf. Ross's (1973) 'S-lifting'] and develop the sentential adverb constructions:

(1)	a.	Ken-ga	siken-ni	ochi-ta-no-wa	*zannen-da* .	
		Ken-NOM	exam-to	fail-PAST-GEN-TOP	unfortunate-COP:Nonpast	
		'It is unfortunate that Ken failed the exam.'				
	b.	*Zannen-ni-mo*		Ken-ga	siken-ni	ochi-ta.
		unfortunate-COP:Adverbial-FOC		Ken-NOM	exam-to	fail-PAST
		'Unfortunately, Ken failed the exam.'				

3. What form can shift from LP to RP, or RP to LP in its development? Are both directions of shift equally observed in one language? {(For example, the shift from RP to LP seems more frequent than that from LP to RP in Japanese. Examples include *d-connectives* (*dakara* 'because/so'*, dakedo* 'although/but'*, etc.*) and initial *desho?* [polite conjectural form of the copula]*/desu yo ne?* [polite form of copula + final particle + final particle]}.

The panel will use both present-day conversational data and historical data from conversational segments of novels and play scripts.

Minyao Huang & Kasia Jaszczolt

The dynamics of self-expression across Languages

The concept of the self is expressed in vastly different ways across languages. In Indo-European languages, while the first-person pronouns, such as "I" in English, are the default forms to express the self that one is immediately aware of (Perry 1979), impersonal pronouns such as "one" in English are often used for detached self-reference (Moltmann 2010). By contrast, in many Asian languages, honorifics for the first person enable the speaker to refer to herself in a way that requires conceptual mediation. In Thai for example, a female speaker can use the word for "mouse" to refer to herself. Such a word exhibits the semantic characteristics of both a first-person pronoun and an indefinite description, as the sense of the self it conveys is shaped by the public concept of that small, insignificant rodent (Jaszczolt 2013). Furthermore, in some African languages, the first-person pronouns can be used to report a third party"s self-awareness (Schlenker 2011). In Amharic for instance, the Amharic sentence that literally translates as "Mary says that I am a genius" can mean that Mary says that she herself is a genius.

The purpose of this panel is to explore how the concept of the self is adapted for expression across languages, to draw out ways in which languages differ in the recruitment of structural and contextual resources for self-reference, and to enquire into the explicit vs. implicit conveyance of different kinds and degrees of self-awareness in self-reference. The questions to be addressed include:

1. Cross-linguistically, how is the act of self-referring adapted to the cross-cultural differences in the way the concept of the self is construed? How is self-reference realised in the grammar and in language use?

2. Do first-person pronouns form a universal category dedicated to self-reference? Is self-reference achieved via other linguistic forms and/or through pragmatic inference that is unarticulated in the surface linguistic form?

3. How do different ways of referring to oneself in languages correlate with different kinds and degrees of self-awareness in cultures? Is such correlation explicitly encoded in the linguistic form or implicitly conveyed through pragmatic inference?
4. What do such questions and their answers imply for the commonly-held distinctions between nouns and pronouns and between indexical expressions and non-indexicals, for the nature of indexicality and for the semantics/pragmatics interface?

The panel will assess the adequacy of extant semantic and philosophical approaches to self-reference (which are based almost exclusively on English data) against the cross-linguistic diversity in the means employed for self-reference. In doing so, it seeks to explore the oft-ignored roles of pragmatics in explicating the meaning of self-referring expressions.

Mutsuko Endo Hudson

New insights into the tag-like forms ne and yone in Japanese

Speakers/writers negotiate relative epistemic position by various means. In Japanese, this is often accomplished by the use of sentence-final expressions. Among them are the tag-like forms *ne* and *yone*, often characterized as indicating confirmation and agreement. The panel will shed new light on the nature and functions of these forms.

There have been many studies on *ne* and *yo* from various perspectives, including the performative (Uyeno 1971), functional (e.g. Izuhara 2003; Martin 1975), interactional (e.g. Cook 1990; Maynard 1989; Morita 2012a,b; Tanaka 2000), gender (e.g. McGloin 1991), and cognitive (e.g. Hasegawa 2010; Kamio 1990; Ohso 2005; Takubo and Kinsui 1996). Precise functions of *yone* and what Kamio (1998) termed "optional *ne,*" however, remain unclear. The purpose of the panel is to uncover new facts about *yone* and "optional" *ne* based on naturally-occurring data. The overall theoretical framework adopted is cognitive and interactional.

There will be three presentations on the panel. (See examples in the DATA section.) A paper by N. McGloin and J. Xu will examine the occurrence of *yone* in conversational data. They will propose that, while *ne* occurs when the speaker's and the hearer's stances are assumed to be aligned (Moriyama 1989), *yone* in its confirmation-seeking function assumes a "cognitive discrepancy" of one type or another. The gap may reside within the speaker him/herself (e.g. between past and present), between the speaker and the hearer, between the speaker's view and the social norm, and between expected and actual responses. Interactionally, *yone* functions to "solicit or grant support," as well as heighten hearer "involvement" (Chafe 1982).

The second paper, by F. Nazikian, will also be on *yone,* but the data come from blog postings at an advice website run by a major newspaper company in Japan. Although the postings are "written," they exhibit many spoken language features since people write as if they were speaking. In addition to expressing the blogger's attitude, agreement and empathy, *yone* signals upcoming actions such as advice, question, and comment.

The third paper, by M.E. Hudson, examines "optional *ne*" appearing in student utterances in interviews with a professor, a situation in which a fair amount of politeness is expected. She will show that a frequent use of "optional" *ne* is one of the major factors contributing to the overall impression of the interviewee sounding blunt; hence, she characterizes it as an "impoliteness marker" (cf. Gaudy-Campbell 2013). It is interesting that, while true tags have the effect of intensifying the level of hearer involvement, this type of *ne,* pronounced in low pitch, has the opposite effect. The cause of the impoliteness will be explained by Kamio's (1990) theory of information territory.

DATA

(1) A: *Atataka-i-desu ne.*
warm-is-POL-ne
'It's warm, isn't it.'
B: E? soo-desu-ka?
huh? so-is-Q
'Huh? Is it?'
A: [Turning to C]
Atataka-i-desu-**yone**.
warm-is-POL-**yone**

'It is warm, isn't it?'

(2) [Opening of a blog posting]
Saabisu-gyoo-na-noni taido-no warui hito-tte imasu-**yone**.
service-industry-COP-even.though attitude-NOM bad person-TOP exist-**yone**
'There are people who are rude even though they work for service industry **yone.**'
[Expressing empathy]
Ijimerareru-tte tsura-i-desu-**yone**.
Being.bullied-TOP painful-is-POL-**yone**
'Being bullied is painful **yone**.'

(3) [P: professor; S: student]
P: *Furansugo-no sensee-tte Furansugo-no bogowasha-desu-ka?*
French-GEN teacher-TOP French-GEN native.speaker-is-Q
'Is the French teacher a native speaker of French?'
S: Nihonjin-desu-**ne**.
Japanese-is-**ne**
'She's Japanese **ne**.'

Risako Ide & Kaori Hata

Bonded through context: Rethinking language and interactional alignment in situated discourse

The purpose of this panel is to discuss how context "bonds" participants in and through the moments of interaction. By using the term "bonding" as a metaphoric framework, we specifically examine how context pulls participants into creating alignment using multi-layered resources from the phonetic level to the use of body positions. Within specific situated discourse, bonding is embodied within the social and spatial frameworks wherein the interaction takes place, as well as the participants including the researchers themselves, which all serve as indexical grounds. While past works such as Duranti and Goodwin (1992) have examined the idea of context as a product of language use, the panel aims to reexamine context in a more rigorous manner as a locus wherein alignment, resonance, and the sense of sharing a place together are created through interaction .

Incorporating ethnographically explained accounts, the papers in this panel analyze the emergent processes of the sense of "bonding" within these indexical grounds, wherein multiple layers of semiotic resources are used to enact the sense of being together. **Dunn**'s contribution examines the use of reported speech in personal narratives, contrasting the use of narrative clauses which construct a relationship with the audience with reported speech which enacts identities and relationships within the narrative. The **Bono/Sunakawa** paper discusses how "natural" human relationships are created in a theatrical setting. Focusing on fieldwork in a unique theater work consisting of human and android actresses, it examines how engineers, directors, and actresses collaboratively design natural courses of action. Comparing interview narratives of motherhood told by Japanese and American women, **Ide**'s paper analyzes the different stance taking processes by the speaker vis-à-vis the story world, the interviewer, and the interview context. The **Okamoto/Hata** paper reveals the process of emerging identities as Japanese and as diaspora by analyzing interview narratives by Japanese women living in Japan, the UK and the USA regarding the 2011 Great East Japan Earthquake. **Takanashi**'s paper discusses how metacommunicative interaction that indexes affective stance and affiliation plays a crucial role in consolidating the social relationships among speech participants. While capitalizing on the notion of 'common ground', **Yamaguchi** uses empirical data taken from intercultural communication collected in the United States and New Zealand to argue that any exchange of referential information simultaneously involves "bonding" or social affiliation among the i nterlocutors, which is evidenced by 'common ground' as presumptively shared implicit assumptions. **Ueda**'s paper discusses the different interpretations of "bonding" emerging in doctor-patient talk, by comparing analyses by medical and non-medical doctors.

By using the notion of "bonding" not as a term for building solidarity but as a framework wherein a sense of togetherness is shared , we hope to illuminate how multi-modal processes of interaction are used to create context while reshaping the larger socio-cultural context at the same time.

Geert Jacobs & Andrea Rocci

Adapting the news in today's multilingual mediascape

For the past decade or so, media discourse studies have seen a sharp rise in research that goes beyond the surface of the news (i.e. the language of news products, ranging from the study of the syntax of newspaper headlines to the interactional analysis of news interviews) to reach towards a better understanding of the complex discursive practices underneath the surface (e.g. the role of the subeditor making last-minute changes to the reporter's copy, for example, or that of the cutter who prepares TV footage in close dialogue with the journalist, as in Vandendaele & Jacobs 2014; Burger 2011; Perrin 2013). This backstage, news production perspective has been variously developed in national and international research projects as well as in panels convened at international conferences, and we believe that, ten years after the first of these panels was set up at the 2005 Riva del Garda IPrA conference, it is time to bring together a wide range of international researchers who have been contributing to this news production paradigm (including – most importantly - researchers who are new to the field and have not been involved in any collaboration so far) and to promote a dialogue which allows them to review the past years' efforts as well as proposing an agenda for research collaboration in the future. The questions we aim to address include:

- what are the main achievements of this new language-oriented newsroom research?
- what kind of methodological innovation have we seen?
- what have been some of the weaknesses and threats?
- which interdisciplinary partnerships have been fruitful and which have not?
- what specific issues need to be focused on now?
- to what extent does language-based newsroom research contribute to answering the "big questions" in the sociology of newsmaking (in particular the interplay of institutional norms, organizational routines and individual adaptive strategies)?

In particular, tying in with the overall conference theme of adaptability, we invite contributions based on empirical, linguistic pragmatic research that zooms in on the way in which newsmakers of all kinds cope with the pervasive multilingualism in today's newsroom. Relevant topics include but are by no means limited to:

- integration of foreign language sources in the news
- translation in the newsroom
- intermedia agenda setting in the multilingal mediascape
- the conversational emergence of news values in linguistically and culturally diverse newsrooms
- multilingualism and diverse argument cultures in newsmaking
- language as a news value

Katarzyna M. Jaszczolt & Luca Sbordone

Adaptability, contextualism, and the composition of discourse meaning

Contextualism about meaning is a view according to which substantial contribution of pragmatic information is allowed in the truth-evaluable content of an utterance. The orientation subsumes many different approaches but according to all of them pragmatic aspects of the representation that undergoes a truth-conditional analysis go beyond the basic list that includes personal and demonstrative pronouns, adverbs such as 'here', 'there', 'now', and some other, but very few, expression types (see Cappelen and Lepore 2005 and Kaplan 1989). Until recently, the debate concerning the degree to which pragmatics 'intrudes' in the semantic representation focused on the putative existence of covert variables in the logical form (e.g. Stanley 2000). This gave rise to the debate between the so-called indexicalists and those for whom pragmatic components of meaning are free from structural constraints and operate 'top-down' either as a modulation of the logical form (Recanati 2004, 2010) or as the output of sources of meaning that jointly produce a truth-evaluable representation (Jaszczolt 2005, 2010). However, in the most recent literature a greater burden has been placed on the properties of lexical items themselves. Recanati (2012) proposes that utterance meanings are both compositional and flexible: they enter the process of (pragmatic) composition only after the context-driven modulation has taken place. This panel attempts to shed more light on some pertinent and as yet unresolved questions in these recent debates such as

(i) What is the exact relation between the flexibility of meaning of linguistic expressions and the input they bring to the composition process? We know that context imposes constraints on adaptability but neither the starting point for this adaptation (context-free conceptual content, on the assumption it can be individuated) nor the extent of the modifications (the resulting context-dependent concept) have been properly discussed;
(ii) Does compositionality require the contextual adaptability of word meaning to be rigidly constrained by lexical semantics, in the spirit of indexicalism, or is there room for a more liberal, pragmatics-oriented understanding of compositionality (Szabó 2001)?
(iii) Is it correct to talk about the 'adaptability of word meaning' or should the unit that undergoes such adaptation be understood more dynamically – especially as regards idiomatic, metaphorical and formulaic expressions?
(iv) How is compositionality of meaning of incomplete utterances to be approached when the missing material, unlike in the case of ellipsis, cannot be regarded as uniquely recoverable?
(v) How does the adaptability of meaning fare with the strict indexical/nonindexical distinction? Data-based enquiries provide increasing evidence that words mix indexical and non-indexical properties. How is this linguistic fact to be reconciled with the binary distinction on the level of concept types?

Marjut Johansson, Sonja Kleinke & Lotta Lehti

The digital agora of social media

The present day participative Internet, Web 2.0, is often conceived as a space for the public exposure of one's private life. This panel aims to adopt another perspective on Web 2.0. The focus is on how users contribute to public discussions, i.e., take part in the mediated public sphere. The internet and social media consist of spaces of digital agora where social actors cross and blur the boundaries between the public and private spheres, institutions, and everyday life.
The spaces in which these socio-political digital discussions take place are, for instance, the blogosphere, social networking sites (e.g., Facebook and Google groups), content sharing sites (e.g., YouTube and Instagram), microblogging sites (e.g., Twitter), various discussion forums, and comment sections on news sites. The objective of this panel is to study various types of online discussions and how they construct meaning in these digital spaces. For example, comments on a politician's blog may aim at expressing support for the blog's author while comment sections on news sites may contain posts mainly expressing the opinions of participants. Moreover, societal topics on Facebook or Twitter make users engage in knowledge-constructing debates. Overall, these discussions often contain disagreements or conflicts; they may be moralistic or sarcastic; yet they are also spaces for supporting a cause or idolizing an individual.
The panel is open to various studies on the language use and discourse of socio-political online discussions. Possible objects of study include the following:

- How do these discussions emerge, evolve, and end?
- How interactive are they?
- Which basic language activities take place in these discussions? Are they, for, instance, constructing or sharing knowledge, supporting or expressing ideas?
- How do they mix public and private matters? How do they contribute to the public sphere?
- How do these discussions circulate, recompose, or remix themes, discussions, and texts from other public spaces?
- How do the participants express stance?
- What kinds of arguments are used?
- Is "socio-political online discussion" a genre? What is the role of super and sub-genres, and how is the embedding and mixing of genres manifested?
- How are multimodal and hypertextual features used in these discussions?

Istvan Kecskes & Jacques Moeschler

Pragma-discourse: From utterance to discourse interpretation and production

Background. Discourse pragmatics is not yet recognized as an independent domain in pragmatics. The reasons are many. First, discourse has been investigated in several fields: text linguistics (van Dijk 1977), literary studies (Weinrich 1964), psycholinguistics (Kintsch & van Dijk 1978), sociolinguistics (Labov & Waletski 1977), functional linguistics (Halliday & Hasan 1976), formal semantics (Kamp & Reyle 1993) as well as artificial intelligence (Schank & Abelson 1977). Second, no clear arguments have been given to support the linguistic foundation of discourse (Reboul & Moeschler 1998 for an extensive explanation). Finally, almost no textbook on discourse makes a clear appeal to pragmatics (van Dijk 1981 for an exception referring to speech acts). In recent books on pragmatics few contributions are clearly devoted to discourse from a pragmatics perspective. An entire section in Horn & Ward 2004 is nevertheless devoted to discourse. The book "Discursive Pragmatics" (Zienkowski, Östman and Verschueren 2011) is, according to the editors, "pragmatics-oriented information on discourse analysis". In these contributions, discourse is mainly investigated from an empirical domain: temporal reference, anaphoric and deictic reference, spatial reference, connectives, discourse relations or presuppositions. In other way, no specific research program on discourse grounded in pragmatics has been developed yet. Broadly speaking, discourse has been mainly investigated in two perspectives: from a coherence point of view and from an interpretive perspective. In the first tradition (based on Halliday & Hasan 1976), what is at the stake is the search of discourse rule insuring coherence. In that perspective, cohesion markers (connectives, tenses, anaphora, ellipsis) have been exhaustively investigated, as well discourse relations (Kehler 2004 for a synthesis). In the second tradition, subjectivity and perspective in fiction, as well as topics like temporal deixis, free reported speech and tenses have been in the center of investigation (Banfield 1983; Reboul 1992; Fleischmann 1990; Schlenker 2004 as a few).

Objectives. The Pragma-discourse panel focuses on discourse from a pragmatic perspective and aims to present approaches rooted in pragmatics. Contributors are invited to explore the following questions: 1. How can pragmatic theories of utterance interpretation (presuppositions, implicature, explicature) contribute to the issue of discourse interpretation, defined as a coherent string of utterances? 2. Are discourses ruled-governed? If yes, what is the nature of discourse rules? If no, is discourse interpretation dependent on general pragmatic principles (as cooperation, relevance, salience)? 3. What are the contributions of pragmatic markers in discourse interpretation? Do they contribute at a local or a global domain of discourse interpretation? 4. What governs discourse production? How does discourse planning interact with linguistic material? How is discourse planning connected to global discourse intentions? 5. What are the main results of works on subjectivity, free reported speech, tenses, and intercultural interactions to the foundation of discourse pragmatics? 6. How much is discourse production and interpretation dependent on socio-cultural background? How much discourse production and interpretation vary from social and individual perspectives?

Dennis Kurzon

Legal pragmatics

Legal pragmatics may be said to have been created with the publication of John Austin's Harvard lectures *How to Do Things With Words* in 1962, in which he illustrates the concept of performative by legal and quasi-legal utterances such as "I do" as in "I do take this woman to be my lawful wedded wife", or "I give and bequeath my watch to my brother". The concept of speech acts – without the modern terminology – has of course been understood by jurists and others for a long time, e.g. John Austin 1832; Olivecrona 1939 (1971); Hart 1961.

Much water has flown under the bridge since Austin's work and the work of his successor John Searle became known to philosophers of language and to linguists in the 1960s and 1970s. Later, Grice's Cooperative Principle and his analysis of the distinction between literal and non-literal meaning have come into the picture. The panel on legal pragmatics will reflect not only various pragmatic approaches to legal discourse but also the analysis of legal discourse as a source of evidence for pragmatic turns.

Papers will be offered on a Gricean approach to legal documents, such as reading between the lines; metaphors in legal texts, thereby linking pragmatics with advances in cognitive linguistics; multilinguality in legal discourse and its effect on legal notions; threats; and three papers on historical pragmatics.

Amelia (Amy) Kyratzis & Sarah Jean Johnson

Multimodal and multilingual resources in participants framing of situated classroom literacy activities

Goodwin and Goodwin (2004) argue that within cognitive activities like story-telling and sentence-construction, the analyst should focus on "participation," "the practices through which different kinds of parties build action together by *participating* in structured ways in the events that constitute a state of talk." What structures constitute the activity in progress and participants' stances towards it, are specified, not through interviewing, but "through study in detail of the actions [participants] perform within the activity system which gives them meaning" (C. Goodwin 1984); these actions are conveyed multimodally.

Focusing on "participation" is in keeping with recent models of situated learning that capture diverse ways in which children and adults learn in multi-party activities across cultures (Rogoff, Mistry, Goncu, & Mosier 1993), with practice-based models of literacy, such as New Literacy Studies (Street 2003), and with sociolinguistic models arguing that through invoking a variety of "contextualization" cues moment-to-moment (Gumperz & Cook-Gumperz 2005), speakers jointly accomplish an emerging understanding of a "frame," and the alignment each takes to the talk (Goffman 1981).

Despite theoretical perspectives arguing that novices learn through collaboration and participation (Vygotsky 1978), few studies have looked closely at sequences of interaction to examine how novices use multimodal resources, moment-to-moment, to build social and cognitive action with one another in classroom learning activities, including in multilingual settings. This panel brings together scholars who combine close analysis of interaction with ethnography (Erickson, 2004) to examine how learners use multimodal and multilingual resources to participate in multi-party, dynamically emerging, "socially organized," (Goodwin & Goodwin, 2004) peer-based cognitive activities that take place in preschool, elementary and heritage language classrooms in the United States.

Four invited papers will be included in this panel. The first paper, by Amy Kyratzis, examines how peers in a bilingual Spanish-English preschool enact book-reading together in pretend play, using multimodal and multilingual resources to construct alternating frames, footings, and participation frameworks. A second paper, by Sarah Johnson, demonstrates the affective stances children take to a partner's breach in a participation framework for collaborative reading, and how they use multimodal directives to bring their peer into appropriate alignment. The third paper by Inmaculada Garcia-Sanchez examines how K-1st g rade children in an English-Spanish dual immersion classroom combine semiotic modes and multilingual resources, using them to select and transform information, and to learn with their peers. A fourth paper by Netta Avineri uses discourse analysis to examine peer interactions in Yiddish classrooms in California and New York.

By attending to the diversity of resources that come into play—including peer-based forms of social control (M. Goodwin & Kyratzis 2012)—as learners read and write together, these papers, collectively, provide a rich portrait of how participants collaboratively build an environment for learning—a social and cognitive world, which is "both physical and interwoven with shared constructions of meaning" (C. Goodwin, personal communication). Understandings these portraits provide can be used by educators to support peer learning in literacy.

Merja Kytö & Claudia Claridge

The pragmatics of punctuation: Past and present

Although punctuation is often treated under grammar (e.g. Huddleston & Pullum 2002), it clearly also has pragmatic implications, such as indicating emotive meaning or thematic structure. It thus provides a paralinguistic pragmatic level within written communication.

There has already been some research on pragmatic aspects of punctuation in various languages, but not enough to constitute a fully fledged field of research. Bar-Aba (2003), for example, deals with "spoken" punctuation marks in modern Hebrew, and Vandergriff (2013) treats punctuation usage in German language computer-mediated communication. Lennard (1995) and Ronberg (1995) both approach the issue for older English texts within a historical pragmatics framework. This workshop aims at bringing

such isolated strands of research together in order to pursue the pragmatic side of punctuation in a more systematic way.

We include under punctuation the following aspects: (i) punctuation marks such as - ! ; or :, (ii) less standardised symbols like *, the index (or fist) sign, and (iii) non-segmental forms, e.g. italicizing, bold-face (in those cases where they have communicative significance, versus e.g. automatic italics for headings).

The following questions and aspects are of interest for the study of punctuation in historical and modern periods and with all possible kinds of registers/genres as well as with different languages:

- What types of pragmatic meaning can be carried by punctuation marks and in what ways can they change the meaning of linguistic items (e.g. quotation marks)?
- How is the use of punctuation effected by considerations of medium, register and genre? Given that one of the main rhetorical theories of punctuations was elocutionary, speech-related historical texts may be of particular interest here. Are there register- or genre-specific uses of punctuation and in how far can producers still be creative within conventions? Are there regularities regarding "spoken" punctuation marks?
- How can punctuation contribute to textual structuring, such as fore- or backgrounding? Which marks are useful in this respect and how do they segment the field (e.g. dashes vs. parentheses)?
- What role does pragmatics (vs. syntax) play in the historical uses and development of punctuation?
- What needs to be considered with regard to punctuation when reading, interpreting and editing (older) texts? In how far should one include, e.g., obviously non-sensical punctuation or adapt original punctuation (e.g. in Shakespeare's plays)?
- Do the punctuation usage guides, which have existed for instance in English for some time, say anything about the pragmatic aspects of punctuation or are they restricted to the grammatical aspects?
- Contrastive studies of punctuation focusing on different languages would merit more attention.

Hanna Lappalainen & Jenny Nilsson

Address, variation and adaptability

Address is an important aspect of the relational work that participants carry out in interaction with each other (Locher & Watts 2005), and has been widely studied during recent decades. By investigating address patterns it is possible to explore how societies and individuals adapt to cultural and social changes. Further, analyses of address forms in actual interactions show that variation is not as straightforward as one could infer on the basis of only asking about conceptions or attitudes. For instance, participants in interaction do not always address each other only by T or V forms but might vary forms temporarily or make a permanent change from T to V or vice versa during a conversation. They can also use more implicit ways of addressing (e.g. zero person constructions) and/or try to avoid address forms altogether.

This panel contributes to the growing body of research on address patterns in interaction by bringing together scholars working on Arabic, English, Estonian, Finnish, French, Russian, Spanish and Swedish. On the basis of earlier research we know that similarities and dissimilarities in address patterns can be successfully analyzed by comparing different languages as well as varieties (e.g. pluricentric languages) with each other (see Clyne, Norrby & Warren 2009).In this panel, some papers compare variation and change in address patterns in different languages (e.g. Finnish, Russian and Estonian), others study different varieties of the same language (e.g. Sweden Swedish and Finland Swedish). Together, the papers cover both language specific and contrastive perspectives on address, and highlights similarities and differences in and between different speech communities.

In addition, the panel has a methodological goal. New research is needed, because previous studies have been methodologically unbalanced. So far, address research has mainly focused on investigations of conceptions and attitudes of language users: how they report using address in certain imaginary situations or what kinds of attitudes they have towards certain practices. Only a few previous studies have focused on practices in authentic interactional situations or combined different perspectives.

The panel will focus on the following questions:
How should address practices be studied? What kinds of advantages or disadvantages are related to different methods?
Which factors explain variation

a. between languages or varieties? How do speakers adapt to current social, cultural and technological changes?
b. within a certain situation? How do participants adapt to local dynamics of the ongoing conversation?

What means are used for addressing? What are motives behind them?
The panel's contributions approach address practices from both empirical and methodological perspectives by using tools of (interactional) sociolinguistics, conversation analysis, discourse analysis and sociopragmatics. The data types vary from everyday conversations to institutional interaction in classrooms, television and box offices, as well as from questionnaires to blogs.

Kiri Lee

Indexicality and social meanings of honorifics: A cross-linguistic analysis

How we humans situate ourselves in relation to others, how we address others, speak of them, and interact with them is linguistically transparent in any language, though not always superficially obvious. Linguistic forms across all human languages provide resources for such ways of speaking and interacting, e.g., (im)politely, with or without deference, signaling distance or solidarity or power, affiliation or disaffiliation and so forth. This panel focuses on the use of honorifics in relation to their intended meanings and the honorifics systems in a number of the world's languages. It is widely accepted that the use of honorifics, especially in languages which have a grammatically encoded system, is generally dictated by macro social factors such as age, socioeconomic status, gender and so forth (Brown and Gilman 1960; Sohn 1999; Kim-Renaud 2009; Kuno 1987; Shibatani 1990). Recently, however, researchers have seriously questioned whether the use of honorifics is wholly dependent on the relative status, or some other factors (social, psychological, register- and genre-dependent, etc.) play a crucial role in the selection process (Cook 1996; Strauss and Eun 2005; Dunn 2005; Brown 2011; Lee and Cho 2013). These studies are mostly based on the framework of "indexicality" proposed by Silverstein (1976), where he claims that there are various "indexical-orders" that work either at "Micro" level or at "Macro" level. While some studies, especially in Japanese honorifics, have dismissed the distinction between "Micro" and "Macro" levels and claim that functions of honorifics such as 'formal', 'public', and 'polite' are one of meanings the honorific form indexes directly (Cook 1999), other studies argue that "Macro" Indexing is clearly at work, based on the observation that Korean adheres more rigidly to socially prescribed honorific forms both in terms of address as well as in honorific language than Japanese (e.g., Lee and Cho 2013). These studies, however, have tended to look at Japanese honorifics and Korean honorifics in isolation. To further investigate how "indexical-orders" actually operate and what various social meanings of honorifics are, this panel calls for a cross-linguistic perspective where, not only Japanese and Korean, but also languages such as French, Spanish, and Persian (Aliakbari 2008) are systematically compared to uncover "social meanings" such as the speaker's social characteristics, stance, attributes, and identities. The aim of this panel is three-folds: i) to identify social meanings indexed by honorifics in both public and private discourse data from several languages, ii) to investigate if the distinction between "Macro" and "Micro" Indexicality is universally relevant to the use of honorifics, and iii) to reveal hitherto unknown interactions between different honorific systems within a language (e.g., subject honorification vs. addressee honorification as these constructs apply in Korean, Japanese, Spanish, French, and Persian.)

Maria Francisca Lier-DeVitto & Lúcia Arantes

Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice.

It should be recognized that a most significant result of linguistic studies was none other than the production of grammars, regarded as tools of reduction and regularization of heterogeneous linguistic manifestations. Nonetheless, it is undeniable that linguists were able to establish universal categories and specific rules for specific languages - grammarians have, indeed, touched upon a fundamental aspect or truth concerning language, since each and every language can undergo 'grammaticalization'. Structural Linguistics, which received the title of 'science', aims at attaining what is universal in language. The marginal status of la parole (linguistic behavior in context) came as a logical consequence of the establishment of la langue and the Universal Grammar as its object. That is why such a scientific program limits itself to the internal properties of language - the derived problem is to migrate to the field where rules acquire the status of norms of behavior regulating what "can/must" and, therefore, what "cannot/must not" be produced in language usage. Under such a viewpoint, equivocal, erratic children´s linguistic behaviors tend to be left out of serious considerations. Needless to say that, at the extreme of such irrelevance is child language and/or symptomatic speech (held to be issue to be dealt with in clinical fields). Both types of speech/discourse productions have to do with specific facets of the speaker/mother-tongue relationship, which not always leads us to a comfortable, but rather to a conflicting dynamics that seems to render adaptability a topic to be enriched and deeply explored. Interestingly enough is that Linguistic Pragmatics studies have privileged research on linguistic behavior, but they do not focus on the nature of speech/discourse as a "problematic proposition", since the target is to discuss disorders in linguistic interaction. It is claimed here that the focus on interaction/communication has served as a barrier to the access to the speaker/mother-tongue relationship itself and to its effects on linguistic production. It is worth recalling that reflection on the notion of mother-tongue has rarely been under careful attention either in the area of Language Acquisition or Clinical Fields. This panel session discusses the theoretical framework presented above, paying particular attention to the fact that there is scarce inquiry into the crucial participation of structural problems on interaction/communication disorders. Child-language and child-adult dialogue data as well as symptomatic speech collected during clinical sessions will be presented and analyzed to illustrate de discussion.

Oscar Loureda, Inés Recio Fernández, Adriana Cruz Rubio

Discourse markers and experimental pragmatics

From a cognitive approach to discourse, utterance interpretation is widely assumed to be performed by means of inferential computations. As a result, it is expectable for languages to have specific devices at their disposal which minimize the addressee's cognitive effort in her aim to process the meaning of what is uttered.

Due to their fundamentally procedural meaning (cf. Blakemore 1987, 2002; Blass 1990; Wilson & Sperber 1993; Fraser 1999 among many others), discourse markers constrain the inferential processes in communication guiding the hearer or reader to the expectable cognitive effects and contributing to minimize her processing effort. As a result, as intentional communication devices, it seems plausible that discourse markers could constitute an attentional focus in discourse comprehension and production.

After a noteworthy development of research on discourse markers from a descriptive perspective over the last decades, experimental studies are becoming increasingly widespread too. In fact, evidence from experiments of a psychological nature can give a good account of the reactions (processing efforts) to given stimuli (utterances), which in turn can help confirm or discard hypothesis obtained by other approaches to pragmatic research (Noveck & Sperber 2004).

The aim of this panel is precisely to create a forum for scientific discussion in which complementary experimental approaches to the study of discourse markers can be presented. Concretely, we pretend to address the following questions:

- As functional categories with a mainly procedural meaning that guides the hearer's inferences in communication, do discourse markers condition the processing effort of utterances, and if so, is this computational meaning language-specific?
- Do discourse markers influence utterance and discourse comprehension? How is such influence exerted?

- Do different types of discourse markers play different roles as inference-guiding devices or do they display a unitary behaviour for discourse interpretation?
- Does the contribution of discourse markers to utterance interpretation depend on their specific semantic and syntactic properties, and on their interaction between such properties and other utterance elements? How does this interaction exactly take place?
- How can experimental evidence contribute to confirming, discarding or revising theoretical claims about the procedural meaning of discourse markers?
- What are the limits and the empirical and theoretical possibilities for experimental pragmatics concerning discourse markers research?

Lian Malai Madsen & Andreas Stæhr

Effects of social stratification in everyday language use

In spite of the continuing existence of unequal relationships related to wealth, employment hierarchies, status and opportunities in contemporary globalised societies, social class is all but absent in current debates about academic underachievement, 'integration' and youth. Instead ethnic, cultural and religious differences are emphasised as explanations for social inequalities (Eide and Simonsen 2007; Pedersen 2007). This shift away from class is in tune with poststructuralist thinking and 'the cultural turn' in social and political theory, in which social class is seen as irrelevant and vague in relation to contemporary rapidly changing, multicultural societies (Abercrombie and Warde et al. 2000: 148; Halldén et al. 2008: 1). Yet, as Rampton (2006: 223) phrases it, "systematic inequalities […] do not disappear just because people stop talking about them in the ways that they used to".

This panel addresses societal functions of everyday language use in wider contexts of linguistic and socio-cultural diversity and change. The panel seeks, however, to look beyond the predominant focus on ethno-cultural differences and bring back issues of 'high' and 'low' stratification to the research agenda. The panel will explore how everyday language use and its secondary representations in different communicative contexts may involve identifications and social roles that resonate with wider dynamics of social stratification and inequality.

The panel contributions in various ways investigate the *effects* of individuals' experiences of social differences and inequality as it is *expressed through linguistic action.*

· How do observable language use and its representations construct difference in local activity among different groups?

· How do locally constructed differences speak to larger-scale dynamics and discourses such as social and educational hierarchies, wider representations of success and integration, and mechanisms of social stratification?

Didier Maillat & Sandrine Zufferey

Pragmatics in second language acquisition and bilingualism

It is generally assumed in pragmatics that the cognitive skills involved in pragmatic enrichment, such as the ability to derive implicatures, reason about the mental states and integrate contextual information from various sources, are universal. Indeed, children from different languages and cultures acquire theory of mind abilities at a similar schedule (Shatz et al. 2003), and have a similar ability to derive scalar implicatures and to understand metaphors (see Zufferey, forthcoming for a review). The existence of such universals does not mean however that second language learners do not experience difficulties in handling cognitive aspects of pragmatic competencies. For example, Bouton (1988, 1994) reports that even after four and a half years of residence in the United States, learners still fail to derive implicatures when they require the integration of culture specific premises that they ignore. In addition, learners' lack of pragmatic skills in a second language also results in some cases from limitations in performance, due to cognitive overload. For example, Roberts et al. (2008) report that second language learners have a processing disadvantage compared to native speakers in an on-line pronoun resolution task. However, Slabakova (2010) does not report similar processing limitations for learners' ability to derive scalar implicatures, indicating that cognitive overload may vary across pragmatic phenomena as well as the

nature of the task used to measure proficiency. Bugayong & Maillat (2014) also report differentiated achievement levels in L2 reference assignment tasks depending on the kind of information used to disambiguate the referent. Lastly, another long-identified cause for pragmatic limitations in a second language comes from negative transfer from learners' fist languages (e.g. Kasper 1992). In this panel, contributors will provide new avenues of enquiry for studying the extent of second language learners' pragmatic skills and limitations and disentangle their causes. The topics covered will encompass a wide range of cognitive pragmatic phenomena, including (scalar) implicatures, reference resolution and discourse connectives. Secondly, studying pragmatic skills from a multilingual perspective also raises the question whether bilingual children develop pragmatic skills differently compared to children growing up in a monolingual environment. Several contributions to the proposed panel will assess the development of pragmatic skills in (early) bilingual children, thus providing a direct comparison with (late) second language acquisition. Contributors from both trends of research will discuss the similarities and differences between bilingual and second language acquisition of pragmatic competencies in a round table at the end of the workshop.

Juana I. Marin-Arrese, Gerda Hassler & Marta Carretero

Evidentiality, modality and stance in discourse

This panel presents studies on evidentiality, epistemic modality and stance in discourse, focusing on discourse-pragmatic issues. Evidentiality and epistemic modality pertain to the conceptual domain of epistemicity, and involve the expression of epistemic support and evidentiary justification for the communicated proposition (Boye 2012). Evidentiality concerns the source of knowledge or evidence a speaker invokes as justification for making a claim (Anderson 1986; Boye 2012). Justification may make reference to direct access to the evidence through perceptual and non-perceptual sources, as well as indirect access, through inference, or mediated through report or hearsay (Chafe & Nichols 1986; Willett 1988; Plungian 2001; Aikhenvald 2004; Diewald & Smirnova 2010; Boye 2012*, inter alia*). Epistemic modality pertains to the level of reality conception, to "what the conceptualizer presumes to know about reality" (Langacker 2009: 291). Epistemic modals involve the conceptualizer's striving for epistemic control in the discourse (Langacker 2013); they express a speaker's degree of certainty concerning the existence of the event designated, its actual or potential occurrence.

Stance is a form of interpersonal and social action, which is indexical of the position of the speaker with respect knowledge and beliefs concerning the described event and their commitment to the validity of the communicated information, that is, their epistemic stance. It also reveals their convergent or divergent alignment with respect to other interactional positions, and it is consequential in that it involves responsibility and consequences for the stancetaker in social terms (Biber et al. 1999; Englebretson 2007; Marín-Arrese 2013).

In recent years, research on the discourse-pragmatics of evidentiality and modality has flourished. The complexity of the pragmatic effects of evidentials and epistemic modals has given way to studies on their role in stancetaking in various discourse domains (oral interaction, political discourse, journalistic discourse, etc.), often from cross-genre, or cross-linguistic perspectives (Simon-Vandenbergen & Aijmer 2007; Berlin 2008; Hassler & Volkmann 2009; Jaffe 2009; Fetzer 2011; Marín-Arrese 2013).

Within this background, this panel brings together contributions dealing with topics relating to the following issues:

- The discourse-pragmatic functions of evidentials, with special emphasis on their use as resources for stancetaking in discourse, and as indices of subjectivity and intersubjectivity;
- Cross-genre, and cross-linguistic studies on the presence and distribution of evidentials in discourse, and in computer-mediated communication;
- Comparative studies on the pragmatic functions of evidentials and those of expressions of neighbouring categories, such as epistemic modality or mirativity.

Katrijn Maryns & Stef Slembrouck

The use of English as an international lingua franca and as an interactional resource in service encounters with immigrants

Existing research on the use of English in immigration encounters has mainly focused on settings where English has official status at the institution. These studies have argued that dominant standard language and 'English-only' ideologies systematically disadvantage participants having disparate access to the institutional language (Gumperz 1982; Haviland 2003; Roberts 2012). Notwithstanding the unofficial status of English in mainland European countries, it is increasingly used as an international lingua franca for communication with and services to speakers with different linguistic backgrounds. As yet, the interactional dynamics of immigration encounters in which none of the participants use English as an L1 have been relatively unexplored. This panel will present ethnographic research on service encounters with immigrants conducted in English across a range of institutional settings (social welfare, health and legal services) in which English has no official status. The presented papers will examine the interplay between micro-level interactional patterns of ELF use in these encounters and macro-level organizational mechanisms and ideologies. The central question is to what extent English can serve as a functional and reliable resource in these encounters for the exchange of usually very complex factual information and the construction of client identities. Questions include: how do differences between varieties of the "same" language interfere with mutual comprehension? How is English language proficiency in the institutional process appraised and by whom? How does ELF impact on interactional structure? And, in what ways does the interactional dynamics of these encounters contribute to shaping particular assumptions about mutual understanding or the lack of it? To what extent do the participants anticipate and accommodate their interlocutors' linguistic and sociocultural behaviour and expectations? This panel aims at bringing together researchers from various disciplines (intercultural pragmatics, sociolinguistics, institutional/ professional discourse analysis, ELF studies) to encourage cross-fertilization of ideas on multilingual communication strategies and the use of ELF in institutional interaction.

Yael Maschler & Simona Pekarek Doehler

Emergent grammar and praxeological ecologies: Clause-combining and the organization of turns at talk

The clause is a basic unit of grammar; the turn a basic building block of social interaction. In this panel we set out to explore how principles of clause-combining are related to the mechanisms for constructing turns at talk, and in particular multi-unit turns, within the complex ecology of social interaction. The panel is designed to enrich our empirically based understanding of the complex interrelatedness of grammar and social interaction.

Although turns and conversational actions are not necessarily linguistically formatted as clauses, the clause has been shown to be a relevant unit of interaction (Thompson & Couper-Kuhlen 2005): participants orient to clause structure for turn-taking, action projection, utterance co-construction, and so on. At the same time, both clauses – and more generally grammatical constructions – and turns at talk are obviously configured in real time, moment-by-moment, with the temporal unfolding of talk-in-interaction (Hopper 1987, 1992, 2011; Goodwin 2002; Auer 2009): At any moment in time, a given syntactic trajectory can be revised or expanded beyond its first (second, etc.) completion point; at any moment in time, a given turn- or action-trajectory can be revised or expanded beyond its first (second, etc.) completion point. This raises a central question: how does the organization of clause-combining in real time (i.e. the *hic et nunc* in the very process of its production) relate to the on-line unfolding of turns at talk, and in particular of multi-unit turns? In this panel we address this issue by paying close attention to two aspects of clause-combining: (i) how what is normatively expected to be part of a bi-clausal pattern may end up being produced as a fragment that projects a multi-unit turn of a particular nature (a typical example is the use of the wh-part of wh-clefts as a projector construction that frames a multi-unit turn in terms of such categories as event, action, and paraphrase, cf. Hopper 2004; Hopper & Thompson 2008); and (ii) how a clause that comes to a completion point as a full sentence may be extended, and thereby the syntactic and the action-trajectory of the ongoing turn is being prolonged (a typical example is the "adding-on" of a relative clause after a transition relevance point, cf. Schegloff 1996; Ford, Fox, and

Thompson 2002; Couper-Kuhlen and Ono 2007). The papers in this panel explore how such on-line revisions or expansions of clausal constructions relate to the building up of multi-unit turns. They pay particular attention to how, thereby, grammar is part of a larger ecology of interactional resources, including not only language but also the body, that participants use to organize their turns-in-progress in mutually recognizable ways.

The papers in this panel draw on audio- and video-recorded data from a range of languages, including English, French, Finnish, German, Hebrew, and Swedish.

Yoshiko Matsumoto & Diana Boxer

Babies to Boomers and beyond: Age and gender adaptations across languages and societies

In this panel, we bring together papers by scholars in pragmatics working on verbal communication at the intersection of gender, age, and cultural influences. We deal with the important and timely issue of how we, as human beings in our various communities and with our varied norms, linguistically adapt and express various social and physical changes experienced over the different stages of our lives. Despite widespread agreement that adaptations to life changes are likely to be influenced by such factors as the gender of the speaker and the sociocultural context, it is still not well understood how such adaptations are manifested in communicative behavior over the course of one's life. With a focus on the intersection of gender, culture and the perception of age, we are concerned with children and adults across societies, crucially including in our investigation of older adults, who are often slighted despite the breadth of their life experiences (e.g.; Coupland et al. 1991; Hamilton 1994; Matsumoto 2005, 2009; Norrick 2009). Taking the perspective of lifespan, our findings will shed light on aspects of human interactions that have not yet been well investigated or understood.

The lifespan perspective highlights the fact that age as well as gender and culture are simultaneously social and personal. Gender, it has been asserted (West 1976) has a "master status" over other social roles. Older adults, as a social group, are still invisible and stereotyped in many societies, even with the surge of aging baby boomers. Often treated as irrelevant and powerless, possibly as children in some societies, older people share many aspects with groups that are more generally considered as the focus of diversity concerns, such as those defined in terms of gender, ethnicity, social class or sexual orientation.

It should be noted that the concept of being old (or young) often arises in relation to some particular behavior, rather than referring to a specific chronological age. For example, a woman who is pregnant in her 40s may be considered old, and indeed a first time mother at that age is referred to as an "elderly" primagravida. Clearly, the association of being old both with specific functions and with chronological age leads to many invalid and discriminatory assumptions of general incompetence.

Age is also a personal and an identity issue. Communicative behaviors including conversations reflect and express the participants' understanding of themselves and the stances that they are taking to events and to others. Our panel on verbal communication at the intersection of age, gender, and culture will illustrate the diverse ways in which the interlocutors' experiences at specific stages of their lifespan are presented and how their adaptations are reflective of their lived histories and current context. In particular, the participants will present their studies on (1) quantitative approaches to interactions of age and gender, (2) gender, age and humor in cross-cultural narratives, (3) discursive construction of late parenthood, (4) gender and role in grandparenting, (5) age, gender and power of the oldest old, and (6) residents' agency in institutional care.

Jacob L. Mey & Daniel do Nascimento e Silva

Dimensions of adaptability: Space, time, persons, objects

What does it mean to 'adapt'? We have words such as apt, aptitude, adapter – all pointing towards processes through which a given person or object is good at, or becomes better qualified for a task or work. In this way, the persons engaged in a task may, in the end, even count as 'adept' (or, on the contrary, if they don't make the grade, as 'inept').

In our daily personal and professional lives, we all have to adapt ourselves: to the changing times and mores, to the different people we interact with, to the foreign and exotic cultures we come in contact with, and so on. With the recent development of a new culture, roughly characterized as 'data-oriented', we have to face a new series of problems: how do humans adapt to the new communicative devices and to the 'device culture' surrounding them, in dealing with computers, smart phones, iPads, skype, blogs, electronic IDs, being entered into data bases (often with pernicious results, as when the bases are 'hacked'), central registration and accounting devices (with the concomitant invasion of privacy), governmental meta-data collection and storage (as most recently unveiled by various whistleblowers, the likes of Julian Assange, Bradley (now Chelsea) Manning, Edward Snowden and others), and so on.
When the talk is of 'dimensions' of adaptability, it is useful to think along a number of different lines. There is the time dimension: this is the adaptation that takes place when "the times move on, and we with them" – but still, we mourn the 'good old days' (which were never that good for everybody on the planet); there are the places we live in, and visit, not only as tourists, but also as partakers of certain local, national, or even international cultures – the latter being especially relevant in areas of international cooperation in the business, military, political and cultural spheres; there are the various persons we come in contact with, and adapt ourselves to – this is the socially-bound aspect of adaptation, both verbal and otherwise, with its domestic and international differences in communicative cultures demanding a high degree of adaptation (sometimes even bordering on the impossible); and finally, there are all the objects we surround us with, where again, the computer looms large – think of devices and techniques such as the iPhone or the digital signature, which put our powers of adaptation to sometimes grueling tests, or even induce behavioral changes, as in the ways we use our extremities (such as our thumbs in texting), and our bodies in general. Thus, when interacting via the electronic media, there is the ensuing potential or real damage to our physical and mental capabilities as a result of our adaptation (as when we follow the injunction "smile –you're on TV", or automatically adopt a posture depicted as appropriate in the media ("Hands Up" – when stopped at a paramilitary checkpoint or frisked by a police officer).
All these dimensions and modes of adaptation need to be critically examined from the point of 'sense-making': and how they relate to the other segments of our conscious lives. In particular, we need to address the question of how adaptability is reflected in our production, and conscious use, of ever more sophisticated devices (such as the driverless car or the constant, but not too noticeable monitoring of our corporeal and instrumental processes, both individually and socially; Big Brother comes to mind). Of special linguistic and anthropological interest here are the discursive practices that co-occur with (or even shape) our use of objects, and the adaptability that emerges from such practices; the metadiscourses that regiment and frame the different dimensions of adaptability; the political/practical connotations and consequences of some (or all) of these practices; how adaptability to changed coordinates of space and time, to new persons, objects, conditions etc. either conflicts, or may coexist, with the needed stability in our lives and the uniqueness of our utterances (as stressed by Bakhtin); and so on.
The panel intends to gather experts from different walks of life and areas of technology in order to discuss and advocate modes of reaction to, and promotion of, adaptable, rather than forcefully adaptive, devices in our lives (on the difference between the two terms, see Mey 2009).

Karina Veronica Molsing, Sun Yuqi & Cristina Perna

Portuguese as an additional language: Author presence in academic writing and speaking.

As the second most spoken Romance language and the fourth most spoken additional language in the world, Portuguese is considered a language of the future and is predicted to be spoken by 335 million people around the world by 2050. In the area of higher education, there has been a substantial increase in the number of foreign exchange students entering Brazilian and Portuguese higher education institutions. Therefore, contributions aimed at improving the teaching-learning processes of Portuguese as an Additional Language (PAL) are much needed at the academic level.
The aim of the panel is to bring together works in language acquisition, cross-cultural comparison and other corpus-based analyses in order to highlight author presence in Portuguese academic productions. Author presence includes terms such as "stance" (Biber 2003, 2012), a broad concept that refers to how

an author positions himself with respect to the target audience through the use of a variety of linguistic elements (e.g. pronoun choices) and strategies (e.g. hedging).
As Hyland (2002) claims, a central element of pragmatic competence is the ability of language users to construct a credible representation of themselves and their work, aligning themselves with the socially shaped identities of their communities. In this sense, academic writing and speaking, like all forms of communication, is an act of identity. In addition to conveying the scientific information, it also reflects the dominant cultural values of a linguistic community. Therefore, pragmatic resources are employed to share meanings, signal who we are and to draw in, influence and persuade readers and listeners.
With the purpose of advancing a discussion of how these pragmatic resources are established in academic discourses, our panel includes presentations on the following topics:
1. Hedging strategies and their relation to move structures in written productions by Chinese learners and Brazilian speakers. (Sun Yuqi)
2. Evaluating indirectness in Portuguese Academic Discourse (Karina Veronica Molsing and Cristina Perna)
3. Metaphors in academic contexts (Leticia Presotto)

Lorenza Mondada & Marja-Leena Sorjonen

Object transactions: Embodied encounters at the counter

This panel explores commercial and other service encounters by focusing on the embodied interaction between customers/clients and sellers/clerks. More precisely, we focus on the way in which the participants to these encounters handle objects such as goods or documents over the counter. In the panel, the participants will present video recorded data from naturally occurring encounters in different languages, approaching them from a conversation analytic perspective and taking into account the multimodality of action.
Encounters at the counter constitute a perspicuous setting to investigate issues of multimodality in social interaction, and specifically the multimodal formatting of actions such as requesting some object to be bought or to be processed, and requesting some action to be done. These encounters represent a tightly organized form of interaction that is implemented through talk and embodied action and where talking may consist in some cases of just a few words. The frequent, highly conventionalized and repetitious character of these encounters make them a fruitful object for studying the orderliness and methodic accomplishment of goal oriented social interaction. Furthermore, they allow for interesting comparative studies, as they occur in a variety of settings and in a variety of cultures and languages. The settings include commercial (e.g. kiosk, butcher, *boulanger,* shoe repair shop etc.), as well as public sector settings (e.g. post office, customs, public administration and social insurance offices, etc.).
The panel aims at fostering discussions on the collaborative management of these everyday encounters through analyzing data from different settings and languages. The panel contributions share the following features. 1) They deal with face-to-face service encounters that take place at the counter between customers/clients/users and sellers/clerks/officials. 2) These encounters involve the presentation, manipulation, handling and showing of objects (e.g. goods or documents) as a way of constructing the action that expresses the purpose of the encounter, for example, buying a product, asking for an object to buy, or requesting to process a document. Within such actions, a wide range of multimodal resources are mobilized and used in a coordinated ways. In and through their conduct, the participants of the encounter display their orientation to the temporal progression of their respective actions vis-à-vis the other's conduct. They orient to

- their co-participant's location and bodily movements,
- the centrality of material objects for dealing with the matter at hand
  (e.g. written documents they have come to ask about; the product they have come to buy; a shoe they have come to have repaired etc.)
- the details of the verbal turn design,
- the physical and bodily arrangements within space and
- the sequential trajectory of the unfolding activity.

Ikuyo Morimoto

Analyzing the process of group discussion: Towards "discussion design" in social decision-making

It is a recent trend that there have been increasing opportunities for citizens to participate in social decision-making which used to fall under the purview of professionals and experts such as justice in courts and town-building in the local community. In this trend, public decisions are mainly made through group discussions which involve participants who have different levels of expertise. The success of the decision-making depends on how successful or how productive the discussion itself is. However, it is widely recognized that during these discussions, participants are likely to face difficulties such as immense asymmetrical differences of expertise, roles, and positions. Despite this recognition, we actually know very little about what impact these differences have on the process of group discussions, and how we are able to make discussions successful and productive. Given this background, we aim to contribute to the development of "discussion design", the ways of designing the process of group discussions in social decision-making in order to avoid problems caused by different levels of expertise and experiences which participants have. To achieve this aim, our panel will address the following questions: 1) how participants are oriented to the differences and asymmetries of expertise and positions during discussion, 2) how those orientations affect the process of group discussions and decision-making, 3) what problems those orientations may pose to moving the discussion forward and reaching a consensus among them. In this panel, we will bring together studies of various kinds of group discussions such as committees of public enterprise with citizen participation, meetings of NPOs, and deliberations in judicial settings in Japan in which professional judges and lay judges are involved. We anticipate that the analysis of group discussions in different situations will deepen our understanding of what process group discussions in social decision-making undergo, and find ways to design the process of discussions to make the discussion productive. In addition, we will discuss how we can foster discussion abilities through educational programs. We believe that it is crucial for citizens to acquire discussion abilities to make them fully participate in social decision-making. Finally, we broaden our scope from face-to-face discussions to online discussions which have been widespread in recent years through Social Networking Services (SNS) and are expected to become more common.

Marie Nelson, Sofie Henricson, Catrin Norrby & Camilla Wide

Managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction.

This panel focuses on teacher-student or other expert-novice interaction in higher education. The panel gathers researchers who explore naturally occurring face-to-face interaction in different linguistic and cultural contexts, and aims at generating a discussion of interactional patterns in academic settings in a cross-cultural perspective. How the participants adapt their interactional and linguistic resources to the current situation in the university setting and how this work serves as a means to establish, manage and maintain interpersonal relations in an institutional, academic context will be explored through various perspectives.

As previous research in the field of variational pragmatics has shown (e.g. Blum-Kulka & Olshtain 1984; Schneider 2008; Clyne, Norrby & Warren 2009), language and culture cross-influence our ways of adapting linguistic and pragmatic resources in communicative contexts. This gives rise to differences in how we interact with each other in academic settings in different cultural contexts, e.g. regarding our orientation towards and perception of politeness (e.g. Hickey & Stewart 2005; Bargiela-Chiappini & Kádár 2011). In interaction in university settings, differences can, for example, be found in how teachers and students relate to the institutional context and to their institutional roles when giving and receiving feedback.

How the intersection between language and culture is manifested in interaction in a university context will be highlighted through the collected papers presented in our panel. Previous interactional research on the interplay between teacher/tutor/supervisor and student in naturally occurring institutional

communication (e.g. Waring 2007; Vehviläinen 2009; Nyroos 2012), will offer a solid foundation for the individual papers and the cross-cultural observations that will be the estimated outcome of this panel.
Research questions of relevance to our panel include, but are not limited to:

- Expressing identity in teacher/supervisor-student interaction
- Constituting epistemic stance in one-on-one or group learning situations
- Orientation towards the institutional roles as expert and novice
- Constructing independence and politeness in teacher/supervisor-student interaction
- Giving and receiving advice and critique in the context of higher education

The researchers presenting their papers in the panel contribute with different methodological approaches and empirical studies of academic interaction in various languages and cultural contexts, e.g. English, Finnish, Italian, and Swedish as first, second or foreign languages.

Pirjo Nikander & Maria Egbert

Glossing and translating non-English data in conversation analysis

This panel discusses theoretical, methodological and practical issues concerning the often-neglected question of how to make non-English data accessible for an English speaking academic audience. Data accessibility is crucial as research into human interaction is increasingly conducted in international environments.

The degree to which data are made accessible varies widely, and to date, there are no standards for glossing and/or translating non-English transcripts. Of particular concern is the issue that independent analysis, compared to English data, is rarely possible, thus creating a threat to the principle that the use of English as an academic lingua franca should not influence scientific standards. This means that there is an increasing demand for guidelines on how data are translated, glossed and/or transliterated in an accessible yet precise fashion, how data should ideally be presented to the reading audience in academic journals, and how analytic transparency is secured. Therefore, the central goal of this panel is to discuss principles for addressing these issues.

The issues are multidimensional since on the one hand, there are different needs depending on the language(s) used in the data (linguistic and multimodal resources, interactional achievements), while on the other hand, interactional specifics also need to be made visible in the areas of everyday versus institutional aspects, L1 and L2 learners' varieties, child-caretaker interaction, atypical communication, and sign languages.

The panel will comprise a paper session followed by a roundtable discussion on key aspects pertinent to the practices of transcription, glossing and translation.

The participants are specialists in different language areas and specific interactional phenomena. They raise challenges they have encountered when reading, analysing, translating and glossing various interactional data.

Neal R. Norrick & Cornelia Ilie

Pragmatics and its interfaces

This panel will bring together an international group of scholars representing areas of research where Pragmatics interfaces, intersects, overlaps with neighboring disciplines with the goal of more clearly defining the contribution and boundaries of pragmatics as such. Obvious interfaces are those between pragmatics and hyphenated areas of study such as sociolinguistics, psycholinguistics and corpus linguistics, then traditional areas like anthropology, philosophy of language, translation, narrative and humor studies. Of course, pragmatics shares interfaces with Conversation Analysis and politeness theory, with the study of institutional discourse and language in political contexts as well as language learning. T he ongoing exp losion of new computer-based media and scholarly approaches to them is rapidly creating new interfaces for pragmatics. Borrowing and cross-pollination between disciples is natural, and probably necessary, but at times it seems important to take pause and reflect on the role of pragmatics at these interfaces. Some obvious parameters of comparison are the use of quantitative versus qualitative methods based on naturally occurring, situated interaction versus experimentally elicited data, and the orientation

to micro- versus macro- issues. Panel members will present cutting-edge research on problems and issues at the interstices b etween pragmatics and neighboring areas, seeking to show where pragmatic perspectives enter in and how far they can go.

Yasuko Obana

Re-examination of the discursive approach to politeness - Where are social norms, politeness judgements and universality gone?

The discursive approach to politeness, emerging as the critical response to Brown and Levinson's (1978, 1987) theory, was initially raised by Eelen (2001) followed by Watts (2003), Mills (2003) and Locher and Watts (2005) among others, as well as the Linguistic Politeness Research Group (2011) and Davies, *et al*. (2011). Although their approaches somewhat differ, the common features of discursive approach are well-summarised by Haugh (2011) as follows:

1. The discursive approach is interaction-based, requiring a longer discourse which should be taken from authentic data (by adopting Conversational Analysis [CA]), because politeness is considered "an interactional achievement rather than as a product" (Mills 2011: 33)
2. The discursive approach distinguishes between first (politeness1) and second (politeness2) order politeness, and emphasises the former in which lay interpretations are more valued than the researcher's analysis.
3. The discursive approach places more values on the hearer's interpretation than the speaker's judgement.

Indeed, the discursive approach may aptly demonstrate that 'politeness' is a social action, which emerges in the process of talk-in-action, and that evaluations of the same utterance may differ in individual discourses, among the interactants, and often depend on how it was uttered rather than what it means (e.g. Culpeper [2011] on prosody). However, there have already been some questions and criticisms about the discursive approach (Haugh 2007, 2011; Mills and Kádár 2011; Terkourafi 2005, 2011; to mention a few).

1. The discursive approach directs researchers to politeness at the individual level as authentic conversations reveal how the participants behave and respond. Does this mean we cannot reach politeness at the social level? How could we achieve the interface between these levels?
2. The hearer's judgement should be valued, however, where does it come from? Are there not certain universalities in evaluating utterances? While admitting individual differences, do we not resort to 'social norms' when judging others? Norms are not a set of rigid rules, but social cues individuals pick up for their performance, or social templates in order to understand particular behaviour in a meaningful way.
3. Politeness1 and 2 may be in conflict, but does this mean that we researchers should ask (academic) laypersons, particularly hearers in actual conversations, how they judge the utterance they have just heard? Where is the researcher's judgement to be placed? And do we need the distinction between the two politenesses?
4. How about theorizing politeness? Are we expected to simply accumulate an endless list of conversation data and analyse them individually without defining 'politeness' or without collating them with certain key notions of a theory?

These questions by no means encourage politeness research to ignore discursive approaches, but while admitting authenticity and individuality of politeness phenomena, we also recognise societal rationality, social expectations and collective conformity in them.

Our panel presenters will answer one or more of these questions from diverse angles such as diachronic, sociological, cognitive to theoretical angles.

Yumiko Ohara

Adaptability, authenticity, and ideologies in indigenous languages

It is often said that adapting to change is a natural part of human life as well as language. As people's lives change, language changes along with it. However, the situation is more acute when it comes to an indigenous language. Adaptability might be one of the factors affecting the survival of an indigenous

language. At the same time, to preserve certain aspects of language is also something that is seen as an essential part of revitalization. Thus, adaptability and authenticity might be in direct conflict in actual situations of language revitalization. Furthermore, it is ideologies of language that cause speakers to abandon their native language and shift to another language, and at the same time, it is ideologies of language that cause speakers to attempt to regain their ancestral language. Language revitalization movements are always sites for ideological struggles since within such movements, various discourses about language and language behavior, including those concerning adaptability and authenticity, are always in a state of competition (e.g., Kroskrity 2009). In this panel, the focus is to be placed on adaptability and authenticity and the relationship of these concepts to ideologies of language.

One example is the Hawaiian language, which has been seen as one of the strongest endangered languages in the world (Wilson and Kamanā 1999) and depicted as one of the most successful cases of revitalization (Grenoble and Whaley 2006; Ohara and Saft 2014). Using Rumsey's definition of language ideology, "shared bodies of commonsense notions about the nature of language in the world" (1990), it is possible to observe how ideologies of the Hawaiian language in various sites within the current revitalization movement contrast with previously held ideologies which were prevalent when the language shift to English was taking place. Older ideologies behind the language shift, in particular that speaking in Hawaiian was seen as something that needed to be terminated for the sake of young people's future (e.g., 'Aha Pūnana Leo 1999), is an idea familiar to many, if not all, indigenous languages of the world. However, more recent language ideologies, which concern the value of the Hawaiian language as a code, the value of engaging in the Hawaiian language revitalization movement, and the value of the Hawaiian language as a commodity, attach a positive worth to the language. Simultaneously, though, these emerging positive ideologies have led to concerns about the authenticity of a revitalized Hawaiian as younger speakers try to adapt the language to modern ideas and technologies.

This is of course not an issue only for the Hawaiian language movement; indigenous people all over the world struggle to find ways to maintain traditional language practices while attempting to ensure intergenerational transmission. In Japan, for instance, it is reported that the Japanese language is greatly influencing and even changing the way that Ainu words are pronounced by younger Ainu (Izutsu 2009). Likewise, it is said that many younger speakers of Ryukyuan employ a "hybrid" language composed of a mix of Japanese and Ryukyuan (Heinrich 2008). In such cases, the authenticity of the emerging indigenous language is becoming a critical issue.

This panel will bring together researchers and activists working on indigenous languages that include, but are not limited to, Hawaiian, Ainu, and Ryukyuan. The panelists will consider the implementation of modern technologies as well as the role of education within indigenous societies as a part of exploring current sites where ideologies of language are providing challenges for speakers who are trying to adapt to modern life without sacrificing the authenticity of their languages.

Sören Ohlhus & Friederike Kern

The social organization of learning in classroom interaction and beyond

Recent psychologically grounded theories of learning emphasize the role of social and bodily practices within interactions (cf., e.g., Rambusch/Ziemke 2005). Conversation analytical studies focussed on the role of linguistic and other semiotic resources in the organization of learning processes (cf. Goodwin 2000). Other conversationally inspired research has dealt with the sequential organization of learning processes (cf., e.g., Mehan 1979; Zemel/Koschmann 2011), or with the acquisition of mutually constructed conversational routines of learning activities (cf., e.g., Hellermann 2008).

The aim of the panel is to bring together different perspectives on the processual construction of learning events and the emergence of collective knowledge in social interactions. The focus will be on the empirical reconstruction of learning events within and outside institutional settings. Topics will include the sequential organization of learning processes, the role and interplay of different semiotic resources (including speech, prosody, gaze, gesture, written texts, tools etc.) and the circumstances, conditions and requirements of learning processes in different institutional settings and domains.

Paulo Ott Tavares & Bruna Milano

The use of hedges in academic writing by EFL learners

English has been the language of worldwide communication for decades, and, in addition to English native speakers, millions of people study and/or use it all over the planet. Since its usage is so widespread, pragmatics comes into play, especially the concept of *pragmatic competence.* Bardovi-Harlig and Dornyei (1998) claim that "grammatical development does not guarantee a corresponding level of pragmatic development", so it is important to analyze the extent to which learners are developing pragmatic competence as well as grammatical competence.

The study of learners' pragmatic development falls into the field of interlanguage pragmatics, which can be defined as "the study of nonnative speakers' comprehension, production, and acquisition of linguistic action in L2" (Kasper 2012). One feature of pragmatic competence that can be investigated under interlanguage pragmatics is the use of hedges by non-native speakers of English, especially in terms of academic writing. Lakoff (1973) describes the term as "words whose job is to make things fuzzier or less fuzzy" and Fraser (2010) defines hedging as "a rhetorical strategy that attenuates either the full semantic value of a particular expression or the full force of a speech act". Hinkel (2005) states that "few studies have addressed specifically how trained NNS writers employ hedges and intensifiers in their written academic texts, although such an analysis can be useful in developing curricula for L2 writing instruction."

It is also important to highlight the importance of the analysis of academic writing. When comparing native and learner corpora of academic writing it is possible to notice some features in the phraseology of learners of English as a Foreign Language that evidently show their non-nativeness. According to De Cock (2003), EFL learners have been shown to overuse a limited number of frequent English collocations and prefabs but to underuse a whole set of native-like phraseological units. Many studies also point out that there is a potential influence of the learner's native language in academic writing.

Therefore, the aim of the panel is to bring together studies in the development of pragmatic competence and interlanguage pragmatics, focused on the use of hedges in academic writing by non-native speakers of English through the use of learner corpora of academic writing.

Annick Paternoster & Marcel Bax

Towards a diachrony of relational work: Factors behind sociopragmatic change in 18th and 19th century Europe

This panel addresses, from the perspective of historical (socio)pragmatics, the issues of how polite norms and practices developed over time, and what factors can explain changes in social-relational behaviour.

Within intercultural politeness studies, the concept of "discernment" (i.e. Ide's translation of the Japanese term *wakimae* as opposed to Western "volition"(1989)) has recently been defined as "the socially dominant norms of relationally constructive conventional and ritualistic behaviour" (Kádár & Mills 2013: 143). Cultures can accordingly be compared by weighing the ideological salience of societal conventions and rituals. In the West, discernment is restricted to very few institutional contexts with highly scripted behaviours (parliament, courts, diplomatic protocol), whereas relational networks employ quite specific in-group conventions and rituals (Kádár & Bax 2013; Kádár 2013). In discernment cultures, on the other hand, "such as Arabic and Japanese, social conventions and rituals seem to count as normative in a broader range of interactional contexts" (Kádár & Mills 2013: 150-151). The opposite term for discernment as a social norm, it is argued, is therefore local (in-group) norms. Such in-group norms can be in a contrastive or a non-contrastive relation to societal norms (Kádár 2013).

The challenge for historians of (im)politeness is to test these intercultural distinctions for a diachronic perspective, as the founding publications on the history of Western politeness (Culpeper & Kádár 2010; Bax & Kádár 2012) have interpreted the Early Modern era as the period during which discernment began to give way to volition-orientated, strategic politeness, because of social changes such as gradual urbanisation, the division of labour, increasing social and geographical mobility, and the rise of Protestantism. After the demise of the Ancien regime, an egalitarian ideology fostered face-saving strategies based on respect for individual freedom.

The panel focuses on the question of whether diachronic change in Europe can be investigated by weighing the ideological salience of societal norms in respect of local norms. Do changes always originate at the social level? Can they emerge in in-groups? If yes, does change rather emerge in non-contrastive or in contrastive in-groups? Is there a historical debate on change and how does it justify change argumentatively? And, importantly, what is the relative speed of change, gradual or abrupt? Whilst there is some research available on the 17th Century, less work has been done on the 18th and 19th Centuries (Culpeper & Demmen 2012 is an exception). In effect, the panel puts special emphasis on this latter period. Panel contributions cover British and Italian data, overseas Spanish of Louisana and West and South Slavonic languages in contact with High German. 18th and 19th Century politeness norms (e.g. address pronouns, commissive speech acts, rapprochement politeness) are interrogated through metadiscourse (conduct books, grammars, business letter-writing manuals) and participants' usage (business letters, newspaper advertisements) and explored from the point of view of potential factors for change: patriotism in Italy and the Habsburg territories, government policy, the development of a market economy, the rise of the middle class, the growing importance of private and family life.

Theodossia-Soula Pavlidou

Indexing gender revisited: On the non-referential aspects of gendering

The point of departure for this panel is the ground-breaking paper "Indexing gender" authored by Elinor Ochs in 1992. In that paper, Ochs draws attention to the fact that words, morphemes, etc., even if they do not mean 'gender', can also acquire gendered meanings in specific interactional contexts. This occurs through the association of non-gendered linguistic means with stances/activities that are related to preferred images of women/men in the broader sociocultural context. The theoretical underpinnings of this position stem from Silverstein's (1976: 29) distinction between "referential" and "non-referential" indexes: the former have both semantic/referential and indexical/pragmatic meaning (and their referential value depends on their indexical value), while the latter have exclusively indexical meaning. Ochs contends that most indexing of gender is accomplished non-referentially, i.e. in a mediated way via stances, social actions, etc., rather than referentially, i.e. in a direct and exclusive way.

As Hopper and Lebaron (1998: 60) remark, though, Ochs "did not provide a detailed analysis of talk in which speakers link details of talk to gendered roles". Subsequent studies – not necessarily in a direct dialogue with or in relationship to the 1992 paper – that looked, more or less explicitly, at non-referential ways of indexing gender did rely on interactional analysis (cf. e.g. Beach and Glenn 2011; Hopper and LeBaron 1998; Jackson 2011; Land and Kitzinger 2011; Stokoe 2012). For example, Stockill and Kitzinger (2007) argue that even non-gendered terms, e.g. *people*, can become gendered in particular local interactional contexts, in other words, "the interactional meaning of gender is not intrinsic to gendered linguistic forms but to the action a linguistic form is used to do on any given occasion of use" (2007: 233). This, in turn, means that what is linguistically available as gendered is not necessarily interactionally gendered (Land and Kitzinger 2011) or, to put it differently, "system relevance" does not ensure "action relevance" (Klein 2011). However, to date there is no systematic and comprehensive discussion of the non-referential aspects of gendering in interaction.

The purpose of the panel is, then, to explore such issues and flesh out what is involved in the non-referential indexing of gender across interactional contexts, communities of practice, languages and cultures. Relevant questions include:

What aspects of the interactional context are exploited (and in what ways) for indexing gender non-referentially?

What is the relationship between the explicit means (referential) that a particular language offers for gendering and the non-referential possibilities for displays of gender?

How does the indexing of gender evolve/develop over turns and sequences in interaction?

How does attributing gender to others (recipients and/or third parties) impact on one's own indexing of gender, and vice-versa?

How do 'local' non-referential displays of gender develop into more 'global', and eventually, referential ones?

Daniel Perrin, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse

The pragmatics of financial communication

Research in financial communication was traditionally dominated by scholars in Accounting and Finance. In recent years, however, financial communication has increasingly attracted the attention of scholars in different fields, mainly due to the aftermaths of the recent financial crisis starting in 2007 that shook the global financial markets and showed what implications on real life the (partly ill-advised) interplay between the participants of the financial community – i.e., companies, banks, analysts, investors, brokers, and financial journalists – can have (Shiller 2008).

As signaled by the recent conference "Discourse Approaches to Financial Communication" (www.dafc.usi.ch), evidence of how the financial community participants interact and adapt to each other can be found in financial disclosures, linguistic and textual data, the different discourse genres and rhetoric – a rich and varied field for both scholars in finance and accounting as well as in the humanities and linguistics (e.g., Beattie 2014; Gautier 2012; Jack, Davison & Craig 2013; Loughran 2008).

Moving one step further and in line with the overall conference theme of "language and adaptability", our interdisciplinary panel seeks to explore the different forms of adaptation found in financial communication. In order to obtain deeper insights into this multi-dimensional, controversial and multiply intertwined research field, we are interested in bringing together scholars who, from different scientific backgrounds, investigate the pragmatic interplay between text production, markets, and changes in the financial sector (e.g., Eshraghi 2014; Henry 2008; Henry et al. 2013; Rocci, Palmieri & Gautier forth.; Whitehouse & Perrin forth.).

Contributions can – but do not have to – focus on individual groups of financial communication actors such as equity analysts. Pragmatic approaches can analyze the complex textual network surrounding his/her profession, from corporate announcements and analysts' conference calls to analysts' recommendations and media stories, where analysts' opinions are often quoted and influence investment decisions and stock prices.

Relevant questions to be addressed in the panel's papers are, for example:

- – What linguistic strategies do analysts use in conference calls to gain relevant information from companies?
- – How do journalists exploit analysts' opinions to bolster the credibility of their predictive speech acts?
- – How do corporate answers in conference calls impact analysts' recommendations?
- – Do financial analysts' recommendations correspond to investors' needs?
- – Can we find significant relations between argumentative and rhetorical patterns in conference calls and stock prices?
- – Does the cultural background of financial agents have an impact on their actions and strategies?

Beyond addressing such questions, we intend to contribute to an enhanced understanding of what the characteristics of financial agents are, what communicative and linguistic strategies they use, and how they constantly adapt to each other and to the dramatically changing regulatory requirements. By enabling close interdisciplinary dialogue between diverse disciplines, the panel develops a shared research agenda on the communicative pragmatics of financial communication.

Elizabeth Peterson

Linguistic and pragmatic outcomes of contact with English as foreign language

Much of the work on language contact and change has dealt with populations that came to simultaneously share the same environs – due to migration, exploitation, conquest, or other forms of human mobility. Although contact with a non-native language is not unprecedented (note the lexification in certain domains of English from Latin and Greek, for example), the widespread use of English as a lingua franca and foreign language creates ample opportunities for contact with other languages in the current era. In this panel we focus on the widely-reported influence of English. We do not specifically discuss other

languages in a similar role, though the same approach could well be adapted to other languages in future research.

Given its status, it is hardly surprising that English would serve as a lexifier in certain domains: international trade, diplomacy, tourism and travelling, media, information technology, and academia, to name a few. A robust collection of work attests to the incorporation of English terminology within these domains in many of the world's languages (Hoffman 2011; see also Leppänen and Nikula 2007).

What remains less vigorously studied is the incorporation of non-native elements that are not domain specific. These elements include, for example, in Finnish discourse the use of *about* as a preposition and the use of *jees* 'yes' as an adjective. Other examples of languages incorporating English elements include expletives, discourse markers such as *like* and *anyway*, or politeness particles such as *please*. An interesting point about many of these features is the pragmatic function they carry and how this is carried over into the receiving language.

With this panel, we propose to investigate more fully the dynamics of language contact with English, a non-native language widely used around the world. In doing so, a particular aim is to focus on non-domain specific elements, especially those that contribute to the pragmatic and social order of a language and its community of speakers. In this panel, we explore phenomena from languages around the European continent, with data coming from a variety of sources, including on-line, journalistic, television, metalingustic data, and more. We also explore theoretical questions concerning contact with English, including transmission of and motivation for borrowing, social meanings, indexicality, and possible grammatical influence.

Miriam R.L. Petruck

A panel in honor of Charles J. Fillmore (1929-2014)

Fillmore's influential Santa Cruz Lectures on Deixis, delivered in 1971 (and published in 1975) were a major stimulant to the then nascent field of linguistic pragmatics (concerned with the interaction between linguistic form and the context of utterance), which now flourishes. Paul Kay - February 2014

Like much of Fillmore's work in general, the papers on deixis foreshadowed concepts and constructs in linguistics well before most other linguists had thought about them. While the deixis work proved to be particularly important to the newly developing subfield of linguistic pragmatics, all of Fillmore's work remains crucial to pragmatics.

The work on Case Grammar (Fillmore 1968) holds the seeds of the frame idea, which eventually blossomed into Frame Semantics (*inter alia* Fillmore 1975, 1985), whose principles constitute the theoretical basis of FrameNet (framenet.icsi.berkeley.edu). A research project in corpus-based computational lexicography, FrameNet embodies Fillmore's work in lexical semantics, the syntax-semantics interface, and grammar. Fillmore's description and analysis of lexical items would necessarily include the presuppositions that the lexical item carries (e.g. Fillmore 1971). Additionally, the FrameNet Constructicon (Fillmore et al. 2012) developed initially as a companion to the FrameNet lexicon, instantiates the principles of Construction Grammar (Fillmore 1986, 1988).

Honoring the contributions of Charles J. Fillmore to pragmatics broadly conceived, this panel includes presentations from linguists working in various areas of linguistics that Fillmore's path-breaking work has shaped.

Several papers deal with different aspects of Japanese grammar and pragmatics in the context of Frame Semantics and Construction Grammar:

Kyoko Ohara – Interactional frames in FrameNet Constructicons

Yoshiko Matsumoto – Frames of Compatibility

Seiko Fujii – Pragmatics and (Inter-)subjectivity of Conditional Constructions

Two papers exploit the semantic frame for translation purposes, the first with consequences for Japanese rhetorical preferences as compared with that of English, and the second about German and English:

Yoko Hasegawa – FrameNet as an Assessment Tool for English-to-Japanese Translation

Oliver Čulo – Constructions-and-frames analysis of translations: the interplay of form, function and content in translations between English and German

Still other papers consider a specific construction or set of constructions in different languages, addressing pragmatic issues in meaning and grammar, as well as of frames and constructions.
Jan-Ola Östman and Leila Mattfolk – The Proper-Name-Phrase construction: Resolving the apposition/epithet controversy in grammar
Pedro Gras – Constructional Pragmatics vs. Inferential Pragmatics: the *a ver si*-construction in Spoken Spanish
Jean Mark Gawron – Frames and Argument Structure: the case of reciprocality
Miriam R. L. Petruck and Bracha T. Waldman – What a Pain: Modern Hebrew *kaav* – 'hurt.v'

Charlotta Plejert & Camilla Lindholm

Interaction in dementia

Conversation Analysis (CA) is a methodology that successfully has been used for investigating interaction involving people with communicative impairments (e.g. Goodwin 2003; Norén et al. 2013). One of the areas that has been thoroughly studied, is interaction in aphasia (e.g. Goodwin 1995, 2003; Wilkinson 1999; Beeke et al. 2007 etc.). Interaction involving people with a dementia disease (e.g. Alzheimer's disease, Vascular Dementia, Frontotemporal dementia etc.), has not, however, received much attention until fairly recently (e.g. Guendouzi & Müller 2005; Lindholm 2008; Mikesell 2009; Jones 2013; Plejert et al. 2014). In particular, there has been an increasing interest in CA as a methodological approach to dementia, focusing on how persons with dementia and their interlocutors collaborate to construct meaning in interaction. Whereas previous research on dementia has tended to focus largely on language deficits, e.g. disfluency, perseveration, anomia and semantic impairments, it is now widely recognized that the findings of such research, based largely on formal tests, fail to account for the communicative and conversational difficulties experienced by people with dementia (Sabat 1991). In contrast, CA research on interaction involving people with dementia reveals a different picture, highlighting not only deficits and difficulties, but also remaining interactional capacities, and how communication can be enhanced by means of collaborative efforts between interlocutors (Hydén 2014).
When applied to the field of dementia, CA research provides new theoretical knowledge about interaction involving people with dementia, and is applicable in nursing and welfare. Identifying actual practices, i.e. basic research into interactions with people with dementia, is the foundation for developing communication techniques that may subsequently be applied in practical care, health care settings (Lindholm 2008; Small & Perry 2012), and generally in everyday life for people with dementia and their families.
The panel on dementia and interaction welcomes contributions from a large range of settings, where CA has been used to investigate interactional practices in dementia. Combinations of CA with other theoretical and methodological approaches in the study of interaction and dementia are also appreciated.

Ana Maria Relaño Pastor & Adriana Patiño

Conversational narrative and (socio)linguistic ethnography

The shift from narrative as text to the understanding of narrative (conversational storytelling, everyday narratives, small stories, etc.) as a social practice has opened relevant theoretical and methodological issues in the last years (De Fina 2008; De Fina and Georgakopoulou 2008a, 2008b, 2012). As a discourse practice produced in social interaction, narrative shapes and is shaped by the contexts in which it is produced. From that perspective, narrative, as any other local communicative practice, sheds light on the ways in which participants (i.e. narrators, characters, audience) socially construct reality and identities by positioning themselves, not only in the storytelling world, but also towards the institutional and macro processes in which they are embedded.
Bearing this in mind, this panel adopts an *interpretivist* epistemological stance to the study of narrative emerged in the face to face interaction of ethnographic fieldwork and focuses on the relationship between narrative as a socially situated practice and sociolinguistic ethnography. Particularly, the panel will address methodological issues regarding narratives gathered and studied in the different discursive spaces that conform (socio)linguistic ethnographic research. That is, some of the key issues the papers will

discuss are: 1.Complexities, tensions and consequences of analysing narratives gathered in sociolinguistic ethnography; 2. Potential contributions to sociolinguistic ethnography from the analysis of storytelling practices 3. Reflexivity processes regarding interactional and methodological choices to address the conditions under which narrative emerge; 4. Co-construction of narratives and contexts of production (social and institutional).

In all, the panel will put forward how narratives are contextually dependent in many ways, not only as a product of the interaction between narrators, including interviews contexts, and the immediate interlocutors, but also as communicative practices where social and institutional orders are re-produced. Both orders constrain the what, how and why of narratives that emerge in particular situations, while at the same time they become resources for reproducing, and even perpetuating or legitimating the structures in which they are produced (Wortham et al. 2011).

Leonor Ruiz-Gurillo & Larissa Timofeeva Timofeev

Metapragmatics of humor: Crossing the boundaries

The aim of this panel is to reflect on some facts related to humor acquisition in children, as well as to the use of humor as adaptability, negotiability and variability in adults.

Humor acquisition: Every communicative use of language involves the metapragmatic awareness which determines the linguistic choices. Thus, comprehension of contextual properties, along with the role of participants, organizes the linguistic form of the message (cfr. Verschueren 1999). However, such awareness is not constant or equal for all speakers, since the different circumstances have an influence on its degree. Furthermore, the maturity of the working memory is key to the metapragmatic competence (Gombert 1992; Crespo & Alvarado 2010).

Humor, conceived as a metapragmatic ability, is acquired by children in a progressive way according to their cognitive maturity (McGhee 1979, 2002). In this sense, infants show early their pragmatic ability of using linguistic elements as indicators of humor. However, in these initial stages such ability is based in a rather automatic fitting to the contextual features (epipragmatic period). Over the years, children undergo an evolution towards the clearly metapragmatic conception when they begin to check their linguistic choices with the contextual data (Buđevac, Anđelković, Savić 2009; Crespo & Alfaro 2009).

Humor as adaptability: The different linguistic choices made by a speaker in a humorous text are not independent or isolated mechanisms, since they are an example of language use as a whole (Verschueren 1999, 2009). Speakers observe the range of *variables* among the possible choices; they *negotiate* such choices in context; and, finally, they *adapt* them to achieve their basic aim, i.e., to amuse the audience, to make it laugh, etc. More precisely, the adaptability to a specific context is the mechanism which provokes laughter or provides amusement among the audience of a humorous text. Such linguistic and paralinguistic choices act as markers and indicators of humor, making the inference process easier. Therefore, they are directly linked to the logical mechanisms, the narrative strategies (genre, text and register) and the communicative situation in which the text is involved. These *knowledge resources* support the humorous characterization of a text, according to the *General Theory of Verbal Humor* (Attardo 2001, 2008; and his revisions Ruiz-Gurillo 2012, 2013; Tsakona 2013).

Maria-Pilar Safont-Jordà & Ulrike Jessner-Schmid

Multilingual pragmatics. New theoretical and experimental perspectives in the analysis of third language pragmatics.

This panel deals exclusively with multilingual pragmatics as a different perspective to that adopted in IL and L1 pragmatics research. The aim of this panel is twofold. On the one hand, we present recent research findings dealing with multilingual children and classroom discourse. On the other hand, current theoretical frameworks for the analysis of multilinguals' pragmatic competence are discussed. In so doing, we may contribute to expand the scope of research on the pragmatics of language learners in multilingual contexts.

Pragmatics and language learning has traditionally referred to pragmatic competence of learners with an exclusive focus on the target language. A wide amount of research exists nowadays that provides us with

most valuable information on the pragmatic acquisition and development of language learners. Nevertheless, this area of research whether from a cross-cultural or an acquisitional perspective has traditionally followed a monolingual perspective taking into account SLA paradigms (Bardovi-Harlig 2013). In fact, the knowledge of more than one language, that is, the multilingual background of these learners has been ignored or scarcely dealt with (Alcón 2012). Paradoxically, there seems to be general consensus with the idea that multilingualism is now the norm rather than the exception (Aronin and Singleton 2012) and that even though second and third language acquisition are somehow similar, they also present important differences in terms of skills development and mechanisms implied (Herdina and Jessner 2002; Jessner 2013). Third language acquisition and use is more complex than second language acquisition. Furthermore, it is not only a quantitative but rather a qualitative difference (Aronin and Jessner in press).

The growing body of research on third language acquisition and use includes some studies on the pragmatic development of third language learners and users. Findings reported so far (Barnes 2011; Hoffman and Stavans 2007; Kazzazzi 2011; Portolés 2013; Safont-Jordà 2011, 2013) acknowledge the peculiarities of multilingual pragmatic development and use, and they signal out how it differs from first and second language pragmatics. However, more studies are needed to further identify the characteristics of multilingual pragmatic development and corroborate previous findings. Bearing that goal into account, this panel deals with the main tenets for examining pragmatics from a multilingual perspective and it also includes experimental and qualitative studies on early multilingual pragmatic development.

Scott Saft & Sachiko Ide

Emancipatory pragmatics: Another look at organizations in social interaction

First introduced on a panel at the 2007 International Pragmatics Association conference, Emancipatory Pragmatics (EP) has emerged as an area of inquiry that reconsiders the fundamental beliefs, such as a Descartian separation between body and mind and a division between an individualistic self and others, that underlie much of western academic thought. Through additional IPrA panels in 2009, 2011, and 2013 as well as two special issues in the Journal of Pragmatics (Hanks, Ide, and Katagiri 2009, 2012), EP has focused primarily on non-western languages, including Thai, Tibetan, Hawaiian, Libyan Arabic, Kilivila, Mayan, Laotian, Korean, and |Gui, in an effort to incorporate the voices of these lesser studied languages into existing and possibly new theoretical approaches. As explained in the book *Understanding Pragmatics* EP is emancipatory in the sense that it allows researchers of language to break free "from the confines of theoretical orthodoxies grounded in dominant thought and practice" (Senft 2014: 189).

One of the key outcomes of the EP perspective thus far has been the observation of "different" social organizations in the usage of language. Sugawara (2012), for one, showed that multiparty interaction in Gui commonly consists of extended overlapping and thus does not follow the basic turn-taking principle of "one speaker at a time". Likewise, Saft (2013) described how frequent repetition by elder native speakers of Hawaiian seemed to contrast with repetitions used in English interaction to assert primary rights to information (Stivers 2005). Repetitions in Hawaiian were best understood in terms of a social organization that did not view participants in terms of individuals and others but rather through the Hawaiian belief in the interconnectivity or oneness of the participants. Indeed, EP has endeavored to explain the organization of language usage through ideas indigenous to the languages and cultures themselves. Intachakra (2012) described politeness in Thai in terms of the cultural concept KKJ, and Fujii (2012) and Ide (2011) used the notion of *ba* ('field') to understand the non-separation of self and other in Japanese interaction.

This panel will develop the EP approach by further elucidating the organization of social interaction in a diverse set of languages from parts of the world that include but are not limited to East Asia, Southeast Asia, Europe, Africa, Polynesia, and the Middle East. Invited panelists include experts on Korean (Myung-Hee Kim), Thai (Songthama Intachakra, Natthaporn Panpothong, and Siriporn Phakdeephasok) Persian (Ahmad Izadi), Libyan Arabic (Mayouf Ali Mayouf), Hawaiian (Scott Saft), and Kilivila (Gunter Senft) who will look to explain emergent interactional patterns by probing the knowledge and belief systems undergirding those languages and cultures. Might KKJ be at the heart of other interactional phenomenon in Thai or even in other Southeast Asian languages? Could the idea of *ba* explain

interactional organizations not only in Japanese but also in a language such as Hawaiian that also places a high priority on the interconnectivity of participants? By speaking to such questions, this panel will push the field of pragmatics to gain a deeper appreciation of the capacity of people throughout the world to employ language and organize social interaction.

Junko Saito & Haruko Minegishi Cook

Community of practice in Japanese business discourse: Strategic uses of linguistic resources

Taking the Community of Practice (C of P) approach, this panel empirically explores how linguistic resources are chosen and utilized to achieve communicative ends in a variety of workplaces in Japan.

Research on workplace discourse in Western scholarship has investigated a wide variety of topics including identity construction and speech acts in different workplaces (e.g., Baxter 2008; Holmes 2006; Marra 2012; Mullany 2007; Rees and Monrouxe 2010). It has analyzed how leadership identities are constructed especially through gendered language and how disagreement is managed in the workplace. In addition, this line of research (e.g., Holmes and Stubbe 2003; Vine 2004) often touches upon the correlation between power and politeness in workplace interactions, which allows the workers not only to achieve their institutional goals but also to maintain good social relationships in workplaces.

In contrast, Japanese workplace discourse based on naturally occurring data has not been fully investigated. This is partly because the workplace is " a restricted research site" (Mullany 2007). To date, there have been only a few studies on Japanese workplace interactions (e.g., Moody 2014; Murata 2014; Saito 2011; Takano 2005). For example, with respect to the relation between politeness and power, Takano (2005) reported that politeness is a display of power. Since Takano's research predominantly focuses on female professionals in managerial positions, it is vital to investigate how other Japanese workers manipulate power and politeness. We still do not know exactly how power and politeness are negotiated and strategically balanced in different Japanese workplaces. Furthermore, the workplace is a place where recent graduates are trained to become so-called *shakaijin* (full-fledged members of society); nevertheless, its socialization process has not been investigated with the exception of Dunn's study (2011). Moreover, research on Japanese workplace discourse needs to include foreign corporations in Japan; foreign-invested companies in Japan could be insightful research sites. Although there are some studies (e.g. Miller 2000; Moody 2014) that focus on intercultural communication at work, they do not necessarily analyze foreign corporations.

The goal of the panel is thus to bring together empirical research with the CofP approach that explores a variety of business institutions in Japan, including foreign corporations, and to critically investigate the following points: 1) how linguistic resources, such as code-shifting, directives, and humor are deployed so as to achieve institutional objectives; 2) how workers manipulate such resources to conform to or resist societal norms; 3) how use of linguistic resources reflects distinctive aspects of different CofPs, and 4) how workers' social roles or identities are discursively constructed and made relevant in the course of interaction. The data are all naturally occurring discourse in workplaces in Japan. By exploring these points, the panel sheds light on different practices in companies in Japan and contributes to a new understanding of the scholarship on workplace discourse in Japanese.

Klaus P. Schneider & Andreas H. Jucker

Pragmatic variation and pragmatic variables

In recent years, pragmatic variation has received considerable attention both from sociolinguists who have started to consider pragmatic entities as legitimate objects of their variability studies and from pragmaticists who have started to pay attention to the regional and social distribution of pragmatic entities. Entities that have featured prominently in such studies include discourse markers, other forms of pragmatic noise and speech acts, such as apologies, compliment responses or thanks responses.

The study of pragmatic variation poses a considerable number of theoretical and methodological challenges. First of all, the status of pragmatic variables must be considered very carefully because generally they do not lend themselves to the traditional conceptualization of different ways of saying the

same thing. Functional similarities or differences of performing the same speech act in different ways must, therefore, be carefully taken into consideration. Secondly, the nature of pragmatic variables has direct consequences for the data collection methods. So far, relevant studies have mostly relied on discourse completion tasks or corpus searches in appropriately annotated corpora. In discourse completion tasks, the reaction of subjects belonging to different regional or social cohorts can be studied. In socially annotated corpora, pragmatic entities produced by such cohorts can be studied with the help of appropriate search strings designed to retrieve these entities. A few studies have tried to use appropriately modified sociolinguistic elicitation techniques to study social or regional variation in real-life situations.
This panel includes contributions that provide detailed case studies of the regional or social distribution of individual pragmatic entities, that engage in a discussion of the theoretical status of pragmatic variables and that propose methodological solutions to the challenges of the study of pragmatic variation.

Ulrike Schröder, María Bernal, Thomas Johnen & Bernd Meyer

Face revisited: A valid concept for cultural and linguistic diversity?

60 years after Goffman's first article on *face-work* (Goffman 1955), the concept of *face* has been widely applied in pragmatics. One of its most prominent further developments can be observed within the field of Brown and Levinson's politeness theory (Brown / Levinson 1978 and 1987), in which the sub-concepts of *positive* and *negative face* as well as *face-threatening acts* (FTAs) are elaborated as having a universal impact. However, scholars from different backgrounds have challenged the universality claim as well as the applicability of the FTA's classification in real world interactions: Matsumoto (1988) from a Japanese, Gu (1990) and Mao (1994) from a Chinese, and Nwoye (1992) from an Igbo point of view, de Kadt (1998) and Grainger / Mills / Sibanda (2010) with regard to Southern African languages, and Schröder (2014) with respect to German-Brazilian intercultural interactions, to cite only some examples.
For instance, criticism from Asia and Africa points out that for their cultures, the social and communitarian aspect of face has not been considered. For South African culture, for example, traditional concepts like *ubuntu* and *hlonipha* ('paying of respect') are seen as important in this context. South African scholars conceive Brown / Levinson's politeness theory as a typical Western concept due to their focus on the invidual with its particular intentions and wants. But even scholars from the Western hemisphere like Kerbrat-Orecchioni (1992), Meier (1995), Bargiela-Chiappini (2003) and Bravo (2004) have criticized this approach. Kerbrat-Orecchioni (1992) doesn't agree with the restriction implied in the notion of 'face-threatening acts' and introduces the concept of *face-flattering acts* (FFA): this concept encompasses acts oriented toward the strengthening of the addressee's positive face. Bravo's critique from a Hispanic point of view and her alternative proposal in some way correspond to the critiques formulated by the Asian and African scholars cited above. She introduces the concepts of *affiliation* and *autonomy* to include the social and individual dimensions of *face* (see also Hernández Flores 2004). Spencer-Oatey (2008), too, proposes a more holistic view on *face* through a cultural prism by introducing the concept of 'rapport management'. Accordingly, Ting-Toomey & Oetzel (2007) suggest that different, culturally determined conflict styles should be conceived as a result of the interplay between 'self-face concern' and 'other-face concern' which translates into two key conflict patterns labeled as 'self-enhancement' and 'self-effacement verbal style'.
Recently, the theoretical discussion on *face* has restarted (Arundale 2013a; Haugh 2013; Hernández Flores 2013) and has initiated a debate about the notion itself being the appropriate metaphor to deal with the interpersonal level of communication (Arundale 2013b).
The aim of this panel is to bring together scholars who want to discuss the notion of *face* from the viewpoint of different cultural backgrounds.

Maria Sifianou & Pilar Garcés-Conejos Blitvich

Researching and understanding the language of aggression and conflict

Language studies have for years tended to concentrate on the analysis of harmonious interaction , mostly under the influence of Gricean pragmatics and Brown and Levinson's politeness theory. Despite scattered attempts in the late 1990s and early 2000s (see among others Grimshaw 1990; Tannen 1998; Lakoff

2000), it is only recently that linguists have turned their attention to the study of acrimonious interaction (see among others Culpeper 2005, 2011; Garcés-Conejos Blitvich 2009; Bayraktaroğlu & Sifianou 2012). Researchers have used various related terms, such as (sanctioned) impoliteness, rudeness, (reasonable) hostility, vulgarity, trolling and disagreement to explore how conflictual interaction is triggered, how it is managed and how it is engendered or averted (see among others Pomerantz and Sanders 2013; Hardaker 2013). They draw data from various sources both institutional and non-institutional which include natural conversations, computer mediated and media interactions and not just contexts where conflict and aggression are more-or-less expected.

Instances of conflict are no longer treated as peripheral oddities or marginal phenomena since they seem to be quite frequent in human communication. Different forms of conflict and aggression are pervasive in children's, adolescents' and adult interactions. New technologies have offered the means to vent our anger and frustration and strongly voice our disagreements under the cover of anonymity in most cases. Even in the traditional media, conflict is on display not only in specific reality programmes but also in more "serious" programmes such as news interviews. Nowadays, the aggressive frequent such programmes as it is assumed that they attract the audiences and increase ratings.

It has become clear that conflictual interaction is complex and multifunctional, that is, it may be a sign of hostility but also a means of social bonding and entertainment and a powerful means of identity construction. Consequently, its full understanding requires much more than single utterances or even complete exchanges since the source of a conflict may be located beyond the current exchange. It thus renders context, including personal traits and relational histories, very signi fi cant for understanding its function.

Valeria Sinkeviciute & Marta Dynel

The pragmatics of conversational humour

Conversational humour encompasses various subtypes, such as teasing, banter, deprecating humour, or figures of speech used for humorous purposes (e.g. humorous irony) (Dynel 2009). It has been studied in diverse discourse genres, written or spoken, private or mass-mediated, face-to-face or computer-mediated. This panel is devoted to the *pragmatics* of conversational humour and aims to explore humour in relation to cognitive, social and cultural phenomena. Taking many forms and guises, conversational humour serves multiple communicative purposes and performs diverse interpersonal functions, for example, bonding and solidarity building, or, by contrast, promoting animosity and hostility. This explains why conversational humour can be examined with the methodological apparatus developed in (im)politeness studies (Dynel 2013; Haugh and Bousfield 2012; Sinkeviciute 2013). Furthermore, humour's capacity to convey non-humorous meanings outside the humorous frame and the nature of the speaker's intentions underlying the production of a humorous message have been another major focus in humour research. Alongside intentionality, the negotiability of meaning (during the interaction or evolving through metatalk) is a key aspect in the interpretation of conversational humour. Finally, both the production and interpretation of humour highly depend on a cultural context in which it occurs. Cultural attitudes, values and proscriptions are subconscious 'rules' that guide the speakers in their language use and can easily influence one's understanding of (non-) humorous interactions (e.g. Holmes and Hay 1997; Goddard 2006, 2009; Sinkeviciute 2014).

Undoubtedly, these and kindred other issues are amenable to pragmatic investigation with the use of different methodologies. This panel focuses on pragmatically-orientated papers, both theoretical and empirical, dealing with the following issues:

- humour in diverse forms of interactions;
- functions of conversational humour;
- humour and (im)politeness frameworks;
- humorous key and humorous intention;
- metatalk on humour;
- cross-cultural and inter-cultural perspectives: norms and values.

Ute Smit & Monika Dannerer

Multilingualism in tertiary education: Institutional communication and the (in)visible roles of standard and non-standard varieties

Given the intrinsically super-regional, yet standard-providing nature of universities, institutional communication in higher educational institutions (HEIs) has always functioned as a show-case of linguistic adaptability. Guided by the sociolinguistically twinned functions of gate-keeping to the outside, while enabling insider exchange across places, languages used for academic purposes have adapted flexibly to the respective communicative needs as regards linguistic expression as well as the preferred use of specific (standard) varieties or of transnational academic languages. At the same time, HEIs are multilingual spaces with lecturers and students (learning to) engage in institutional and scientific communication by drawing on their complex repertoires, combining standard and non-standard varieties and increasingly English as prevalent academic lingua franca. Especially in view of the presently wide-spread active promotion of internationalisation of universities, it is arguably timely to focus on how the resulting multilingualism is constructed by, and constructive of HEIs, and to approach this topic from the macro (or societal) as well as the micro (or interactional) perspective.

It is the aim of this panel to compare and contrast different practices of constructing multilingualism at HEIs, thus providing insights into diverse macro and micro level adaptations of language(s) in this institutional context. At the same time, the contributions will offer insights into different methodologies of investigation and, thereby, throw light on how to conceptualize multilingualism in tertiary education in its different manifestations. More precisely, the three sessions of the panel will focus on (a) English-medium education as experienced by lecturers and students across multilingual university settings; (b) using and learning English in the international university; and (c) multilingual policies and realities in the context of internationalisation of universities.

Sung-Ock Sohn

Prosody and discourse functions at the left and right periphery

In recent years, there has been a growing body of research on the discourse functions of left and right peripheries of a sentence or an utterance (Mulder and Thompson 2008; Traugott 2011; Beeching and Detges 2014). (Periphery typically refers to both left and right edges of a turn, utterance, or a sentence.) Cross-linguistic data indicate that there are functional differences between left and right peripheral elements. For instance, studies show that the left periphery is mainly concerned with a discourse organization (e.g., topic shift), whereas the right periphery indicates a modal function (e.g., speaker's stance). Previous studies on the peripheral elements have mainly focused on investigating semantic features, interactional meanings, sequence-organizing functions, and grammaticalization path. Only handful of studies have taken into account the role of prosody in exploring the various dimensions of left and right peripheral expressions. Among them are Mulder and Thompson (2008), Sohn and Kim (2014). Both studies recognize the importance of examining the prosody of turn-final elements in conversation (e.g. final 'but'). Sohn and Kim investigates the relationship between the discourse-pragmatic functions of periphery elements and prosodic features by analyzing the intonation patterns of the Korean discourse marker kuntey 'but' at left and right periphery. The discourse marker in Korean, whose default position is known to be the beginning of an utterance (i.e. left periphery), can also appear at the end of an utterance (i.e. right periphery). From the perspective of interactional linguistics, Kim and Sohn (2015) further demonstrates that while kuntey is used for dispreferred responses and topic resumption at left periphery, it is primarily used at right periphery to delay showing the speaker's disaffiliative stance in socially sensitive contexts. Using a pitch track analysis, Kim and Sohn (2015) reveals that the prosodic features are tightly connected with the interactional functions of the Korean discourse marker kuntey at different peripheries. The purpose of this panel is to bring together crosslinguistic work on the prosody and its interactional function at left and/or right periphery from the perspective of interactional linguistcs (Couper-Kuhlen and Selting 2001). Building on earlier work on periphery (e.g., Beeching and Detges 2014 and Higashiizumi and Onodera at IPrA-13), our panel will examine the interplay between prosody and interaction in peripheral expressions. Specifically, the following questions will be addressed: 1. How

do speakers use prosodic features to negotiate meaning (e.g., turn-taking, discourse organization, etc.) at the left and/or right periphery of discourse units? 2. How do prosody and grammar elaborate each other at the two peripheries? The findings of this panel will add to our understanding of how prosody and features of grammatical items mutually elaborate each other to achieve a particular interactional function by providing a more complete picture of the role of prosodic features (e.g. boundary tones) in constructing the interactional functions of left and/or right peripheral elements.

Makiko Takekuro

Discourse and discordance: Linguistic, pragmatic and sociocultural strategies for accordance

In pragmatics, a considerable amount of research has been conducted to reveal ways in which we express linguistic politeness by minimizing face-threatening acts and interpersonal friction. However much we attempt to be cooperative and polite with others, conflicts arise on many levels of our lives and therefore discourse on conflicts is necessary. Here, conflicts exist due to the discrepancy between what is expected and what actually happens. We call such a discrepancy "discordance" in this panel and broadly define it as "awareness of a lack of agreement, harmony, or conformity." As a large body of literature on, for example, disagreement indicates, discordance is not uncommon and there is still much to explore. When does discordance occur? How does it become problematized or negotiated discursively? How and when does it develop into ideological struggles in society?

In this panel, we examine discordance from semantic, pragmatic, and paralinguistic points of view and in the sociocultural and historical context. As our analysis will show, discordance becomes apparent and recognized if participants express awkwardness linguistically or paralinguistically. For instance, when one party uses a V-form with the expectation that the other would reciprocate it, but then they are addressed in a T-form, they would feel uncomfortable and find discordance between their expectation and the actual usage. The difficulty in understanding discordance is that just like Gumperz's contextualization cues (1982), it is implicit, not tangible, and can be overlooked in the course of communication. This panel will demonstrate that certain genres of communication (for example, mass media or narratives on myth) explicitly identify and express the discrepancy between what is expected and what actually happens, and they form metapragmatic discourse by creating an ideological gap.

Another purpose of our panel is to consider discordance not merely as a pragmatic conflict within the speech event but also as a trigger for metapragmatic discourse that characterizes contemporary sociocultural practices (cf. Silverstein 1993). We aim to seek out linguistic, pragmatic, and sociocultural strategies for accordance. Presenting spoken and written data as well as theoretical and empirical work, the panelists will raise questions such as: 1) How and when does a small difference or misunderstanding turn into an intensified and uncompromising conflict? 2) How does discordance occur as part of metapragmatic discourse and 3) Can we find linguistic, pragmatic, or sociocultural strategies for accordance?

Kazuko Tanabe & Chris Cart Hale

Pragmatics of interaction: Identity and adjustment

This panel will bring together a wide variety of scholars interested in pragmatics of interaction and empirical research, which will be discussed in terms of Conversation Analysis, sociolinguistics or other frameworks associated with linguistic research. When people communicate with others, it is natural for them to expect to succeed in understanding others and expressing themselves to others in good balance. In talking, people create what Erving Goffman (1957) described as a "communion of reciprocally sustained involvement." This means that in order to sustain communion, people need to maintain their identities and formulate, develop and "negotiate" relationships with others through linguistic and paralinguistic cues. However, when people are faced with a crisis in which they cannot adequately balance these relational behaviors, they engage in moves designed to retain stability in dynamic interaction. Often, interactants are faced with situations in which their normal pragmatic framework does not apply. Therefore, the

innovation of language use is the result of elaborate work to maintain balance between projecting one's identity and adapting oneself to interactionally ambiguous or unknown circumstances.
Panel members invited to this session will present research relating to various instances where characteristics of linguistic, pragmatic adaptation manifest, such as in both public or personal situations, for example, in the second language learning context or arguments among family members where various kinds of linguistically creation or blending of speech strategies can be found. This panel is not limited only to traditional representative issues of CA, such as turn-taking, sequence organization and so on, but also new focuses or perspectives are welcome. The necessity of interdisciplinary CA study will be also realized by bringing up those various data together. The a discursive, social- interactional approach to psychology (Edwards & Potter 2005), to second language acquisition (Fukuda 2014) or any other academically fields will develop the new potentiality of language researches by CA. In use of the integrated approaches, the universality and distinctiveness of interacting depending on languages will be clarified.
One of the members will bring up the case of the insertion of English "like" as a filler or discourse marker In Japanese as foreign language class. The pragmaticalization of "like" can be examined in relation to the protection of 'self' in the tense of learning foreign language. Another paper will be examined in Japanese learners' identity protection when they study English.
This paper will illustrate any unordinal language usages, which look trivial and just primitive errors reflect the dynamism of language structure and the complicated speakers' psychology.

Anna Claudia Ticca, Isabel Colón Carvajal & Véronique Traverso

Constructing meanings through mediation: The use of objects and the body while interacting in healthcare and other institutional settings

The panel explores how communication is mediated in healthcare encounters. In such situations, caregivers or helpers (doctors, nurses and other care employees) and customers (patients, family members, etc.) communicate and deal with customers' problems through multimodal resources, which might include medical records, other documents, or additional participants who become relevant mediating resources for the ongoing interaction. These situations of mediation occur for instance when the patient and the caregiver do not share a common language and have to resort to additional meditational resources (an interpreter, a picture, a written text, etc.) in order to come to an understanding; they also occur when, due to language disorders interactants rely on written formulations, objects, parts of the body or miming actions, to overcome language differences or impairment; or when different medical competences are at play and the patient's body becomes the locus of mediation.
This panel will gather together different instances of these forms of mediated situations, in order to 1) illustrate a range of cases in which mediating devices and practices are mobilized; 2) provide insights into detailed characterizations of such mediating devices and practices; 3) define how these devices and practices become effective to achieve mutual understanding when impairments, or differences in linguistic, communicative and medical competences exist.
The papers presented in this panel rely on detailed analysis of naturally occurring data, focusing on cases in which different types of mediation come into play during a social encounter.

Assimakis Tseronis, Chiara Pollaroli & Charles Forceville

Pragmatic insights for analysing multimodal argumentative discourse

In the last two decades scholars from discourse analysis, cognitive linguistics, as well as pragmatics and argumentation studies have started paying attention to the non-verbal modes that interact with the verbal in a variety of media and communicative genres. Within multimodal discourse analysis, each mode is studied as realising part of the information communicated and their interaction as contributing to meaning-making processes. In most of the studies within multimodal analysis, however, the focus is more on the image-internal aspects than on the interaction between the image and the viewer and the properties of the context that play a role in the interpretation process.

Cognitive approaches to visual communication, by contrast, have focused on the interpretation processes involved in understanding multimodal texts. However, the focus on the cognitive processing has left the discussion of the effects of the choice among the various modes and of their combinations largely implicit. Pictorial tropes, for example, such as metaphor, metonymy and irony, have been studied more with an interest in identifying their verbal and non-verbal cuing than an interest in the rhetorical effects of their use, or of the choice to cue them visually instead of verbally in a given piece of discourse.

Scholars from argumentation studies who have taken seriously the role that visual images play in argumentative discourse have paid little attention to the affordances of the various modes, focusing on what is depicted and overlooking issues of style and composition. Two approaches have emerged, one thematizing the persuasive effect and emotional appeal of visuals, the other examining their indexical properties and thereby reducing them to their evidentiary function.

For an assessment of the use of non-verbal modes in argumentative communication, a combination of insights from pragmatics, multimodal analysis, and argumentation studies is required if one is to account for their role in rational and cognitive terms rather than in purely aesthetic and affective terms. Discourse-oriented approaches to (verbal) argumentation have traditionally drawn insights from pragmatics in an attempt to account for the context dependency of the identification and interpretation of arguments. The question we then raise is: how can the analysis of multimodal argumentative discourse also benefit from pragmatic insights? The papers presented in this panel discuss ways in which insights and concepts from speech act theory, relevance theory or other pragmatic approaches can prove useful in accounting for the argumentative function and effect of the use of visuals and other non-verbal modes in communication.

Ilona Vandergriff

Pragmatic perspectives on networked L2 discourse

The panel *Pragmatic perspectives on networked L2 discourse* will examine and discuss the interplay between structural choices and context in the practice of interactional second/foreign language (L2) use in Web 2.0, the second-generation web. As the web has evolved over the past decades, it has not only improved its capacity for storing, searching for and exchanging information. More importantly, it has added a participatory and collaborative dimension social web (Brown & Adler 2008; Richardson 2006; Tan 2011). As a result, the web is linking people not just with information but also with other people. In connecting more and more people, the web has become increasingly linguistically diverse. Global networks facilitate multilingual encounters while migrating populations have built virtual community spaces where people can interact with others the language(s) of their choice. Moreover, technology has dramatically enhanced the visibility of multilingualism, affecting change in the perception of codeswitching in particular and multilingualism in general. These changing practices and perceptions also have implications for theorizing multilingualism. The earlier conceptualization of multilingualism as separate linguistic systems that individuals codeswitch between has been challenged by the view of multilingualism as a repertoire of multilingual resources that speakers draw on to serve a given communicative purpose.

In spite of the rapidly growing body of research on language in digital contact, L2 linguistic practices have received relatively little attention. The vast majority of linguistic research on computer-mediated communication draws on first-language data. With a few notable exceptions, research on local and situated multilingual practices is still scarce (Warschauer & De Florio-Hansen 2003; Androutsopoulos 2007). To address the need for a better understanding of L2 discourse practice online, the panel considers issues of structure (e.g., genre characteristics, expressivity), meaning (e.g., meaning of emoticons, CMC cues, silence, non-bona fide communication), interaction management (e.g., interactivity, timing, coherence) and social phenomena (e.g., community, identity, cultural difference) in L2 networked informal or institutional discourse.

Elaine Vaughan & Mairead Moriarty

Looking at ourselves through the mirror of media: Representation of varieties of (Irish) English in film, television and literature

This panel is brings together researchers interested in the way that language varieties are represented in film, television and literature in order to explore how they are imagined and constructed, and, to some extent at least, designed to be received. This construction, indeed, *reflection*, of naturally occurring varieties is worth exploring for the insight it gives us into their sociopragmatic profile: for example, comparing represented discourse with naturally occurring discourse is illuminating in terms of identifying what features of linguistic systems are perceived as emblematic of a variety. Represented varieties can be examined as standalone artefacts and/or they may be contrasted with naturally occurring data, such as corpora of specific language varieties, in order to make visible significant alignments and departures between the two. Present-day access to large-scale corpora of 'authentic' language (bearing in mind that 'authentic' is a contested and contestable concept) has afforded significant insights into the sociopragmatic profile of spoken varieties, led to developments in our understanding of language-in-use in ways that confirm and challenge intuition, and allowed for the systematic development methodological and theoretical paradigms, such as variational pragmatics (e.g. Schneider and Barron 2008). However, the practical and ethical issues involved in accessing certain locations of (spoken) language data appears to preclude investigation of many potentially interesting language phenomena: using represented language data, with certain caveats of course, can go some way towards mitigating these difficulties of access. Amador-Moreno and McCafferty have pointed out – in relation to fictionalised orality, something is pertinent to this panel discussion –"for interactive talk in fiction to be understood, it must be interpretable in terms of the same rules of discourse that govern everyday verbal interaction" (2011: 1). It is this aspect that is so intriguing – the processes by which everyday talk is represented, and the potential of represented varieties to give us oblique access to language-in-use across boundaries of time, geography and community.

Tuija Virtanen

Adaptability in New Media: From technological to pragmatic affordances

This panel explores 'adaptability' (Verschueren 1999; Verschueren and Brisard 2012) as manifest in the choice and development of linguistic elements in new media of various kinds, across languages. The aspects of adaptability involved are concerned with micro-pragmatic or macro-pragmatic issues, and the linguistic phenomena under attention range from particular items and expressions to structures pertaining to digital discourses at large. The focus is on the medium: what kinds of media constraints and opportunities can be identified through analyses of language and adaptability? What effects of technological mediation can be traced in particular linguistic phenomena, in and across modes of computer-mediated communication (CMC; see e.g. Herring, Stein and Virtanen eds. 2013)? Tracing developments from technological to pragmatic affordances is, in turn, instructive in explorations of the reflexivity involved in all adaptability phenomena. The studies to be presented in the panel focus on language and adaptability in interaction within virtual communities or among individual users, and take into account the relative conventionalization and (everyday) creativity of the pragmatic phenomena at hand as well as the authentication processes at work in the data. Methods vary from in-depth analyses to corpus-based quantification of particular linguistic elements or pragmatic phenomena in terms of discourse practices in and across communities and CMC modes. The CMC modes discussed include texting on mobile phones, smartphone apps, microblogging, social network sites, blogs, chat, discussion boards, commercial web sites and new modes for scholarly communication. While the modes under investigation primarily consist of text-based social and/or professional interaction via the Internet, due attention is also paid to the inherent multimodality of CMC as well as offline leaks of CMC-phenomena. Ethical principles are followed in the choice and presentation of materials. The panel includes studies of different languages, one of which is English. The contributors are encouraged to make the chosen theoretical framework explicit so that comparisons across different approaches to the study of language and adaptability in new media will offer insights to a wide audience. The discussant's report draws attention to contrasts and parallels between the individual contributions and their implications for the theme of the panel. The concluding discussion is expected to single out (i) different kinds of adaptability concerned as users communicate with one another and interact with online discourses of various kinds, (ii) the reflexivity manifest in adaptability in these discourses, as well as (iii) similarities and differences

between the CMC modes and languages under investigation, as concerns language as an adaptable phenomenon.

Nigel Ward, Richard Ogden, Oliver Niebuhr & Nancy Hedberg

Prosodic constructions in dialog

Appropriate prosody is critical to effective interaction. Subtle variations in pitch, loudness, rate and aspects of timing can efficiently convey turn-taking intentions, information status, confidence, and so on. Native speakers effortlessly use prosody to convey such information, but there are still significant gaps in our knowledge about the forms and functions of prosody in unscripted dialog.

In the 1970s, specific intonation contours were identified and linked to specific meanings and functions. Critically, meanings in such models are not tied to a single prosodic parameter nor to a single prosodic event in time; rather they are pattern-based. Although this approach lay mostly fallow for many years, better methods and tools have enabled the recent identification of many recurring temporal patterns of activity --- involving not only pitch but also energy, rate, timing, and articulations properties --- that have specific dialog meanings and functions. Most of these constructions are inherently phenomena of interaction, involving synchronized contributions by both parties.

This panel will discuss in detail specific prosodic constructions and their use, and what these facts imply for the nature of human interaction and how best to model it. The sessions will highlight four themes 1) compositional and constructional aspects of prosody, 2) prosodic constructions and turn-taking 3) prosodic constructions and action, and 4) prosodic constructions and gesture.

Valerie Williams & Kathryn Roulston

'Tell me all about it': Interactional dynamics in research interviews

Conversation analysis addresses itself to the 'mundane' in everyday talk, and has taken pains to unpick the regularities in naturally occurring data, distinguishing that from the contrived data in research interviews. However, from the start of the CA project there has been a parallel interest in analysing the research interview as a site of active meaning making (Baker 1997; Silverman 1973; Williams 2011; see Roulston 2006 for an overview). As van den Berg et al (2001: 1) put it: '*The empirical data of social research are predominantly products of specific discursive practices'*. Some CA analysis has addressed itself to the troubles in structured, survey-type interviews (Suchman & Jordan 1990; Antaki et al. 2002). By contrast, much of the in-depth qualitative interviewing that describes itself as 'semi-structured' or narrative, aims to open up and listen to the participant on their own terms. As Widdicombe and Wooffitt (2006) suggest, much of what goes on in a research interview depends on the tacit understanding each participant has of the expectations on them to ask and answer questions. This panel will include at least four papers, all of which pursue the analysis of interaction during qualitative research interviews, either via a CA analysis, or with an emphasis on Membership Categorization Analysis (MCA). We are interested in how researchers and respondents manage moments of trouble, how they understand each other, and how they jointly construct and make meaning of research topics within the socially situated setting of a research interview.

Some papers in this panel will focus on particular interactional problems, and others will examine the conversation resources and descriptive practices used by speakers to construct research data. Face-to-face interviews can offer rich sites to study some of the basic units of interaction, as well as the ways in which category membership is negotiated, formulated and described during interaction. Our topics range from the task of clarification with research participants who have communication disorders (Williams) or young children, to the questioning techniques used by peer researchers, who share an aspect of identity with the respondent (Jepson). We are interested in analysis of interviews that touch on sensitive topics, such as disability, personal illness, sex or relationships, but also interviews about professional status with teachers, and research about 'good leadership'.

Olga Zayts & Neal Norrick

Narratives of vicarious experience in talk at work

The proposed panel brings together an international group of scholars interested in *narrative pragmatics*, in particular in the forms and functions of narratives in *talk at work*, focusing on narratives of vicarious experience. Talk at work broadly refers to interactions through which professionals and organizational representatives engage in various work-related activities (Drew and Heritage 1992). Typically talk at work is conducted in organizational and professional settings, but it may include work-related interactions in other (ordinary) settings. It may also range from face-to-face interactions and written communication to new interfaces for interactions (e.g. computer- or mobile device-mediated) due to the expanding range of new media in organizational and professional settings.

Narrative approaches to the study of professional and organizational culture and context have been prominent in organization and management studies from the 1970s onward (Taylor et al. 2011). These studies have shown that organizational narratives provide perfect sites for investigating 'individual and collective action and meanings, as well as the process through which social life and human relationships are made and changed' (Laslett 1999: 392 as cited in Taylor et al. 2011). Taking a narrative pragmatic approach allows examination not only of *what* people do with narratives in talk at work (that is the functions of narratives) but also *how* people do it in a moment-by-moment unfolding of a narrative story. The participants of the panel will discuss a wide range of forms that narratives take with special attention to narratives of vicarious experience, which have received little systematic attention in the past, as research has tended to focus on stories of personal experience. We will investigate the purposes for which people tell these stories in professional and organizational settings, including contributing to corporate culture and corporate identity in various ways, serving as exempla in topical discussion, preserving stories about the founders or employees significant for the history of the organization, presenting stories about model employees--or about less than model employees, who are laughable and/or blameworthy, illustrating particular practices on the job, what to remember, and the consequences of not remembering. People may tell, re-tell and co-tell stories as a sign of membership and status in the local community, leaders and mentors may tell stories to motivate other group members among many others.

The panel participants will examine particularly stories about other people, both second-hand, retold stories and narratives constructed from various sources, but also narratives of personal experience containing or related to stories about others. They will investigate why stories about other people are told, how tellers establish their authority to relate these stories, how they link these stories to their current context, and how they participant design these stories and shape them for various purposes in talk at work. Finally, the international group of panel participants will contribute perspectives on the forms and functions of narratives from the main stream research on English-dominant contexts, as well as the research on non-English dominant contexts that remains largely underrepresented, thus providing an innovative comparative angle to narrative pragmatic studies.

Sandrine Zufferey, Liesbeth Degand & Daniel Hardt

Discourse connectives across languages and modes: Challenges for discourse annotation

Discourse connectives form a functional category including several grammatical categories such as conjunctions and adverbs, whose function is to convey coherence relations like *cause* or *contrast* between units of text or discourse, *viz.* they are relational in nature. Even though lexical or grammatical means to convey coherence relations are found in most languages (Dixon and Aikhenvald 2009), important variations exist in the number of connectives languages display to express a given relation, even between typologically related languages (Degand 2004; Pit 2007; Zufferey & Cartoni 2012). In addition, discourse connectives are in most cases optional, as the coherence relation they convey can often also be left implicit and reconstructed by inference. From a multilingual perspective, this feature also makes cross-linguistic comparisons of connectives difficult, as languages differ in when and how they use them to mark discourse structure. In addition to cross-linguistic differences, the usage as well as the type of relations conveyed by these connectives is also quite variable across the spoken and the written modes (Cuenca 2013). Indeed, in spontaneous speech, the linguistic expressions used as discourse connectives may also serve other, non-relational uses such as hedging, modalization, turn-taking, etc. These variations render the annotation of discourse connectives in corpora particularly challenging. In addition, existing

annotation schemes, such as the Penn Discourse Tree Bank (Prasad et al. 2008), were designed on the basis of one specific language and annotated corpora were limited to the written mode. Their applicability to other languages and modes remains therefore an open issue.

In this panel, we seek to bring together contributions exploring the consequences of cross-linguistic and cross-modal variations for the definition of a tag set usable for the annotation of discourse connectives across languages and modes. The panel will more specifically focus on the following research questions:

1) How can we identify cross-linguistic equivalences between connectives?
2) Are similar tag sets applicable across the written and the spoken modes?
3) How should the related segments be delimitated?
4) Which syntactic, semantic, pragmatic features of connectives should be included in the annotation tag set?
5) How can we foster the reliability of the annotation scheme(s)?

PANEL CONTRIBUTIONS

Maria Ibh Crone Aarestrup, Lars Christian Jensen & Kerstin Fischer
Interpersonal functions of prosodic greeting constructions: Evidence from experiments with robots (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)

Intonation contours have been suggested to contribute both interactional and interpersonal meanings. Humans design their greetings prosodically, adapting the intonation contours of the greetings to the addressee, and by doing this, people express stance toward their addressee and their current relationship (Pillet-Shore 2012). There are also suggestions about the functions of intonation contours in general. For instance, Tench (1996: 105) suggests that a fall indicates the speaker's dominance in knowing and telling something, in telling someone what to do, and in expressing their own feelings. In contrast, a rise indicates a speaker's deference to the addressees' knowledge, their right to decide, and their feelings. In greeting constructions, Wells (2006) furthermore proposes that for *hello*, the default tone is a fall, which might be assumed to be more formal than a rise. In contrast, he suspects *hello* with a rising contour to make the greeting more personal and to express an added interest in the person addressed. These effects may be item-based since Wells holds the greeting *'hi'* not to be used with rising intonation. Using CA or other corpus methods, interactional effects of such intonation contours can be addressed (see e.g. Gardner 2001 for the functions of intonation contours of the backchannel *'mm'*), yet in the case of interpersonal functions, i.e. functions concerning the speaker's perceived friendliness, certainty, assertiveness or the extent with which he or she may be perceived as engaging, these effects are very hard to pin down.

In this study, we use human-robot interaction as a variant of the matched guise technique (Gardner & Lambert 1972). We first generated computer utterances of verbal greetings whose intonation contours we then manipulated using Praat. We then matched each utterance with a video of a robot waving a greeting at the observer. Altogether, the experiment uses two lexical items (*hello* vs. *hi*), three robots (Nao, Care-O-bot and Robosapien) and four different intonation contours (fall, rise, fall-rise and flat). The videos were distributed over four questionnaires so that each participant only got to see each robot once (n=120). The results reveal that non-native speakers do not respond to the differences in intonation contours or lexical items at all. This is understandable since intonation systems differ considerably between languages. In contrast, native speakers of English rate the robots significantly different concerning friendliness, assertiveness and engagement depending on the intonation contours. However, these effects differ for the different lexical items, and the apparently non-conventional *hi* with rising intonation contour was in fact rated as most engaging. The results have implications for the modeling of linguistic knowledge in terms of construction grammar; on the one hand, the results support recent item-based approaches (e.g. Stefanowitsch 2011) within construction grammar, on the other they also suggest that intonation contours do carry consistent meanings that have even greater effects if the combination with the lexical item is non-conventional.

Aoife Ahern, José Amenós Pons, & Pedro Guijarro-Fuentes
Interpreting mood alternation in L1 and L2: A cognitive pragmatic account (Contribution to *Pragmatics in second language acquisition and bilingualism*, organized by Maillat Didier & Sandrine Zufferey)

Persistent variation of certain forms in L2 learners has raised questions of whether or not such difficulties are attributable to parametric differences between L1 and L2, and whether or not they are permanent and destined to lead to fossalization. In recent generative approaches such as the Interface Hypothesis (Sorace & Filiaci 2006; Sorace 2011), however, it has been argued that the main challenge, at least for bilinguals and quasi-bilinguals, is not the acquisition of syntactic features, but the integration of discourse–pragmatic properties with syntactic and semantic properties. On the other hand, the Interface Hypothesis can be considered to suggest that some variability is also to be expected for L1 speakers, when complex integration of information from different cognitive modules is required. This entails that enquiry into interface issues should be based on a coherent, unified account of the roles of linguistic and non-linguistic information. Additionally, we will discuss some advantages of adopting, for SLA studies, a perspective on the interaction of syntax, semantics, contextual assumptions and processing capacities based on cognitive pragmatics; specifically, on Sperber& Wilson's (1986/1995) Relevance Theory.

Building on the relevance theoretical notion of procedural meaning (Blakemore 1987; Wilson &Sperber 1993; Escandell, Leonetti & Ahern 2011), we claim that verbal mood, as a functional category, encodes procedural meaning: its semantics enable the hearer to infer information about the speaker's attitude, communicative intentions and mental states. Interpreting mood in the aforementioned environments requires identifying and relating contextual assumptions that licence one among several possible interpretations.

In our talk, we will focus on the ability to interpret effects on sentence meaning of indicative/subjunctive mood contrasts in Spanish conditional and concessive constructions, measured through a 30-item multiple-choice interpretation task completed by L1 French (n=49) and L1 English (n=40) adult learners at B2 and C1 CEFR proficiency levels in formal learning contexts, as well as a native European Spanish control group (n=35).

Our results show that integrating linguistic and discourse-pragmatic information is problematic for L2ers, regardless of their L1 and their proficiency levels. Combining information from different domains is also problematic for native speakers; in the items tested (and especially in concessives), L1 speakers also showed variation, sometimes even greater than the L2ers.

Thus, our results can be interpreted as providing indirect support for the Interface Hypothesis (IH) (Sorace & Filiaci 2006; Sorace 2011), in terms of sustaining that the locus of difficulty and vulnerability in an L2 will be situated at linguistic interfaces. On the other hand, our data also gives credit to different approaches to the description of the particular characteristics of L2 processing: the shallow structure hypothesis (Clahsen & Felser 2006) and, for similar reasons, acquisition-by-processing perspectives such as those adopted by Van Patten (1996), which both emphasise the L2er's tendency to rely more heavily on lexico-semantic and pragmatic cues than on syntax.

In order to explore further the factors that underlie this aspect of L1 variability, we conducted a follow-on study related to the interpretation of mood alternation in concessives. Our results suggest that the causes of the variability found in L1 and L2 speakers are based on different kinds of pragmatic processing phenomena. In the case of native speakers, the variability is an indication of a richer and more diverse array of contextual assumptions available to these subjects for online interpretative processes, as compared to the L2 speakers. Conversely, the L2 variability found is mainly due to incomplete acquisition of mood as a grammatical feature.

We will discuss the implications of our findings both for current SLA hypotheses, and for the architecture of the language faculty/linguistic theory.

Karin Aijmer

Attention-getters as markers of social identity (Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

Attention-getters such as *look, listen, hey* yare context-bound and closely associated with indexicality. They have indexicality in common with other context-bound elements such as pronouns but they refer to the context in more complex ways. For example, the attention-getters *look, listen, hey* have in common that they indexically point forwards to what is coming next. They can also index a high degree of intensity or affect. The indexical relation is often indirect and can explain that pragmatic markers have extended social functions, for example that they can evoke speaker identity (Ochs 1989: 3). Young people seem to have more relaxed turntaking rules and pay less attention to politeness than adults do (Andersen 2001) and use attention-getters more to interrupt. Both *look* and *listen* are for example excellent interruptors. Teenagers also use combinations such as *see, look, look listen, hey come on, wait up* to express more intensity. In my contribution I will discuss the attention-getters used by adolescents on the basis of the Bergen Corpus of London Teenager Language (COLT) and the Linguistic Innovators Corpus and how they are used to establish a particular social identity.

Oluwasola Aina

The nature of power and control in the interrogative patterns of selected Nigerian courtroom discourse (Contribution to *Legal Pragmatics*, organized by Kurzon Dennis)

Going by the increasing interest in the intricate dynamics that tenaciously combine the concepts of law and language, this study is set to throw light on these dynamics with particular emphasis on courtroom interrogation. More specifically, the cases under scrutiny are instances of examination-in-chief and cross-examination. The study is based on power and control exhibited in the communicative processes taking place between professionals (lawyers: Defense counsel and Witness counsel) and Witnesses, who possess little or no legal knowledge. Particular attention is devoted to the observation of the specific strategies adopted in the interrogation sessions and the extent the characteristics that are generally attributed to

questioning strategies have gone coupled with its impact on the witnesses involved. Several kinds of tensions and inequality are observed within the context such as questions that would require the witness to answer yes or no, without giving room for any further explanation and such that neither the yes nor no response will be adequate enough to take care of the existing fact.
Cultural influence on individual responses is also a major factor.
The approaches of Pragmatics and Speech Acts (Austin and Searle) as well as insights from Critical Discourse Analysis (CDA) (Fairclough 2013) provide the theoretical underpinning for this study.
The outcome of this research confirms the need to identify a better strategy of asserting facts of a case, considering the cultural differences that necessarily affect findings, so that fair hearing and judgment can prevail.

Neveen Al Saeed

The language of Egyptian police interrogations: A study of suspects' resistance to implicatures and presuppositions in prosecution questions (Contribution to *Legal pragmatics*, organized by Kurzon Dennis)

This research investigates an inquisitorial system that has thus far received little attention, despite the need for research on the culture of interrogation in Egypt. It focuses on suspects' responses in interrogations, with special focus on 'I do not know' as a response strategy. In addition, it investigates the nature of prosecution questions that produce these responses. These signs of prosecutor power and control (which are given to them by their role in the judicial institution) and suspects' resistance are investigated using a qualitative, discourse-pragmatic approach. The data, originally in Arabic, but glossed in idiomatic English, using the Leipzig glossing method, are selected from a larger collection of Egyptian prosecution interrogations and focus on the strategies employed by high-status and ordinary lay suspects. Data include interrogations with ex-president Hosni Mubarak and his two sons, Gamal, and Alaa, which took place in 2011 post the 25th January revolution as well as ordinary workers, traders and company managers. Previous research (Newbury and Johnson 2006; Harris 1991), though in adversarial settings, has focused on contest, avoidance, refusal, and emphasis of status as strategies for resistance. This research on interviewees' responses in an inquisitorial setting reveals that 'I do not know' responses express a genuine lack of knowledge as well as resistance to implied accusations in prosecution questions. 'I do not know' responses were found to have different structures: ***I do not know***, ***I do not know*** **with explanation, formulaic responses, and emphatic responses.**Each of these subcategories plays a different pragmatic role in the interrogations. Although at certain points in the interrogations, prosecutors' questions are accusatory and provoke the suspects, suspects also resist such control and power by agreeing, disagreeing, challenging or evading the assumptions made. In other words, suspects did not accept the implicatures and presuppositions in the questions; instead analysis has shown that interviewers' power is always negotiated and open to resistance.

Najma Al Zidjaly

Why did the camel cross the road? So Omani Arabs could adap(p)t WhatsApp for cultural face negotiation (Contribution to *Adaptability in New Media: From technological to pragmatic affordances*, organized by Virtanen Tuija)

In this paper, I draw on, and develop, contemporary theorizing on the concept of face (e.g., e.g., Ting-Toomey 2004) and mediated discourse analysis (Scollon 2001) to explore the role that WhatsApp, an instant messaging application for smartphones, plays in enabling Arabs from the social monarchy of Oman to create and negotiate cultural knowledge: They adapt its pragmatic affordances to construct values, address face concerns and enact behaviors that reflect and shape how a culture manages its collective identity. Through examining daily exchanges of cultural jokes (including about cultural icons such as camels) and metapragmatic comments on regional dialects using colloquial Omani Arabic, I demonstrate how Omanis' adaptation of WhatsApp has created a public forum, for the first time in decades, in which everyday Omani people have a say in who they are (performing bottom-up national or cultural identity construction), instead of relying on government ready-made definitions (which accomplish top-down national or cultural identity construction). This has led to an historic shift in the construction of national identity in Arabia from a political construction, as it has been in years past, to an interpersonal, collaborative, social construction that is facilitated by social media within national boundaries.
To illuminate the intricacies of this shift afforded mutually by WhatsApp and Omani people's agency and adaptation of technology, I conceptualize the cultural joke exchanges and metapragmatic humorous discussions of Omani dialects on WhatsApp as "mediated actions" that enable Omanis to negotiate, and

ultimately resolve, cultural concerns. I also demonstrate how WhatsApp is changing how Omanis experience time (their history) and space (social connections). Conceptualizing WhatsApp as a "cultural tool" that is adapted and readapted to meet various social, cultural pragmatic needs, I identify two specific affordances that enable its cultural adaptation: accessibility (it is free) and design (it is a phone-based, not internet-based, app; its Arabic keyboard is easy to maneuver). This free, phone-based and user-friendly app affords Omani Arabs opportunities to adapt it for local use. Thus, unlike Twitter and Facebook, used to interact with outsiders (Arabs and non-Arabs), WhatsApp is used by Omanis to communicate with other Omanis (it's an insider or domestic tool). Also unlike Facebook and Twitter, where Omanis address a larger imagined Arab community and outsiders using classical Arabic—the high variety in the diglossic situation, on WhatsApp Omanis spend more time interacting with each other in colloquial Omani Arabic, traditionally seen as a low-prestige dialect. They thus are able to negotiate Omani collective face on WhatsApp, while keeping the appearance, for the benefit of outsiders, of a broader Arab collective face (on sites like Twitter).
The paper contributes to our understanding of how new technologies of social media are adapted by users to accomplish facework that constructs a collective identity. In conceptualizing apps as cultural tools and WhatsApp messages as mediated actions, my analysis illuminates identity construction at the national level while also foregrounding the adaptability of technologies, the agency of social actors in creating national identity, and how face and identity are linked as adaptable, pragmatic constructs.

Laura Alba Juez & JoAnne Neff

"I'm sorry, but I don't understand…" The intersubjective/ emotional meanings of some linguistic constructions used in corporate/institutional e-mails (Contribution to *Emotional engagement "at work": Examining emotions in corporate/institutional discourse*, organized by Alba Juez Laura & JoAnne Neff)

It is nowadays an acknowledged fact in the world of humanistic science that emotions are a key factor to the comprehension of human nature. In Linguistics, and especially within Cognitive Linguistics, the phenomenon of the conceptualization and expression of emotion is now considered a natural function of language, and has therefore taken on particular importance as a key feature to confront the postmodern dilemmas of the 21st century.
In this particular presentation we shall focus on the discourse of computer-mediated communication related to workplace practices in a bilingual environment (English-Spanish), where the expression of emotion and stance not only plays a relevant role in everyday interaction, but also proves to be a key feature for success in any kind of negotiation, whether it be commercial, personal or social. The expression of emotion is herein seen as a pragmalinguistic phenomenon which shows the relationship *brain-body-world* within a dynamical system (Gibbs 2010; Alba-Juez & Alba-Juez 2012), and which also constitutes a reflection of the so-called 'emotional intelligence' (Goleman, e.g.: 1995, 1998, 2006). Thus our main hypothesis advocates for a positive relationship between emotional intelligence and an appropriate use of the linguistic expression of emotion.
We draw on Dulek & Fielden's (1990) distinction between sensitive and non-sensitive messages at the workplace, and propose a typology of emotions, using Ekman's (2003) taxonomy as a starting point. Some differences between English and Spanish speakers regarding how they perceive or experience their own and others' feelings at the workplace will be explored, by looking at certain constructions used in e-mails for the expression of emotions and stance. The results of this analysis will allow us to draw some conclusions as to the difference between successful and unsuccessful communication 'at work' in a bicultural environment, which intend to shed some light on, for instance, how the failure to express the right emotion appropriately might end up in an unsuccessful business transaction, the lack of corporate leadership, or even the total blockage of communication.

Marta Albelda & Maria Estellés Arguedas

Mitigation as a mark of genre in evidential discourse markers (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)

This contribution aims to identify a set of contextual traits that favor the triggering of mitigating functions in evidential discourse markers (DMs) in Spanish. These traits are mainly linked to a) discourse genre and b) formal / informal register.
Previous works (Estrada 2008; Kotwica 2013; Estellés & Albelda 2014) have pointed out how evidential DMs can perform purely evidential functions or they can also convey additional pragmatic meanings such as mitigation, boosting, distancing or irony. Since evidential expressions signal the source responsible for

the information given, they are suitable mechanisms to express mitigation. DMs such as *por lo visto, según parece, parece ser* and *al parecer* (all of them meaning 'seemingly' or 'apparently') refer to sources of information, both reported and inferred, and usually mean that the source responsible for the information given is not the locutor of the utterance.
In order to study the relationship between mitigating meanings, evidential expressions and discourse genre, the aforementioned evidential DMs *por lo visto, según parece, parece ser* and *al parecer* have been studied in three different genres -journalistic, parliamentary and conversational- (Albelda e.p.). Methodologically, some discourse parameters have been considered such as the discourse function of the utterance, the communicative goal, the social, functional and interactional relationships, as well as the situational context and the topic of the discourse.
A comparison between these genres reveals very diverse results in the presence of mitigation. In conversational genres, more than 50% of the samples of evidential DMs express mitigating nuances together with the core, evidential meaning; in contrast, hardly any mitigating examples were found in journalistic and parliamentary genres. In consequence, the present contribution intends to delve into the causes underlying the existence of mitigation in evidential DMs.

Cristina Aliagas-Marin

Revisiting 'textual-captured' identities: Exploring the transtemporal and transpatial aspects of narratives and ethnographic data (Contribution to *Conversational narrative and (socio)linguistic ethnography*, organized by Relaño Pastor Ana Maria & Adriana Patiño)

In this talk, I will be reflecting on the impact that ethnographic narratives derived from a long-term fieldwork can have in the lives of those being under study. The concept of "narrative as text" has been recently challenged by the idea that narratives are context-dependant and co-constructed by the participants (Wortham *et al.* 2011). Nowadays, narrative is understood as a social practice (De Fina & Georgakopoulou 2008a, 2008b) that forms and shapes people's worlds, identities and experiences. Nevertheless, little attention has been paid to the 'life' that written narratives have across time, after their publication, in the lifespan of the narrators being depicted on those published narratives. In this talk I will reflect, through a case-study, on the complex interrelation between "the researcher's constructions of other's peoples constructions" (Smart, Hockey & James 2014) and the narrator's life, both during the fieldwork (Georges & Jones 1980; Davis 1999) and after the publication of the text. Framed within the Reflexive Ethnography field (Davis 1999) this study consists of what Burawo (2003) refers to as a "focused revisit" to spaces and data.
In 2010, I turned off a 3-year ethnographic fieldwork through which I documented the role that reading had in the in-and-out of school lives of four teenagers that constituted a high school clique in Barcelona. In their lives, they were steady readers of sport newspapers, biographies of football players and popular fantasy-roleplaying books. At high school, they were positioned as students with "school-ache" (Pennac 2007), dispassionate of studying, books and culture. I spin their reading life stories and literacy identities across time (16 to 19 years-old) and social domains (home, high school, leisure time, workplace, off- and on-line social network contexts) in an ethnographic text that was published as a doctoral dissertation titled *El desinterès lector adolescent* (*The lack of interest on reading*, Aliagas 2011). Their voices provided me with data through which I could explore the complex interface that fuses literacy, identity and narrative across the life course (Hockey & James 2002) in relation to youth social practices and academic trajectories.
In 2013, I received a facebook-email from Arnau, the focal informant of that ethnographic research. I was paralysed by one of his comments: "you'll be happy to know that I'm at my first year at university and that I've passed all the exams with good marks". What did he meant when writing "you'll be happy to know"? To what extend that comment was challenging the published thesis? Suddenly, I realised that in fact that fieldwork which in 2010 I thought it was ended, it wasn't. The published ethnographic text was unfinished because Arnau's learner identity was still moving. That facebook-email led me to revisit the published ethnography unfolding two interpretative strategies. First, I checked the corpus of primary and secondary data in order to analyse episodes were Arnau's feedback on the ongoing fieldwork were luckily registered (eg. interviews, research-diary and other para-data such as emails). Second, I met Arnau again to gather new oral and artefactual data (eg. an informal meeting for sharing our memories of participating in an ethnographic study, photos of the notes handwritten by him on his paper-copy of the dissertation). This exercise of "revisiting" data, memories and 'textual-captured' identities was helpful to disclose bits of the influence that the ethnography has had and was still having on his unavoidably slippery identity as a reader, student and human being.

David Aline & Yuri Hosoda

Opening up conflict in second language peer discussion tasks: Positions and strategies for initiating opposition (Contribution to *Researching and understanding the language of aggression and conflict*, organized by Sifianou Maria & Pilar Garcés-Conejos Blitvich)

Adversarial positions in conflict talk consist in canonical form of an (a) assertion containing an arguable, (b) an opposition, and (c) a counter-opposition. While any turn or action may be perceived as objectionable to others, conflict requires the occurrence of an opposing response for a turn to become an arguable (Maynard 1985). Although these turns have received significant attention (Coulter 1990; Gruber 1998; Hutchby 1996, 2001; Nguyen 2011; Maynard 1985a; Muntigl & Turnbull 1998; Norrick & Spitz 2008), many of the studies on conflict talk have investigated sequences in which arguable, opposition, counter-opposition, and resolution occur in relatively proximate turns, when in fact these conflict turns may not always occur contiguously. More recently, researchers have begun to examine conflict talk over extended sequences. For example, Hosoda and Aline (in press), through examination of a single episode, found that when a conflict talk sequence becomes expanded, each turn may be quite separate from one another, and moreover, each step may be repeated, across a single conversation. And within other studies investigating second language (L2) talk, researchers have found that beginning L2 learners produce an opposition directly (e.g., Hellermann 2009), whereas more advanced L2 speakers employ more subtle strategies (e.g., Pekarek Doehler & Pochon-Berger 2011).

This presentation extends previous research by examining a large corpus of second language learners' conflict talk during peer discussion tasks. We focus our analysis on opening sequences of conflict talk, delineating the positions of opposition turns relative to arguable turns and discussing the strategies deployed by the discussants for initiating those opposition turns. Data for this study come from 160 hours of video-recorded discussion tasks in oral English classes in a Japanese university. As part of a series of language learning activities, each group of three or four students carried out a number of thematically varied discussion tasks, each of which required them to make final decisions and reach group consensus.

Similar to findings by Hosoda and Aline (in press), analysis of the multiple extended conflict sequences in this data set revealed that these intermediate level learners rarely positioned their opposition turns immediately after arguable turns, but delayed deployment of opposition until much later in the discussion, specifically, after each member had taken a turn to state their opinion. As for the strategies employed for initiating opposition, the discussants did not express their opposing positions directly, but resorted to various means for downgrading and cushioning their opposing turns. The two major strategies they employed were: (a) using questions as a precursor to opposition, and (b) supporting their oppositions with authoritative statements from the discussion task handouts. Through these devices, the discussants revealed their competence in managing conflict talk over the course of their discussion task.

The results contribute to our understanding of conflict talk by highlighting the need for examination of extended sequences of conflict talk carried out by multiple parties in independent discussions. Moreover, it expands our understanding of what resources are available for exploitation by second language speakers for initiating opposition.

Keith Allan

Contextual determinants on the meaning of the N word (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

Use of the word *nigger* is very often castigated as slurring the referent, but this ignores the context of use. For many people the word itself is a slur no matter what the context, and such people argue for its eradication from the English language. Eradicationists confuse the form of the word with its frequent use as a slur that discredits, slights, smears, stains, besmirches people of black African descent. In this paper I discuss several occurrences of the N word in Quentin Tarantino's film 'Pulp Fiction'. At least one is a slur. As with many slurs, in-group usage by people who might themselves have been slurred with the term by out-groupers, *nigger* is used among African Americans to express camaraderie. Three instances of this are examined. Another instance is where black gangster millionaire Marcellus Wallace, after handing white boxer Butch Coolidge money to go down in the fifth round, tells him 'You're my nigger' to which Butch replies 'Certainly appears so'. Lastly I consider the tricky situation where a white uses the term *nigger* to a black friend, not as a term of address and not as a slur either, I argue.

I discuss the composition of context and the semantics and connotations of *nigger*. I examine the place and function of the uses of *nigger* within the context of the film, 'Pulp Fiction', to demonstrate that the affective quality of a linguistic expression should never be judged without taking account of its intended

perlocutionary effect within the context in which it is uttered. We see that the basic semantic content invariably contributes to the functional (compositional) meaning, but that pragmatic input from connotations is essential in determining the truth value of the utterance in which *nigger* appears.

Maria Alm & Helena Larsen

Modal particles as indicators of common ground – or what? (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

The four Swedish particle words *väl* ("probably"), *nog* ("probably"), *ju* ("as both you and I know") and *visst* ("allegedly"/"obviously") share a number of characteristics with German modal particles (Alm 2012): For example, they cannot occupy the position in front of the finite verb without undergoing a considerable change of meaning in comparison to the mid-sentence use of the same particle word:

(1) Particle in the mid-sentence position (after finite verb):

Han kan **nog** sjunga.
*He can **probably** sing.*

(2) Particle in the front-field position (in front of finite verb):

Nog kan han sjunga.
*He can **certainly** sing.*

Further, the meanings and functions of the middle-field use of these particle words are polysemous and evasive (cf. Aijmer 1996), and the particle words cannot be used as the answer to a yes/no question, which differentiates them from normal (epistemic) sentence adverbs.

In German linguistics, the hypothesis has proven successful that the special function of modal particles consists in anchoring their host utterance in the interlocutors' common ground (e.g. Diewald & Fischer 1998; Diewald 2006). This function is also suggested to be the defining criterion of modal particles also from a cross linguistic perspective (Diewald & Kresic 2010). This analysis can certainly be applied to Swedish *ju* and *väl* (Larsen 2014; Larsen & Alm submitted), and probably also to *visst*. However, *nog* has no intuitive relation to common ground.

In this talk, the Swedish modal particles *väl* ("probably"/"don't you think", Aijmer 1996) and *nog* ("probably", Aijmer 1996) will be compared, using examples from the literature as well as from genuine spoken and written discourse, in order to answer the following questions:

- *Nog* and *väl* are both modal particles but differ in their relation to common ground. What exactly is the function of *nog* and is there still some shared function between *nog* and *väl*?
- What is the division of labor between the modal particle *nog* and true epistemic sentence adverbs such as *antagligen* ("probably")?
- What consequences do the findings from Swedish have for a functionally based modal-particle model like the one proposed by Diewald & Fischer?

Francisco Alonso-Almeida & María Luisa Carrió-Pastor

Expressing points of view and the Scottish referendum. A contrastive analysis (English, Spanish and Catalan) (Contribution to *Evidentiality, modality and stance in discourse'*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

This presentation concerns the use of legitimizing strategies in online newspaper articles dealing with the Scottish referendum in three languages. We seek to explore cases of epistemic and evidential devices that indicate epistemological positioning following Marín-Arrese's model for the analysis of stance language (Marín-Arrese 2009, 2011). We consider evidentiality and epistemic modality as two distinct concepts even if truth-value readings involve functional overlapping. Our study will cover journal articles published online within five days prior to the results day, i.e. 19th October 2014. In doing so we avoid possible flaming reactions following the announcement, which we consider should be treated differently and could be also later compared with our findings. The three languages under scope are English, Spanish and Catalan.

We are interested in how the Spanish coverage of the Scottish referendum is carried out and the way in which the Scottish and the English endeavours relate with the Catalonian strives for separatism and the Spanish resistance to allow and celebrate a referendum day. We have collected a corpus of nearly a hundred newspaper articles from which we excerpt material for analysis. Our selection allows representation of political and social views in the four pivotal areas involved in separatist issues: Scotland and the rest of the UK, and Catalonia and the rest of Spain. While the selection of the Scottish and the Catalonian papers is reasonably easy for geographical reasons, we have decided to use publications with a national scope as a matter of comparison in the other two cases. We therefore exclude local newspaper articles since these may cover other regional nationalistic ambitions. We will analyse articles manually

but corpus tools will be also used in order to verify initial findings and for statistical purposes. Our conclusions will inform on preferred legitimizing devices in the cultures under scope (González 2014; Kecskes 2014) as well as on aspects dealing with appropriation of knowledge in the case of the Catalonian crisis.

Hussain Al-sharoufi

Technological context: A new pragmatic product created by mobile devices (The case of Kuwaiti students) (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

This study investigates the impact of technological devices on Kuwaiti youths' lives as creators of a technological context that has its own pragmatic parameters. Often times, one finds young people fully engaged with their mobile devices to the extent of being totally detached from the outside world. To those young people, a parallel communicative world is in action when they are engaged in any communicative repertoire using a mobile device. I conducted a survey at the Gulf University for Science and Technology in Kuwait to investigate the existence of such a contextual realm, and whether it has its own regulatory factors. The majority of my respondents emphasized that when talking with any person using a mobile device, they are indeed engaged in a communicative environment whose context has its own regulatory parameters such as emoticons, pictures, sound files, textual files, tweets, etc. All such contextual elements play a crucial role in determining meaning in a real-time mobile conversation. I also interviewed 10 students from the same University and asked them whether they use their everyday conversational routines in their mobile conversations. Most of my interviewees insisted that they become different personas when using their mobile devices. They also mentioned that this sudden change of roles happens due to the contextual environment in which they are engaged. Mobile devices do indeed create a technological context in which numerous semiotic elements are used simultaneously to produce technological meanings, being restricted to technological devices. This study further emphasizes that technological context is the product of instant collaboration between two or more communicators in a real-time situation. I also argue that technological meanings are solely produced in a technological context hence the facilitating environments are different from those found in the real world.

Laura Amador

Shaping attention and goals through peer mediation: Evidence from a community-based language learning environment for seniors (Contribution to *Multimodal and multilingual resources in participants framing of situated classroom literacy activities*, organized by Kyratzis Amelia (Amy) & Sarah Jean Johnson)

This paper reports findings from a larger ethnographic/discursive study on second language (L2) development behavior among elderly learners in a community-based setting. It examines how peers use multimodal interventions as a tactic to shape attention to spoken and written target language and assist others in managing their use of the L2. It is argued that mediation of this sort has both practical and emotional dimensions enabling elderly participants to construct a meaningful "vision" of themselves and their goals in real time (Dörnyei & Kubanyiova 2014). In this investigation, ethnographic and conversation analytic methods were used to document classroom conduct as well as related insider perspectives. The original project consisted of seven months of fieldwork in a beginning Spanish class at a community center for seniors in the greater Los Angeles area; the result of which was more than 30 hours of participant observation and video footage documenting classroom interactions, as well as 15 hours of audio-recorded interviews. The paper begins by providing examples of peer interventions and discusses their function within and variation across interactive exchanges. It continues by exploring participant insights into what it means to be a novice language learner late in life, and the role of assistance among the group in this process. Findings demonstrate that peer mediation is used variably to build possibilities for increased participation and through it an honest portrayal of themselves and their purpose as learners, especially in a population dealing with issues of aging, e.g., problems with memory, sight and hearing. Repetition, code-switching and humor were used tactically as contextualization cues (Gumperz & Cook-Gumperz 2005) to negotiate shifts in alignment and in some cases portray the expressions of their peers (Ochs 1992). Such findings are significant because the affective organization of attention in language learning can have profound implications for the accomplishment of communicative goals, and for the shaping of activities to fit needs and desires (Kramsch 2009a). They are also important given that theoretically speaking, threats to self-image may generate perceptions that positively or negatively impact engagement or action tendencies in children and young adult learners of second languages (Schumann 2001a; Schumann et al. 2004; Horwitz et al. 1986; Guiora 1983). This paper

illustrates the need to go beyond dyadic teacher/learner interaction to understand ways participatory opportunity is built across classroom cultures and across the lifespan. The findings have implications for language practitioners and learners looking to emphasize and use facilitative emotion (Dewaele 2011; Pavlenko 2005) and for those looking to understand the role of peers in language classroom socialization processes in late life.

Renata Amaral & Maria das Graças Dias Pereira

Discussing breast cancer in the cyber space: A pragmatic study (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

Throughout the centuries, scholars have observed how significantly the adaptability of the user to its device has been conversely managed. Recently, however, the relationship between human beings and technology has raised a concern about adaptability as a major issue in the cyber era (Mey 2013). Although we assume that each individual establishes a rather potential level of intimacy and ease to deal with a technological device, the boundaries between humans and machines have seemingly gotten to an invisible extent. Recurrently, people have regarded electronic devices as an extension of their own bodies and, perhaps for this reason, the necessity of communicating with other users through computer-mediated multimodal texts has increasingly flourished worldwide. No matter what main subject the interaction is based on, people have shared information, registered their beliefs and engaged in digital communities, greatly, to exchange social experiences from both on and off line contexts. Drawing from a cyber ethnographic study (Thomsen, Straubhaar & Bolyard 1998), we have been investigating discourses of Brazilian breast cancer female patients in the cyber space, focusing on the pragmatic analysis of digital *data*. In order to compose our research *corpus*, we have considered a dimension of adaptability: the social-bound aspect of the term, taking into account (i) patients who have only used a specific health care website which belongs to a major Brazilian Institute called Oncoguia to leave their personal asynchronous statements, (ii) women who have also extended their discourses to synchronous /asynchronous interactions on facebook, and (iii) female users who have created a personal blog to produce narratives about their treatments as well. Furthermore, the core objectives of this inquiry are: (1) to analyze how intentionality can be perceived in the digital context; (2) to exploit how female breast cancer patients' identities (Langellier 2001) in another patient's treatment. Since this study represents a fragment of an ongoing research in the language studies field which we intend to generate a Ph.D. thesis, we expect to answer the following research question: How are identities built in a digital context where discourses range from more to less dynamic ones, depending on the patients' adaptability to interact in an array of sites ? Thus, as a result, we intend to contribute to the widespread of cancer support communities in the cyber space as well as multisited ethnography.

Nino Amiridze

Preverb as an accommodation strategy for English loans in Georgian (Contribution to *Linguistic and pragmatic outcomes of contact with English as foreign language*, organized by Peterson Elizabeth)

We consider the contact of Georgian with English, as a result of globalization. Based on the spoken Georgian data coming from various social networks, blogs and discussion forums, we overview the ways English items are accommodated in this language.

Wohlgemuth in [5] proposed a typology of verbal borrowings, consisting of four major accommodation strategies: direct insertion, indirect insertion, light verb strategy and paradigm insertion. Direct insertion adapts a form from the donor language into the recipient language without any morphological modification (1a), while indirect insertion implies such a modification tool, usually a (verbalizing) affixation of some kind (1b). Light verb strategy is the use of a native inflected light verb in combination with a borrowed item (1c). Paradigm insertion is a rare case of borrowing of an entire paradigm, like finite verbal paradigm borrowing from Russian in the mixed language Mednyi Aleut [4].

We argue that the technique how Georgian accommodates English loans does not fit in any of these major categories. This technique, essentially, is a combination of the Georgian preverb *da-* with an English item that takes the role of the root of a Georgian synthetic verb. The examples (2a) and (2b) illustrate the most frequent forms of such an accommodation. Besides, there are individual uses of various kinds of English material as the root, depending on the creativity of the utterer. For instance, in figurative speech, in marked contexts even English full phrases can serve as roots, as the examples (3a) and (3b) show.

It is important to note that these borrowings use the preverb *da-* even if the corresponding native Georgian verb forms are associated with a different preverb (cf. (4a) vs. (4b)). In special cases, when the

preverb with native verbs is *da-* itself, the borrowings leave the illusion of a direct insertion (cf. (5a) vs. (5b)). However, it is not a direct insertion, in general, since loan roots are not simply inserted directly into the verb frame consisting of native morphemes (including the preverb), but require the selection of a specific preverb – *da-*.
Obviously, the technique is neither the light verb strategy nor the paradigm insertion. We argue that it can not be considered as an indirect strategy either, since it does not match the cases that define this category in [5]: *da-* is neither a verbalizer (its function is not to accommodate a borrowed verb into a verb of the recipient language), nor a factitive/causative, nor is it special for loan verbs only since it can be used with native ones too. Besides, the technique can not be classified as verbalizing derivation, because the verbs in the recipient language are not derived from borrowed nouns or adjectives.
All these mean that the considered technique does not fit neatly into the above mentioned typology of the major accommodation types. Note that there are other borrowing strategies that can not be categorized in these types. Wohlgemuth puts such strategies in a residual category "other" and does not differentiate them in his analysis.
Among Georgian simple preverbs, *da-* has been occupying a special place since (a) it lacks the complex counterpart [3] (that is usually formed by adding the element *mo-* to the simple preverb to refer to the speaker-oriented movement) and (b) it is more grammaticalized than the others (by having acquired an extra grammatical function of expressing distributivity [2], [3]). The use of *da-* in loans could be argued to illustrate yet another special role of its grammatical function: to mark loan verbs.
(examples not shown here due to lack of space)

Gisle Andersen

Discourse topic markers from a cross-linguistic and variational perspective

(Contribution to *Pragmatic variation and pragmatic variables*, organized by Schneider Klaus P. & Andreas H. Jucker)

Fraser (1988, 1990, 1996) assigns the label *(discourse) topic markers* to a class of items that signal what the speaker is talking about, and he distinguishes two different subtypes: on the one hand those items that signal a topic shift or continuation (*by the way, incidentally, speaking of X, with regard to X*) and on the other hand those that signal a refocusing on the current topic (*you see, indeed*) (Fraser 1988: 28). As has recently become evident, discourse topic markers have a potential for being borrowed cross-linguistically, as seen from the emergence of *det faktum at* 'the fact that' in Danish (Gottlieb 2012), *am ende des Tages* 'at the end of the day' in German (Fiedler 2012) and *tingen er at* 'the thing is that' in Norwegian (Andersen 2010). Such phenomena can be seen as the result of influence from English at the level of pragmatics, and the term *pragmatic borrowing* has been used to designate the subdiscipline of pragmatics and sociolinguistics/contact linguistics which studies the incorporation of discourse features from a source language (SL) into a recipient language (RL) (Andersen 2014).
This study zooms in on two expressions that represent recent pragmatic borrowing from English into Norwegian. First, I look at *når det kommer til* 'when it comes to' , which is a fairly well established morphosyntactic calque that competes with several domestic alternatives in contemporary Norwegian. These include its closest phrasal equivalent *når det gjelder*, lit. 'when it concerns', which is part of standardised phraseology and considered more acceptable to purists than the more recent borrowing, as well as a number of other expressions including *med hensyn til* 'with regard to', *hva angår* 'as regards' and prepositions like *angående* 'regarding'. The study takes a pragmatic-variationist perspective, arguing that these alternative forms can be construed as different variants of a pragmatic variable. Second, I also investigate *indeed*, which is an even more recent innovation in the form a directly borrowed refocusing marker that currently seems to linger in the middle ground between single-word code switching and incipient borrowing. I consider aspects of variability in both the SL and the RL o n the basis of corpora representing professional/academic speech and writing, as well as the language of general domains. The aim is to trace the likely SL origin of the influence by considering different domains of usage and regional variation (British vs. American English), and to explore whether the English-based variants are associated with a certain genre or usage domain in the RL.

Marta Andersson

A corpus and experimental investigation of Result coherence relations markers

(Contribution to *Discourse markers and experimental pragmatics*, organized by Loureda Oscar, Inès Recio Fernández & Adriana Cruz Rubio)

The discourse connective "so" can be paraphrased with "as a result" and "for this reason" signalling two different types of coherence relations: Non-volitional and Volitional Result. This investigation used

corpus and novel experimental methods to determine what semantic features characterize each Result relation, and which features disambiguate between the two types when ambiguous so is used. Given the assumptions in the literature and findings from studies on Dutch and French connectives, the features that figure in the distinction between volitional and non-volitional relations are agency and control over causality (i.e. volition). The presence of these features is directly related to a conscious instigator – Subject of Consciousness (Soc), either an actor in a real-world relation or the mind relating two linguistic events (e.g. conclusions). The current investigation checked the presence of SoC in the context of the two aforementioned connectives in 500 examples from the BNC. A statistically significant association between the connective and the type of Result (X-squared = 145.6954, df = 1, $p<0.01$.) was found as well as a positive association (φ =0.54) related to the particularly common co-occurrence of "for this reason" and Volitional Result relations, i.e. featuring significantly more overt indicators of a SoC's presence (e.g. dynamic verbs, modals, directives etc.). By contrast, "as a result", was almost entirely confined to marking objective relations without or with disguised SoC (e.g. passives). These findings are in line with previous arguments in the literature that some connectives are better suited to signal certain relations than others. In order to investigate the relevance of agency and volition for the distinction between the two Result relations, two Amazon Mechanical Turks experiments were carried out. In Experiment 1 a novel method was used to harvest stereotypical Result examples. Native American English speakers were presented with sentence beginnings followed by the phrases "as a result" or "for this reason" and asked to create Result relations that best capture their intuitions about what event types can be prefaced by these connectives. From the results 24 event-pairs were harvested, out of which the subjects made a distinction between volitional and non-volitional events 8 times (the rest of the responses were ambiguous). The items obtained were subsequently used in a forced-choice Experiment 2, which examined whether agency and volition of the SoC of the second argument of the Result relation significantly increase the rate of interpretation of so-marked relations as "for this reason" (a two-factor study: connective presence versus volitional agent presence). For instance: 1. It rained all night, so (?for this reason/?as a result) we decided to postpone the morning picnic. The initial prediction that "so" in contexts similar to (1) will be more frequently interpreted as "for this reason" than "as a result" was confirmed by the experimental results (no significant effect of the presence of "so"). The primes used in Experiment 2 conveyed real-world Result relations, while agency and volition can also be investigated on the level of illocutionary causal events (e.g. speech acts). The attempt to operationalize the features of such relations (e.g. SoC type, modality, evidentiality etc.) in the current corpus study should help solve potential problems in the experimental design in the future.

Linnéa Anglemark & Andrew John

The adoption of English-language terms in the international language of business and finance (Contribution to *The pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudy Palmieri & Marlies Whitehouse)

Although English is often acknowledged as the lingua franca of international business, there has been little formal analysis of the rate at which English is making inroads into the business vocabulary of other languages, or of the differences in adoption rates across languages. In this study, we investigate the usage of English-language finance and business terms in written French, Spanish, Italian, and German. We use the subcorpora for these languages from the Google Books corpus, and we examine the rate at which English-language financial terms are adopted by other languages over time.

Our investigation has quantitative and qualitative aspects. In the quantitative study, we investigate the Google Books subcorpora for the four languages using lexical searches based on two English-language word lists: one with lexical items that have a high frequency of use in business texts, and one with items that are not high-frequency terms (Nelson 2000). We also study the use of certain native-language business and finance terms in each language in order to determine the prevalence of business related terms in general. Using time series analyses, we show that, over the last twenty-five years, English finance and business terms have become increasingly common in the Spanish, German, and Italian subcorpora. This is not because business terms in general are increasing in frequency, nor is it because of an increased usage of English terms in general; it is, specifically, English business and finance terms that have increased in frequency in these three languages. French however presents a contrasting picture: while a small number of specific business words have made inroads into French-language books, finance and business terms from English are not being generally adopted in French.

For the qualitative part of our study, we pay particular attention to the sometimes subtle distinction between lexical borrowing and code-switching (Boztepe 2003; Auer 2010). Evidence from previous research suggests that lexical borrowing and the use of foreign-language terms in a written text is situational and contextual, and we discuss possible pragmatic-functional reasons and implications of the

choice of an English term in an otherwise German, French, Spanish or Italian business text. We argue that a small number of English-language terms (such as "market", "business", "management") have attained the status of true loan words in some languages, while the use of other terms (such as "financial" or "price") should be understood as code-switching.

Charles Antaki, Emma Richardson & Liz Stokoe
When neutral questioning becomes challenging: Distressing police interviews with vulnerable alleged victims of sexual assault. (Contribution to *Dealing with distress: Conversation Analysis of the management of interactions with vulnerable people*, organized by Antaki Charles & Marco Pino)
In the UK, police officers interviewing victims of alleged sexual assault are mandated (by the national guidelines *Achieving Best Evidence*) to establish rapport, ask open questions, and probe answers sensitively and neutrally. In a study of c. 20 interviews of complainants who manifested some form of intellectual disability, where such rapport and neutrality would be still more indicated, we found that officers on occasion pursued lines of questioning which were interactionally challenging, and could be considered to be hostile. One explanation is that, as the videotape will be shown in court as evidence-in-chief, officers will need to be seen to test the victim"s account against the kind of challenges likely to be made by defence counsel. This entails using conversational practices which imply disbelief and suspicion of the interviewee"s account. As a policy recommendation, we suggest separating interviews into a narrative phase and a subsequent phase in which the interviewee is explicitly made to understand the need for more challenging questioning.

Lúcia Arantes
"Mother tongue", "foreign language", "first language" and "second language": In search for distinctions and definitions. (Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)
This paper approaches the reflection on "mother tongue", a subject matter that has rarely been object of attention in the field of Language Acquisition. It is discussed here what senses may be hidden under this expression, having as theoretical background the hypothesis that subjective structure and language structure are mutually determinant, as proposed by De Lemos (1992, 2002, 2005). Such a proposal includes the concept of *la langue* and its effects on speech and on the listeners' position face to face the others' and their own utterances. The reflection on the concept of "m other tongue" has also the psychoanalytical concept of *lalangue*, since language acquisition, according to the above mentioned framework, implies the hypothesis of the unconscious (Freud 1900) and the further developments on this theoretical trend put forward by Jacques Lacan, who approached Linguistics and redefined the "unconscious" as a domain "structured as a language". Since the, there is an allowed approximation between those two fields of study. The "mother tongue" subject as discussed in Psychoanalysis can shed light in a problem not yet properly treated in the field of Linguistics, let alone in the Language Acquisition area. The dialogue between these two fields of study opened the possibility of discussing, in new direction, problems concerning the search for a definition of "mother tongue" from a perspective which includes considerations related to the position (choice) of a subject speaker who has been exposed, since early in his life, to two or languages, being fluent in both of them. In short, this paper tries to approach underlying notions of "mother tongue" and also the effects of the apparent deletion of one of the languages which has participated in the building up of a subject-speaker him/herself. In other words: "how those languages intermingle and conflict in the structuring of subjectivity"? It is hoped that this paper contributes to discussions related to issues concerning mother tongue and foreign language acquisition.

Argiris Archakis
A four-part model for narrative genres and identities: Evidence from Greek data (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)
In this paper I present a tentative typology of narrative genres based on Greek data and following a discourse analytic perspective. I explore questions relating to the sequential organization of oral stories and to the textual coherence of written stories. Moreover, I discuss the types of identities that can be constructed within narrative genres (Benwell & Stokoe 2006). The contribution of the analysis pertains to

accounting, on the one hand, for the similarities and differences among various narrative genres and, on the other, for the processes of identity construction within these genres following Bamberg's (1997, 2004) approach.

More specifically, the analysis aims at proposing a four-part model that accommodates different narrative genres and identities. Contemporary literature on narratives has argued that the reassessment of the interlocutor's role and, in general, of participants' interaction in the unfolding of the narrative event have played an important role in shifting the research interest from 'big' to 'small' narratives, thus both monological and dialogical oral narratives are investigated (cf. Bamberg 2007; De Fina & Georgakopoulou 2012). Furthermore, taking into account the medium of the narrative, I propose a four-part model that emerges if a vertical oral/written continuum is intersected horizontally by a dialogue/monologue one. The resulting four-part model includes oral monologue, oral dialogue, written dialogue and written monologue (see Politis 2001). In this context, I discuss the following narrative genres: the monological autobiographical narrative emerging in interview settings (Labov 1972), the conversational narrative of past or future events jointly performed by the interlocutors (Norrick 2000; Georgakopoulou 2007), the online journalistic narrative (such as the news bulletin that allows for the real-time transmission of unfolding events) (Jucker 2010), and the printed journalistic narrative (such as the newspaper article that presents the most important information at the beginning in order to attract readers) (Bell 1991).

The analysis of the data shows that, in interactive environments, symmetrical and intimate relations between the interlocutors permit the construction of collective in-group identities. On the contrary, in monological environments, where relations are asymmetrical and there is social distance between interlocutors, the latter's positionings and, consequently, their identities tend to be primarily –but not necessarily– individual ones.

Despite its limitations, I consider that the four-part model proposed could constitute a first step towards the creation of a flexible and effective heuristics for the investigation of narrative genres and their (textual, interactive and functional) characteristics as resources for identity construction.

Mira Ariel

On the distinctness between or construction alternatives (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

The alternatives expressed in an *or* construction must be distinct from each other. Hurford's (1974) constraint, which dictates that disjuncts must not entail each other, in effect defines Distinctness as mutual nonentailment. The unacceptability of (1) is thus accounted for ("Californian" entails "American") :

1. John is **anAmerican** or **a Californian** (= Hurford's ex. 15).

Simons (2001) has argued, however, that this constraint is too strong and too semantic. Depending on context (Q_1 versus Q_2 in 2), the very same entailing *or* construction (A) may or may not be acceptable:

2. Q_1: What kind of car does Jane drive?
   Q_2: How are they going to move all their stuff?
   A: Well, either Jane has a big **truck**, or she has a **truck** and George has a Station wagon. Either way, they can get everything into their own cars.

Simons' solution is that A provides two distinct alternatives in response to Q_2, which is why it's acceptable, but not so in response to Q_1, which is why it is not acceptable in that context.

But relying on the Relevance-theoretic concept of contextual adjustment (Carston 2002), I will call for a more radical pragmatic shift than Simons'. Since Simons' nonentailment condition is defined on pure semantics, she cannot account for the attested (3), which she predicts to be unacceptable (note that *or something* is not a hedging expression here):

3. LINDSEY: and he's got some **bones**,
   ... or **something** in there (SBC: 018).

The same is true for minimal pairs for Hurford's original examples, such as:

4. Is there anyone who lives in an *Arab country or Lebanon* ?
   (*www2.dailyroxette.com/node/6543.html*)

Recognizing that the meaning of linguistic expressions is contextually adjusted, we can explain the occurrence of (3) and (4). For example, *something* in (3) is narrowed to "some object other than bones (that the dog under discussion must have swallowed)". Once we perform these contextual narrowings, there is no entailment relation between the disjuncts. So, it looks like Hurford's constraint, as well as Simons' "Non-Vacuity Principle", may be maintained, provided we apply it to the pragmatically enriched explicature, rather than to the bare semantic meaning.

But then the question arises why it is that e.g., (1) is unacceptable. My answer is that contextual adjustments must be contextually relevant. In other words, they are not performed only in order to rescue

an *or* construction. They must be independently justified. This is how I propose to account for the difference between 5(a), which Singh (2008) finds unacceptable, and the attested 5(b):

5. a. ~#John ate **some** of the cookies **or** he ate **at least three** of them (Singh's ex. 18).
   b. I didn't write any of the songs that will appear in the book, but **some** of them**,** or **at least three** of them, I rewrote the lyrics.
   (http://kicsterash.deviantart.com/art/Soul-Speaking-210174055)

I will propose that given the prototypical number of cookies people eat (say, 2-5), it's hard to narrow *some* and *at least three* into relevantly distinct enough alternatives, i.e., alternatives that will support distinct enough contextual implications. But when a larger number of songs is concerned, relevantly distinct narrowings are feasible.

The following minimal pair demonstrates that speakers may choose whether to narrow a linguistic meaning so as to rescue an *or* construction, depending on who the speaker is:

6. a. I want to play for a team in either **Europe** or **Spain**
   (http://en.wikipedia.org/wiki/Alon_Mizrahi_**)**
   b. And anyway the problems of LB [*Lehman Brothers* – M.A] did not come from either **Europe** or **Spain** … (http://sustainable-spain.com/2012/05/)

6 (a) was uttered by an Israeli soccer player, (b) by a Spanish minister . While (b) was rescued, (a) was not. In fact, the (a) speaker immediately became a laughing stock, and the disjunction (as a collocation) stands for ignorance to this day (the original quote is from 1997).

All in all, I will argue that *or* construction alternatives must be discoursally, rather than purely semantically distinct, butnarrowing the meanings of linguistic expressions for the sake of rescuing an *or* construction is not guaranteed.

Spyros Armostis & Marina Terkourafi

To thank in Cypriot Greek: On the nativization of a politeness marker (Contribution to *Linguistic and pragmatic outcomes of contact with English as foreign language*, organized by Peterson Elizabeth)

Terkourafi (2011) presented a corpus analysis of three politeness markers in Cypriot Greek —thank you, please, and sorry— and came to the conclusion that the inherited Greek forms of these politeness markers indeed served politeness functions; however their borrowed English counterparts were largely devoid of politeness import, serving mainly discourse structuring, turn-taking, and repair functions. In this paper, we look more closely at the forms for English 'thank you' borrowed into Cypriot Greek and identify two phonological variants: an 'unassimilated' one that preserves to some extent the original English phonology, and a 'nativized' one that follows Cypriot phonological rules (ˈθec^{h}:u) and is often accompanied by vocative expressions such as [ˈfile mu] ('my friend') etc. The two variants seem to encode different meanings for speakers of Cypriot Greek. We explore two hypotheses in this respect: (1) that the greater the degree of assimilation of English *thank you* phonetically toward ˈ(θ)ec^{h}:u, the more it is meant as sincere thanks; and (2) that 'ˈθec^{h}:u + vocative' has developed into an informal variant of Standard Greek efxariˈsto, and is used complementarily with it to do thanking. In other words, on closer inspection, the landscape of thanking items in Cypriot Greek is composed of three forms: efxariˈsto, ˈ(θ)ec^{h}:u+ vocative, and *thank you*; of these, the first two do thanking while the third one is a discourse marker serving turn-taking functions. We report on experimental results that largely confirmed these hypotheses, adding interesting dimensions of variation depending on the age and gender of the participants.

Larissa Aronin

The role of material culture in multilingual pragmatics (Contribution to *Multilingual pragmatics. New theoretical and experimental perspectives in the analysis of third language pragmatics*, organized by Safont-Jordà Maria-Pilar & Ulrike Jessner-Schmid)

Recent research gives evidence to the peculiarities of multilingual pragmatic development and use (Barnes 2011; Hoffman and Stavans 2007; Kazzazzi 2011; Portolés 2013; Safont 2011, 2013) and suggests that multilingual pragmatics differs from the monolingual and bilingual. This paper will present the current theoretical framework of multilingualism in its connection to multilingual pragmatics. It will tease out how the pragmatic competence of multilinguals depends on the 'solid' and portable environment and explore the material realm, including objects, events, and space, as one of the important features of discourse. The globalized nature of our environment, often embracing amalgam of many cultures has led to the appearance of a specific blend of materialities , which accompany and modify contemporary human life, the material culture of multilingualism (Aronin 2012, 2013; Aronin and Ó Laoire 2007, 2012, 2013). Materialities mediate, pinpoint and construct societal discourse. How, in which configuration and to what

extent the tangible constituents of human life impact communication, knowledge transmission and societal discourse, is of significant research interest.

Yuichi Asai

The narratives on devils: Discordance as metapragmatic discourse in contemporary Fiji (Contribution to *Discourse and discordance: Linguistic, pragmatic and sociocultural strategies for accordance*, organized by Takekuro Makiko)

This study examines contemporary religious sentiment and Christian movements in the Fiji Islands and reveals how the narratives on 'devils' are forming a metapragmatic discourse on the 'discordance' between reality and expectation in order to explain the predicament (or generate hopes) and, thus, regiment the society in contemporary Fiji today.

In 2005, a Pentecostal Christian group, the Covenant Evangelical Church of Fiji, practiced a ritualistic program called "Healing the Land Process" in *Nataleira* village in the *Dawasamu* district, the northeastern part of *Viti Levu* island of Fiji. This Pentecostal group targeted Methodists and Catholics for their criticism, which are the denominations that the majority of Fijians belong to. They insisted that the religious practices by Methodists and Catholics were deeply associated with Fijian 'vernacular' belief and practice, which they believed were not faithful to the teachings of the Bible. In other words, they recognized that Fijian cultural practice was evil practice against God will, which nurtures 'devils' in the village. Accordingly, this group established several prayer units known as the 'Gelico March' and marched throughout the *Nataleira* village, visiting each household to confiscate Fijian 'vernacular' ritual tools, which they viewed were the medium to communicate with devils and the cause of misfortunes and predicaments arising in the village and the district. In consequence, this Pentecostal Christian group ended up demolishing and burning the Fijian ritual tools they confiscated throughout the village and built a cross as a commemoration where they burnt them. Thus, they declared that the origin of misfortunes and predicaments in the village was removed and therefore the land was healed and purified.

This study analyzes the ethnographic data of this incident, conducted by the Pentecostal Christian prayer group in 2005, as an example of metapragmatic discourse on 'discordance', which characterizes the contemporary Fijian society. That is, this discourse functions as the discursive device to explain the misfortunes and predicaments they are facing and resolve them by ideologically creating the 'discordance' between reality and ideal/expectation using the dichotomy of 'devils' and 'God' and removing it through ritual practice. The study further examines how this discourse evokes a sense of fear and myth, which has been analyzed by a number of cultural anthropologists in Oceania region, and reveals that this discourse itself exists as the ritual center to regiment society in Fiji today.

May Asswae & Daniel Kadar

What is "discursive" in discursive politeness research? A study on ritual practices (Contribution to *Re-examination of the discursive approach to politeness - Where are social norms, politeness judgements and universality gone?*, organized by Obana Yasuko)

The present study revisits the notion of "discursive" in the field of discursive politeness research, which has gained prominence in the last 15 years (see e.g. Eelen 2001). We argue, in accordance with Kadar and Haugh (2013) that discursivity is often used in the field as a synonym for politeness behaviour co-constructed in punctuated interactions. While arguably this is an important understanding of discursivity, we argue that this notion should encompass a much broader range of interpersonal behaviours and understandings of politeness.

Politeness behaviour as a social practice is situated in space and time. Punctuated behaviour, as it is examined in the bulk of "mainstream" discursive politeness studies, represents - in terms of time and space -politeness in the here-and-now. However, certain forms of politeness are recurrent and repetitive, and in terms of time and space they re-enact the there-and-then aspect of politeness. A typical example for such a recurrent form of behaviour is the phenomenon of ritual (e.g. Kadar 2013), which is a recurrent performance that re-enacts the beliefs of a social group. It is supposedly not a coincidence that ritual behaviour (in a similar way with other recurrent forms of politeness) has been largely neglected in the discursive politeness field: it seems to clearly differ from punctuated behaviour in which the interactants seem to behave in individualistic ways.

But is this claim valid? Can we draw reliable and clear-cut borders between certain forms of politeness ehaviour? Following Haugh (2014), we argue that seemingly punctuated forms of behaviour often turn out to be conventionalised. Furthermore, in accordance with Kadar (2013) we claim that seemingly "schematic" ritualistic behaviour is often co-constructed in interactions. Accordingly, accounts of

politeness that restrict discursivity to punctuated interactions risk to provide a very limited picture of politeness behaviour.
In order to prove this point, we draw on ritual interactions in a multilingual dataset that we compiled together; this dataset includes ritualistic conversations in Standard Arabic, Chinese, English and Hungarian. We will show that ritual behaviour, even though it seems to be formal and pre-determined, is often co-constructed by the interactants in a number of ways, which can be captured if one looks into the micro-features of such interactions.

Lluisa Astruc

Evidentiality across genres and modes in Spanish (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)

In this contribution I investigate the relationship between evidential and other pragmatic meanings in a set of evidential expressions such as evidential adverbs (e.g. *aparentemente, supuestamente, evidentemente, obviamente, visiblemente* – see Cornillie 2010) and adverbial phrases (e.g. *al parecer, por lo que parece, por lo visto* – see Estellés and Albelda 2014) across different genres (e.g. academic report, personal narrative) and modes (written, oral) using a corpus of L1 and L2 Spanish. Whereas academic reports require a careful use of evidential expressions to reference the source of information, personal narratives often permit a more flexible use, which may include associated pragmatic meanings such as epistemic distancing and epistemic certainty. There is also a crucial difference between written and oral modes in that the latter allow the use of complementary cues such as prosody to signal epistemicity. Additional empirical evidence has been gathered using laboratory phonology methods (for oral modes) and pragmatic judgments (for written modes).

Hassan Atifi & Michel Marcoccia

Social TV and digital agora: Exploring the role of TV viewers' tweets in political programs (Contribution to *The digital agora of social media*, organized by Johansson Marjut, Sonja Kleinke & Lotta Lehti)

This paper will focus on a new media format, based on the hybridization of television and internet: social TV. Social TV refers to technologies surrounding television that promote communication and social interaction related to program content (entertainment, talk-shows, talent shows, political debates, etc.) (Proulx & Shepatin 2012). It corresponds to two phenomena: (1) TV viewers have the opportunity to react to a program by posting tweets or SMS messages. (2) These digital messages are integrated into the TV program.
Thus, social TV is supposed to allow users to contribute to public discussions and to permit the constitution of a media and digital agora which combines "old" and new media.
For example, in France, more and more political TV programs allow TV viewers to react online (essentially with Twitter, Facebook or discussion forums). These programs propose a kind of online parallel discussion and/or integrate some elements of this digital discussion in the TV program. For example, a selection of viewers' digital messages can be displayed on the screen. The French TV political program "*Des paroles et des actes – DPDA / Speeches and Acts*" (France 2) adopts this kind of integration of TV viewers' tweets.
This paper proposes an analysis of the digital messages (tweets) produced by TV viewers, selected by the program director, and displayed on screen during the program "*Des Paroles et des Actes*", broadcast by France 2 on 6 February 2014. The main guest was Manuel Valls, who was at that time the French Minister of the Interior.
The theoretical and methodological frames of this contribution are computer-mediated discourse analysis (Herring 2004) and media studies, particularly the pragmatics of computer-mediated communication (Herring, Stein and Virtanen eds. 2013) and the pragmatics of political discourse in media (Fetzer & Weizman eds. 2006). Three aspects will be considered: the analysis of the exchange structure, the definition of the pragmatic functions of messages and the identification of their reception format.
Through the pragmatic and interactional analysis of these digital messages, several questions will be tackled: Who are the addressee and what is the reception format of these tweets? Who are the authors of these messages (lay persons, experts, journalists…)? What are the main contents and functions of these tweets? Do these tweets trigger dialogical sequences?
In a more general perspective, this analysis allows to question ourselves about the participatory dimension of social TV and digital Agora.

Rosa Attie Figueira

Predictable and unpredictable utterances in the acquisition of a mother-tongue: Aspects of divergent speech (Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)

Grammar, as the very expression of language structural regularities, brings into light the knowledge of an idealized speaker-hearer, belonging to an assumed homogeneous linguistic community. Although, whenever that idealization happens to be questioned, the admitted homogeneity becomes nothing but a fiction (Lyons 1982). As Lier-DeVitto (2006) posed it, grammars are reduction tools of heterogeneous linguistic manifestations. A careful overview of the vast and daring field of the child's acquisition of her/his mother tongue shows that it is the interpretation of the so called errors that has led to productive research (Bowerman 1982; Karmiloff-Smith 1986; de Lemos 1982, 1992). Indeed, children's productions are rich in enlightening dynamic aspects involved in each subject-speaker relationship with language. Saussure's remark, found in the second lecture given in Genebra, stresses that "son langage est un véritable tissu de formations analogiques" (Saussure 2002: 160). This presentation focuses on children's divergent linguistic speeches and aims at examining the above mentioned analogical phenomenon, including both predictable and unpredictable occurrences (corpora of 2 to 5-year-old Brazilian children will be analyzed). Morphological processes, which are at issue in this study, undergo a surprising variation along the language acquisition process, and affect both nouns and verbs. It was observed that the multifarious suffix-ending errors occur both in the domain of irregular verbs, and within the sphere of the "well behaving" regular verbs (Figueira 2000). A learned observer is confronted with the surprising impression of dissolution of expected boundaries between distinct verbal conjugation classes (1st, 2nd, 3rd verbal conjugation). Such glaring instability can be envisaged as predictable and unpredictable "moving pieces" emerging during the building up of a system. There is still another aspect to be taken into account: the morphological noun innovations which come about in the children's speeches. There is substantial sample supporting such a phenomenon in the literature of the field, beginning with the so called diarists (Sully 1895, for example). It should be said that Saussure's notion of analogy will be called upon in the above mentioned innovations analyses. Benveniste (1948) is also included because he enriches that discussion with his proposal of existing action nouns (noms d´action) and agent's nouns (noms d´agent), as indicated by Milner (2000). First person sentences (I am NP), comprising a noun as agent in the predicate, are brought into focus for two different reasons: (1) morphological innovations occur in N and (2) they perform unexpected predication acts. It seems worth mentioning the fact that, in uttering such innovations, the child presents her/himself as the author of an actual act, which is creatively named. It should be stated that the child does not reproduce an utterance s/he heard someone say. In fact, s/he behaves as if trying to communicate her/his casual author/agent condition. Finally, the following question will be also addresses in my presentation: "could the notion of adaptability adequate to capture the analysis suggested above?" It is hoped that this special theme approached here, i.e., the "innovations" one, should highlight the dimensions of language use in the language acquisition process.

Peter Auer

Retrograde complexification (Contribution to *Emergent grammar and praxeological ecologies: Clause-combining and the organization of turns at talk*, organized by Maschler Yael & Simona Pekarek Doehler)

The idea of emergent grammar is strongly supported by the fact speakers do not only deploy constructional knowledge of complex structures (although they often do), but that constructional knowledge is adapted to the conversational context in which it is used. With regard to clause combining, it has been shown by several authors (Sandra Thompson, Susanne Günthner, Paul Hopper, to name just a few) that projected second parts of clause combining constructions may not be realized, or not be realized in their canonical form, by speakers. In this paper I want to show that the inverse may also hold (and that it equally supports emergent grammar). By "inverse" I mean that that a clausal turn-constructional unit is produced in the format of a second element although the first element is missing. By doing so, speakers retrospectively produce a complex pattern and thereby achieve coherence. My example are contrastive constructions based on negative conditional clauses, which canonically have the semantic structure

EITHER IF p, THEN q_1
OR IF NEG (p), THEN q_2.

In German (and English) the contrastive reading is achieved in this canonical format through a double focus construction with a stress on each of the two subjunctions *wenn* 'if'. The first element of the contrastive construction therefore projects the second on prosodic grounds. In the second part of the

contrast, "if NEG, then q_2" (in German: *wenn nicht, dann* ...), the protasis remains unexpressed (analepsis), creating additional coherence with the first part. The emerging complexity runs is in sync with production time.
In the case of retrograde complexity I am interested in, the contrastive stress on the first conditional clause is lacking, and hence no contrastive structure projected. However, the second, analeptic part of the construction retrospectively turns the first part into the beginning of a contrastive construction. The emergence of contrastive complexity runs against production time.
(M has called her insurance broker V after a series of break-ins; the insurances policy will not be prolonged unless she has an alarm installed. M complains that fitting an alarm would cause a lot of dirt; V counters:)
V: ((...)) und die (-) die ne aLARManlage einbauen,
"and those who install the alarm"
die saugen das dann auch WEG;
"they also vacuum everything"
M: ja; ja; naja;
yes; yes; well;
V: die diebe ja NICHT;
"the thieves don't"
Given the redundancy of the contrastive construction (q_2 always implies some sort of negation of q_1), it needs to be asked why speakers engage in this process of retrograde complexification. The question will be answered by a close analysis of conversational data.

Taru Auranne

Repeating as a way to ensure understanding in the practice of an L2 physician (Contribution to *The work of understanding in education*, organized by Gosen Myrte & Tom Koole)

In this paper I will explore the extent to which language is central in doctor's consultations when the doctor speaks the language of the consultation as her second language. A doctor's consultation is a particular type of institutional interaction where both the physician and the patient orient to a division of labor in terms of their tasks and expertise, as well as in their role in the sequential progression of the encounter (see Heritage & Maynard 2006). An additional potential layer of expertise may surface when one of the participants speaks the language of the encounter as her or his first language but the other one as a second language.
I will focus on cases in which the L2 physician repeats partially the patient's answer to her question, and analyze the kinds of actions the physician is doing with these repeats. Prior research has shown that in institutional interaction, repeating an L2 client's answer can be a means for an L1 representative of the institution to prevent misunderstandings as it makes the interpretation of the answer explicit (Kurhila 2006: 52, on third position repeats see also Schegloff 1997: 527). These repetitions in the third position also provide a possibility for the L1 speaker to repair grammatical or phonetic anomalies in the client's speech *en passant* (Kurhila 2006: 36). In my data of video and audio recorded doctor's consultations however, the roles are reversed: the representative of the institution is an L2 speaker and the client an L1 speaker. I will argue that in these encounters the participants orient more to the medical tasks at hand than to linguistic asymmetry. For example, the physician uses repeats in the third position when making written notes of what the patient said, displaying also to the patient what is going on record (see e.g. Svennevig 2004: 503). However I will show that repetitions are a resource that enables the participants to negotiate mutual understanding if there are problems of understanding based on differing linguistic competencies.

Elif Avcu

Context and (im)politeness in socio-political online discussion fora (Contribution to *The digital agora of social media*, organized by Johansson Marjut, Sonja Kleinke & Lotta Lehti)

Just as the Internet developed from a predominantly information-providing platform to an interactive, participative domain, so did linguists begin to draw their attention towards the discursive nature of computer-mediated interaction – a development associated with the necessity to study language use from a relational, interpersonal perspective (Locher & Watts 2005). This focus has led to a valuable number of studies investigating online interactants' verbal behaviour, particularly with respect to (im)politeness realisations (Harrison 2000; Herring et al. 2002; Graham 2007; Kleinke 2007; Darics 2010) as well as

discourse-related characteristics, i.e. medium- and situation-related factors which potentially influence online linguistic behaviour (Baym 1995; Herring 2007; Angouri & Tseliga 2010; Neurauter-Kessels 2011).
Drawing on a sample of 1.016 comments that deal with socio-political topics and taking into consideration current research approaches into first and second order (im)politeness (Brown & Levinson 1987; Locher & Watts 2005; Bousfield 2008; Culpeper 2011; Terkourafi 2011), the current paper investigates how and to which extent, medium- and situation-related factors correlate with online users' interactive behaviour. Ten threads of the free public discussion forum *UK Debate*, addressing socio-political issues in and around Great Britain such as unemployment, education, political parties as well as immigration policies and the royal family, were included in the analysis. The data proved highly suitable to investigate discourse-related factors of online communications as it illustrates a variety of interactive practices, including metapragmatic expressions, applied by participants to express (im)politeness online. In order to arrive at their influential nature, the discourse-related factors found to have an impact on the interactants' behaviour were qualitatively and quantitatively evaluated against the identified behaviour of the participating users by means of the data analysis software MAXQDA. Results show that not only the medium's infrastructure influences situation-related features of the interaction, e.g. the ability to contribute to discussions unrestrictedly after several days, weeks and even months leading to interactions that last for longer periods of time with a rising number of participants, but also that there is an immediate relationship between different situation factors characterising the interactions: Just as the topic under discussion links to the purpose of the interaction (e.g. discussing issues of interest or seeking advice), the participation structure (e.g. rate of participation) and the participants' characteristics (e.g. gender, degree of anonymity), so do they result in different tones of the messages (e.g. confrontational, abusive or supportive) and varying interactional norms (particularly the perception of (in)appropriateness) among users online. As to the extent to which these factors have an impact on users' interactive behaviour, it is the topic under discussion and the participants' gender that scored highest, followed by the purpose of the interaction, the degree of anonymity among the users and the period of time within which the interaction took place. The tone of the messages, the rate of participation and the awareness of interactional norms come in last but still show a mentionable degree of influence on the interactants' online behaviour.

Sol Azuelos-Atias

Reading between the lines of legal documents (Contribution to *Legal pragmatics*, organized by Kurzon Dennis)

The legal language has "canons of construction" that are applied by a court to aid in its interpretation of written documents. Carston (2013) shows, that the legal canons of construction are very closely related to the heuristics used for interpretation of ordinary texts. Carston further shows that both systems of interpretive heuristics are not decisive; she holds that there may be a deeper underlying principle behind these systems of interpretive heuristics and proposes that this underlying principle is the relevance-theoretic communicative principle of relevance.
I suggest, in line with Carston's proposal, a tool of interpretation I have developed from the principles of relevance theory; I will try to show that this tool supplies a general method of demonstrating that certain meanings (including metaforms, implications and socio-semiotic meanings) are hidden in a communicated text. According to relevance theory, the interpretation accepted by the addressees of a spoken utterance reconstructs the speaker's meaning; the tool of interpretation enables other recipients of the utterance's text to identify the addressee's interpretation. This tool consists of three conditions that function as a criterion of correctness of interpretations in the following sense: if an interpretation meets the three conditions then it is the addressee's interpretation – the interpretation that reconstructs the meanings the text's producer intended to convey, whether these meanings were presented explicitly or not.
This tool may help people who wish to make sure that they thoroughly understand a certain text – including the meanings hidden between its lines. In this lecture, I go into the detail of applying this tool of interpretation to legal texts – the use of this tool that may help legal laypersons who wish to make sure that they thoroughly understand a legal text.

Peter Backhaus

Re-turning agency in institutional care: A case study from resident-staff interaction in a Japanese caring facility (Contribution to *Babies to Boomers and beyond: Age and gender adaptations across languages and societies*, organized by Matsumoto Yoshiko & Diana Boxer)

Japan has the fastest aging society worldwide. At present, more than 23% of the population are 65 years or older, and this share is going to quickly increase in the years to come. This makes the topic of communication in institutional elderly care a highly relevant issue that calls for empirical research.
This paper looks at the problem of agency in resident-staff interaction. Data were collected in a geriatric healthcare facility in Eastern Japan. Audio recordings were made of dyadic conversations between a resident and a care worker during the morning care procedures. The data were transcribed and subsequently analysed within the framework of conversation analysis.
One basic characteristic of the interactions is that they reveal a clear dominance of the care worker in determining the course of actions during the morning care. This becomes most obvious at the level of the turn structure, where most commonly the first pair part of a new sequence is delivered by a care worker. This results in a relatively stable pattern, in which the residents' verbal contribution in an interaction is largely restricted to second pair parts, thus assigning a mainly reactive role to them.
However, the data also contain various instances where this pattern is broken up by a simple reversal of the turn structure. Presenting two examples from the data in detail, I show how this sequential re-organization enables a resident to take a more proactive role in determining the relevant next action, and thus influencing the general flow of tasks.

Heike Baldauf-Quilliatre

Revisiting response cries: "pf"/"f" in French video game sessions (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

Since Goffman's (1978) description of so-called semi-word response cries, "nonlexicalized, discrete interjections, like certain unsegmented, tonal, prosodic features of speech" (1981, 99), which are "ritualized act[s] in something like the ethological senses of that term" (1981, 100), linguists from different theoretical backgrounds have labelled some of these non-lexical particles in interaction as, respectively, "interjections" – Ameka 1992; "vocalizations" – Schegloff 1982; "discourse particles" – Aijmer 2002 and "sound objects" – Reber 2012. In conversation analytic research some of them are described as "change-of-state tokens" (Heritage 1984). Analysis of change-of-state tokens focus generally on rather conventionalized items like English "oh" or "ah". On the other hand, a variety of papers have dealt with conventionalized non-linguistic vocalizations like laughing (Jefferson 1984; Glenn 2003; Holt 2010) and, more recently, crying (Baldauf 1998; Hepburn 2004). Only very few studies draw on non-lexicalized and less conventionalized items which can be situated somewhere in the middle between emotional and cognitive stance. Those items are particularly tricky: They are less conventionalized and hence described differently depending on the transcriber, they seem to be more related to physical processes than more lexicalized items like "oh" (but they are not "natural" or "universal"), they have rather vague functions and open a wide field of interpretation. At the same time, their analysis is particularly interesting: First, because it requests a holistic and multimodal approach. And second, because it may contribute to a better understanding of the relation between noticings, assessments and cognitive or emotional change-of-state tokens.
My paper focuses on one of these less conventionalized vocalizations in French, which may be transcribed as "pf" (or "f"). The sound is similar to the fricative [f], more or less lengthened, more or less preceded by a plosive. It is realized in different vocal and prosodic patterns. The study is based on queries in the database CLAPI (www.clapi-univ-lyon2.fr) where I could identify 134 occurrences of "pf" or "f" in nearly all sequential positions (as first action, as responsive action, as closing action). The item itself appears as stand-alone token (and therefore as an action as its own) or as part of a larger turn (and hence as part of an action). In this case, it may be found at the beginning or at the end of the turn.
In my paper I will concentrate on 35 occurrences in two video game sessions where "pf"/"f" appears as stand-alone token, as turn-initial element or as turn-closing element. In all cases it functions as an affect-laden token of assessment, which is produced after a remarkable event in the game. As stand-alone token or turn-initial element it indicates 1) the noticing of the action or event, 2) a change of knowledge caused by the actual constellation in the game and 3) an emotional stance (positive or negative assessment). The paper will detail the different patterns and explain some of the particularities of "pf"/"f". It is placed in a larger research context about vocalizations, assessments and affectivity.

Michael Bamberg

Conceptualizing 'narrative identity' for empirical purposes (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

My presentation is a theoretical paper, centering on two questions: (i) how do we make sense of 'identity?' and (ii) why 'narrative"?' Starting from the premise that we enter the inquiry into *identity* from a language/discourse/pragmatic - and along those lines from an interactionist - perspective, identity construction is empirically approachable in the interactions between people. It is the communicative space within which participants <i> position themselves as same or different – align with each other and/or differentiate themselves from others, <ii> construe themselves as agents or as undergoers, and <iii> lay out how they view themselves as changing across a certain span of their past and/or argue to be still the same – no change. These three spaces (also called 'identity dilemmas') are carefully navigated in communicative interactions, by use of cues that serve as indices and are contextualized in specific situations for specific purposes. These navigations can typically be analyzed in terms of language/discursive repertoires that are practiced from early on as largely communally shared 'socialization' practices/routines. *Narrative* is viewed as a particular discursive genre in which speakers hold the floor for more than one clause/statement/utterance. As such, narratives are typically used to navigate alignments and affiliations with others (or disaffiliations), navigate the presentation of people as highly agentive versus highly inagentive (undergoers), or navigate change and constancy; but as such do not differ from other (potentially comparable) discourse genres (such as route descriptions, recipes, instructions, descriptions of people, landscapes or pictures, and arguments, to name just a few). However, when it comes to the construction of change versus constancy (the navigation of the identity space in which interactants construe themselves (or others) as maturing, growing, developing versus stagnating, or even deteriorating, diminishing, decaying), the act of narrating moves into the role of the preferred genre to lay this out – to show-and-tell. As the first presentation in this panel, I will use the approach outlined in this abstract to announce and frame the upcoming presentations within this panel.

Andrew Barke

Dialectal and honorific shifts in Japanese workplace meetings (Contribution to *Community of practice in Japanese business discourse: Strategic uses of linguistic resources*, organized by Saito Junko & Haruko Minegishi Cook)

Research on discourse behavior within English speaking workplaces/businesses has grown hugely over the past two decades (Bargiela-Chiappini et al. 2013), yet as Tanaka & Sugiyama (2011) and Yotsukura (2003) note, surprisingly little attention has been paid to discourse within the context of the Japanese workplace. Of the limited number of studies that exist in this area (e.g. Emmett 2003; Kondo 2007; Murata 2014; Saito 2011; Tanaka 1999; Yotsukura 2003), most have focused their analyses on the use of 'standard' (Tokyo based) Japanese. To date none, to the best of the author's knowledge, have considered the use of dialect as a discourse management tool in workplace discourse. The present study is a first step in addressing this gap in the literature. Analyzing recordings of the workplace discourse within a small metal processing company in the Kansai area of Japan, the study assumes a social constructionist approach, whereby social contexts are seen to be constructed in social interaction (Bucholtz 1999; Cook 2008; Ochs 1993) and speakers are viewed as actively employing a variety of linguistic resources in order to achieve specific interactional goals. Motivations behind the employment of dialectal forms in the context of morning staff meetings are considered, and answers are sought for the following questions: At what points during staff meetings do shifts between use of dialect and use of 'standard' Japanese occur? Who are the instigators and what are the motivations behind such shifts? The study also examines the nature of the relationship between dialectal form usage and the use/non-use of *desu* / *masu* forms.

The results of the analysis reveal that shifts between use of 'standard' Japanese and dialect not only index transitions from one part of a meeting to the next, they also index changes in the function of the interaction at hand, such as the reporting of staff schedules for the day, the sharing of personal anecdotes unrelated to the workplace, and the clarification of details concerning safety-related incidents that occur within the workplace. In addition, dialectal forms are found to be used in various combinations with both plain forms and *desu* / *masu* forms to index subtle variations in the social/psychological distance (Ikuta 1983) between workers as part of the everyday process of management of interpersonal relations. The results of this study add further support to the argument against the traditional and simplistic view that external factors such as the formality of the context and/or the comparative social status of interactants determine the use or non-use of honorifics in Japanese.

Julia Barnes, & Karmele Perez Lizarralde

Pragmatic resources in trilingual youngsters (English, Basque, Spanish) under age 6. (Contribution to *Multilingual pragmatics. New theoretical and experimental*

perspectives in the analysis of third language pragmatics, organized by Safont-Jordà Maria-Pilar & Ulrike Jessner-Schmid)

This paper outlines the findings of studies relating to pragmatic development in children who are trilingual in English, Basque and Spanish from birth and future perspectives for further research.

Barnes (2006, 2011) describes how a trilingual girl exposed to English, Basque and Spanish from birth is able to convey a wide variety of communicative intents in English between the ages of 1;11 and 3;5 by making pragmatic use of questions. The subject was also found to develop in advance of monolingual English peers in use of question function (James and Seebach 1982).

Additional longitudinal data showing the pragmatic use of questions by the same child in her other languages (Basque and Spanish) were collected over the same period and are compared with those of other Basque and Spanish monolingual and bilingual peers. The findings suggest that, in the case of this trilingual child, multiple varieties of exposure to questions in three different languages have enhanced her pragmatic development, both during interaction with adults and during play with siblings and peers. Different styles of play and child–rearing practices associated with the culture of the languages involved are considered as a factor in causing this.

Another outcome of being brought up multilingually is the greater metalinguistic awareness reported in trilingual children (Kazazzi 2011) and the connection between this and pragmatic flexibility is also explored in this paper. A separate study by Barnes and Cenoz (2009) describes the interaction in English of a trilingual (English, Basque, Spanish) boy aged 6 with an adult non-native speaker of English (also trilingual in Spanish and Basque). It describes the child's language choices and perceived willingness to interact (or not) in any of the three languages with his interlocutor, who strives to maintain a monolingual mode (Grosjean 1998) in spite of references related to the second and third language cultures. The implications for future studies with the data from these children and from other trilingual peers will be discussed.

Helen Basturkmen

Students' use of textual and attitudinal metadiscourse in argumentative writing in academic settings (Contribution to *The use of hedges in academic writing by EFL learners*, organized by Ott Tavares Paulo & Bruna Milano)

A number of student genres require students to produce argumentative text. This paper reports a study into the use of metadiscoursal markers by undergraduate and graduate students in their writing of argumentative text in university settings. Metadiscourse is understood to comprise two distinct components - textual markers which enable writers to signal their pragmatic intent in regard to the organisation of their text and how one text part relates to another and attitudinal markers, including hedging, which enable writers to signal their stance towards the ideas and information they are presenting in their text. The present study draws on a classification of textual and attitudinal metadiscourse in persuasive text (Dafouz-Milne 2008) in a corpus-based study of student writing compiled in the Michigan Corpus of Upper-level Student Papers (MICUSP).

The investigation firstly examined the frequency of use of markers in texts written by native and non-native speakers of English. A second qualitative strand of the investigation involved a close examination of sections of the texts written by the non-native writers to identify any differences in how the markers were used at different levels of study (first and third year undergraduate and graduate levels). It is argued that such differences may be indicative of the development of pragmatic competence by these writers.

Tania Baumann

Strategies of adaptation in the translation of German and Italian travel guides (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Within the various text genres incident to tourism communication, the travel guide is undoubtedly a very interesting one. It is a rather unstandardised text genre, characterised by the interplay of various communicative functions at work and composed of several textual subgenres (orientation texts, background texts, sightseeing texts, counselling texts) (Fandrych/Thurmair 2011). Travel guides are generally written by a sender who is member of the same linguistic and cultural community of the final receivers, and who acts as mediator between the "known world" and the more or less "exotic" destinations promoted in the text; but there might also be translated versions of successful travel guide series into different and several languages (e.g. the German Marco Polo and the English Lonely planet). The translation of travel guides requires the adaptation of the source text to the needs of the new receivers

according to a pragmatic-functional approach (Vermeer/Reiß 1984; Nord 1995) that considers the translator as an expert in intercultural mediation.
Moving from a precedent exploratory study (Baumann/Tonelli 2014), this paper focuses on the adaptation strategies emerging from an analysis of Italian translations of German travel guides and German translations of Italian travel guides dedicated to the same destination: Italy and its regions. The assumption is that adaptation strategies relate to different textual aspects depending on the specific translation direction: in the German translations of Italian travel guides, adaptation mainly concerns the textual macrostructure, while in the Italian translations of German travel guides adaptation concerns particularly semantic and pragmatic aspects linked to the representation of the tourist destination. The cultural distance between Germany and Italy leads in fact to very evident stereotypical representations (*die* Italiener [*the* Italians]) that need to be adapted in the Italian translations due to the lower cultural difference of the target text receivers.

Nicole Baumgarten

Long-term English second language development and use in a multilingual university context (Contribution to *Multilingualism in tertiary education: Institutional communication and the (in)visible roles of standard and non-standard varieties*, organized by Smit Ute & Monika Dannerer)

The paper presents the results of a longitudinal investigation of advanced second language (L2) English learning and use in a multilingual university setting.
The unprecedented rise of the use of English as an academic lingua franca is both the result and the cause of an ever increasing number of international as well as bi- and trilingual university study programs in Denmark and throughout the world. It is particularly smaller countries, such as Denmark, which are dependent on a steady influx of international students to their institutions of higher education. By the same token, Danish students demand the internationally marketable academic expertise offered by programs including an English language component. Despite the fact that this kind of internationalization means that universities increasingly develop into multilingual and multicultural spaces, the role of the university as a multilingual communicative space and learning site in students' L2 English socialization processes is comparatively under-researched. Little is known about the type of academic L2 English that students actually acquire and use during their studies, even though it is, after all, supposed to be one of their core academic competences. Within this frame of the university as a communicative space, the paper addresses the question whether and how a multilingual communicative context can shape the ultimate level of attainment in L2 English, the prevalent academic lingua franca. The data for this investigation were collected on an international university campus in Denmark, where Danish and English are official languages of teaching and administration and a variety of other languages are used by ethnic student and staff groups for unofficial purposes. Adopting a socially-grounded perspective on L2 learning and use, the focus is on the long-term development of students' advanced L2 capacities in English. Naturally occurring first and final year students' language production data were used to compare entry and exit level L2 English language performance in one specific academic register: the oral presentation. The analysis of the language data focuses on the use of recurrent multiword sequences (*lexical bundles*, Biber & Barbieri 2007) as an indicator of L2 linguistic and communicative development. The production data are contextualized by self-report data collected from the participants through survey questionnaires and interviews, providing insight into each student's language usage contexts regarding, e.g., their language repertoires, attitudes, usage habits, and socialization patterns. The analyses reveal a negative trend for L2 English development between first and final year students and a re-orientation towards L1 use and socializing in L1-exclusive groups for the final year students. These results highlight the specific power of users' L1 when it is conceived as a viable communication tool in a multilingual context.

Christine Béal & Kerry Mullan

Conversational humour from a cross-cultural perspective: Comparing social visits in France and Australia (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

This study on conversational humour takes place within the framework of a larger cross-institutional project on social interaction in French and Australian English. Two comparable corpora of naturally occurring conversations during social visits among friends in France and Australia were analysed to investigate how speakers use humour spontaneously in this context in the two cultures. It was found to play an important part in negotiating socially sensitive moments in interaction, such as opening rituals (Béal and Traverso 2010) or dealing with various forms of face-threats (Béal and Mullan 2013).

However, previous research in the field of humour (Dynel 2011, 2013) has shown that traditional folk categories such as jokes, anecdotes, wordplay or teasing are not readily suited to a comparative cross-cultural discourse-based analysis of humour. This is because humour is a complex area where many different aspects come into play simultaneously, and where the difficulty lies in separating these aspects. The aim of this paper is to revisit the analysis of conversational humour using a cross-cultural and interactional approach, and to show that there are four dimensions involved concurrently:

1. The speaker/target/recipient interplay
2. The language dimension: linguistic mechanisms and/or discursive strategies used by speakers
3. The different pragmatic functions
4. The interactional dimension

Based on this four dimensional model (Béal and Mullan 2013) , the paper will demonstrate how humour is created interactionally by the participants over several turns, and a number of representative examples from the two corpora will be analysed by way of illustration. Similarities and differences in the way French and Australian English speakers use conversational humour will be examined. For example, Australians are well known for their love of banter, teasing, jocular mockery and abuse (Haugh 2014; Haugh and Bousfield 2012), and many examples of such mock impoliteness were found in our Australian corpus. The Australians showed a marked preference for such recipient-oriented humour, creating complicity with the other participants by threatening another's face for the sake of humour. The French speakers on the other hand, used very little recipient-oriented humour, preferring to reinforce complicity at the expense of an absent third party via third-party oriented humour.

Links to the participants' respective underlying ethos and cultural values will also be explored , in particular the importance for Australians of not taking oneself too seriously (Goddard 2009); and the need in French culture to appear sharp and witty, while at the same time making a show of one's positive feelings towards one's friends, if need be, at the expense of outsiders.

Kate Beeching

Positioning the self with like in the U.K.: Regional and social indexicalities.

(Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

Pragmatic marker *like* arises historically from its core sense of 'similar to', and 'such as'. Amongst other functions, *like* serves to express approximation and has developed both a hedging and quotative (*be+like*) usage, which allows speakers to position themselves in particular ways in relation to their interlocutors. *Like* has been the focus of a number of studies which chart its spread across the English-speaking world.

In terms of its social indexicality, as far as we can ascertain from evidence in the British National Corpus (1992), *like* is most often used by 15-24 year-olds and it is also used to a greater extent by female than by male speakers. Itis used overall more frequently by C2 and DE (more working-class) speakers than by AB and C1 (more middle-class) speakers. However, in the 15-24 age-group, it is used to a far greater extent by more middle-class females than by working-class females, and to a greater extent by working-class than middle-class males. There is a very interesting social class and gender related variation here which may relate to usage of a traditional utterance-final *like* which indexes working-class masculinity versus an utterance-medial *like* which indexes more middle-class femininity. For DE speakers, *like* indexes masculine talk while, for AB-C2 speakers, it indexes female talk.

This paper will present an analysis of data drawn from both the demographic spoken segment of the BNC (1992) and a more recent spoken corpus of role-plays, collected at UWE, Bristol (2011-2014). The age-graded data in the British National Corpus and the very high rates we see of *like* in the 2011-14 UWE role-play data suggest that the spread of *like* is relatively recent in British English, indeed the patterning of its distributional frequency conforms to the classic model of incrementation highlighted by Labov (2001). Signally, as Buchstaller (2006b: 23) notes, the BNC yields zero instances of quotative *be like*.

Approximative and quotative *like* form part of a larger ecology of *like,* andthe perceptual values relating to *like* are in considerable flux. In British English, *like* has particular associations, which include those of a more archaic clause-final *like*. These different associations create an evolving perception of *like* which combines hedging, friendliness, and a working class male bluffness linked to northern or regional identities, alongside the flavour of American sitcoms indexed by middle class adolescent females and culminating in the adoption and spread of *be like*.

William Beeman

The comparative pragmatics of modal expression in organizations in social

interaction (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

The term "mode" in linguistics has historically been used to signify grammatical structures that indicate the attitude or belief of the speaker toward the proposition of a given expression. These attitudinal structures have frequently been tied to formalized analytic elements in which the elements of modal expression are tied to designated semantic and syntactic structures. An example is deontic modal analysis in which specific language structures are identified as reflecting a speaker's degree of requirement of, desire for, or commitment to the realization of a given proposition. In this paper I underscore that correct interpretations of observable instances of modal expression are dependent on cultural understandings and social constraints that do not always accord with some kind of formal analysis of the "dictionary" semantic definitions of the elements of the modal utterances. This is especially true in linguistic interaction in social organizational settings. For example, a model expression of uncertainty may be used by speakers who are in reality quite certain of the propositions of an utterance, but who are required to use modal indicators of uncertainty to indicate politeness or to avoid embarrassing other individuals. Modal expressions may also be used to provide attitudinal distance for the speaker from the proposition being expressed, or indirectness when issuing requests or commands. In this way the pragmatic use of modal expressions in organizations may reflect an "attitude" on the part of the speaker that is considerably different than the semantic interpretation of the proposition of the utterance. Thus, in effect, although each language has a unique set of formal mechanisms for modal expression, a full understanding of the pragmatic use of a given modal expression in a given situation requires ethnographic insight. In this paper I will analyze several sets of modal expressions in organizational settings in three different languages: Japanese, Persian and German, both in their formal semantic structures, and in their actual pragmatic social use, emphasizing the variety of social and cultural "work" that they can accomplish in natural discourse situations.

Kristy Beers Fägersten

English swear words as Swedish humor (Contribution to *Linguistic and pragmatic outcomes of contact with English as foreign language*, organized by Peterson Elizabeth)

In this paper, I propose to investigate the Swedish, non-native use of English swear words in Swedish-language interaction. The specific data set included in the study consists of featured comic strips in a selection of Sweden's national morning, evening and free newspapers. The study builds on previous research on the use of English swear words in Swedish media and in Swedish comic strips (Beers Fägersten 2007, 2012a, 2012c, 2013).

Modelling Siegel, I first present how a code-switch to English serves as a framing device or contextualization cue (Gumperz 1982) for humor in Swedish-language contexts. I then consider the established relationships between both swearing and humor (Beers Fägersten 2012b) and comics and humor (Beers Fägersten 2014). Focusing specifically on the use of English swear words in Swedish-language comic strips, I propose that swear word usage and the comic strip framework contribute to a mutual feedback loop, whereby the comic strip derives its humor from the use of English swear words, while at the same time the comic strip context, by invoking a play frame (Coates 2007), primes the swear word usage for humorous interpretation. I analyze examples selected from various Swedish comic strip series, which together illustrate that the use of English swear words furthermore reflects adaptation on many levels: phonetically, morphologically, syntactically and pragmatically. Finally, as English swear words are often used in the comic strips' final panels, I suggest that they constitute the strips' punchlines, thereby encouraging a humorous interpretation and establishing English as a language for humor (Apte 1985).

Nancy Bell

Humor theory and pragmatics: Conformity versus creativity in humorous interaction (Contribution to *Pragmatics and its Interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

Humor scholarship has long been dominated by philosophers and psychologists, and when linguists initially joined the party, their inquiry tended to be restricted to formal aspects of humor. Since the 1990s, however, we have witnessed increasing growth in research into the pragmatics of humorous communication. This growth may be attributed to the social turn in applied linguistics at that time, as well as to the founding of the International Society for Humor Studies and the Humor journal in 1988, which both signaled and precipitated growing academic interest in humor. Studies conducted during that initial boom in pragmatic research on humor revealed a great deal about how humor works in everyday

interaction, detailing the forms, functions, and negotiation of humor in local contexts (e.g., Boxer and Cortés-Conde 1997; Davies 2003; Drew 1987; Hay 1994, 2001; Holmes 2000; Jorgensen 1996; Kotthoff 1996; Norrick 1993; Straehle 1993; Zajdman 1995). These descriptions of the ways that humor is constructed in different contexts have enriched our understanding of this important element of human communication. The many serious functions of humor, such as constructing personal and group identities, regulating social behavior, and establishing and maintaining relationships, are now recognized as a fundamental part of humor theory by humor scholars across the disciplines.
As a rich site for exploring notions central to pragmatics, such as contextualization, identity, politeness, and interpretation, humor can also inform our understanding of language use. Humorous discourse throws into relief social relationships and how they are established, constructed, maintained, and even disintegrated. Although humor is often celebrated as a creative practice, examinations of its use – and instances of its failure, in particular – demonstrate that in reality, only a certain degree of novelty is acceptable. Jokes that are overly innovative may well not be appreciated, or even recognized as such by their audience, while the endless repetition of in-group humor demonstrates that conformity can be highly valued. In this presentation, I draw on my own work on failed humor to illustrate the interface between pragmatics and humor, and one way in which the trajectory of the aforementioned research in this vein has continued to develop. Specifically, I focus on the interplay between conformity and creativity in humorous discourse and consider how the tensions between these can inform our understanding of the pragmatics of humor, providing examples of each from a variety of interlocutors and discourse types.

Yolanda Berdasco Gancedo

Degree of specialization of English financial texts according to their syntactic features. (Contribution to *The pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)

The main objective of communication is reaching people and getting them to understand you. However, in the area of financial matters, surveys prove that journalists, analysts and specialists do not achieve their goal satisfactorily and consequently people are not sufficiently able to understand about financial matters. For instance, despite most of media have informed about it frequently, more than 60% of Spanish people do not know the meaning of a commonly used word these days, *risk premium.* Some authors, such as Del Río (2008) argue that journalists and people writing about economy are not good *translators*, due to their use of such a specialized style that most people can not decode it.
Traditionally, specialised texts have been divided into three main levels or degrees of specialization (DoE), according to several factors, such as field, channel, participants or purpose, However, linguistic features of financial texts have not been so deeply remarked.
This research aimed to identify which syntactic patterns are more common in each one of those three levels. In order to determine them, 50 British English texts of at least 500 words every one were analysed. They have been obtained randomly from different sources; media and financial institutions, and labelled with an expected DoE from 1 to 3 (1-less specialized to 3-most specialized).The texts were analysed according to a wide range of lexical, thematic and syntactical variables to know which are the most common structures in any of them.
There are some variables which give us very useful information. Some of the most valuable have been Lexical Density (Engber 1995), understood as the ratio of lexical word tokens with respect to the number of words of the whole text, or Density of Monosemic words, comprising the frequency of words with a single meaning belonging to the financial area of knowledge. Other variables, such as analyzing thematic structures, syntactic patterns, modality, or use of collocations, have also been useful to determine new criteria to classify texts into those three initial categories.

Susan Berk-Seligson & Mitchell A. Seligson

Reported threats: The routinization of violence in Guatemala and El Salvador (Contribution to *Legal pragmatics*, organized by Kurzon Dennis)

Linguists have demonstrated (Solan andTiersma 2005) that since speech acts such as orders, requests, and threats can be made both directly and indirectly, and that carrying out such verbal acts indirectly can entail the use of such ambiguous language that the illocutionary force of the act can later be plausibly denied, the interpretation of an indirect speech act often lies in the social power of the hearer. Tiersma and Solan, trained in both linguistics and law, have shown that whenever there is ambiguity in the interpretation of a speech act, appellate courts in the U.S. tend to support the arguments of the authorities (e.g., the police), rather than the position of defendants. This study focuses on one speech act: threats. Threats are not merely speech acts; they are language crimes (Shuy 1996). At the same time, threats share features in common with other speech acts, such as warnings and predictions (Fraser 1998; Solan and

Tiersma 2005). However, when a particular set of contextual factors can be seen to accompany the speech act, much of the ambiguity disappears, and recipients of a threat will clearly understand its illocutionary force. In Central America, threats are made on a daily basis, and the recipients of those threats talk about them, sometimes directly quoting the source of the threat, and at other times using indirect speech. A case in point are the threats issued by members of violent gangs and international drug cartels. Stimulated by the narcotics trade, children as young as nine years of age are involved in the illegal activities of the international "18th Street" and "Salvatrucha" gangs, which operate from the United States down to the "Northern Triangle" of Central America (i.e., Guatemala, El Salvador, and Honduras). Between 2011 and 2013, 583 community "stakeholders" (school teachers, police officers, community leaders, clergy, members of municipal crime prevention councils) were interviewed in Guatemala (N=264) and El Salvador (N=319). These interviews form the data base for this study. Many interviewees reported that they or their family members had been targets of threats, mainly for the purpose of extortion. The police who were interviewed reported that threats related to extortion were among the most common crimes they dealt with. Since a certain percentage of the police are in league with the gangs, many people in El Salvador and Guatemala do not trust the police, and are therefore afraid to call them to report threats of extortion or other crimes. This paper analyzes narratives of Guatemalans and Salvadorans, recounting threats that had been made to them or to people they know. It shows that threats are alluded to in various ways, including the use of the Spanish verb amenazar ('threaten'), its corresponding noun amenaza ('threat'), and the verb matar ('kill'). However, they are also talked about via many indirect, circumlocutious linguistic mechanisms, often occurring over a series of turns, and requiring sociocultural knowledge to understand their force.

Lawrence Berlin & Maria Alejandra Prieto-Mendoza

Evidentiality in the Colombian "Diálogos de Paz": An analysis of presuppositions in Colombia's peace talks (Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

Buscar la paz con justicia social por medio del diálogo" ("to find peace with social justice through dialogue"):

This is the main goal that Colombia purported to achieve during the peace talks that began on October 18 th , 2012, in Oslo, Norway. The participants were the Colombian government and the *Fuerzas Armadas Revolucionarias de Colombia* (FARC), a group that has been at war with the Colombian government and had been portrayed as the originators of terrorist acts in the country over the last six decades. Since the beginning of the dialogues, each participant group has delivered a series of media statements to inform the Colombian population about the process and development of this dialogue.

Although each of these individual texts could be analyzed as a separate instance of language in use, a more detailed analysis shows how these pragmatic acts are a series of manipulations in which each part transmits more information than a simple report on events. Using the Multilayered Model of Context (Berlin 2007, 2011) to conduct a critical discourse analysis, this study observes the relations and dynamics of power present in the pragmatic of this so-called "peace dialogue" between the Colombian government and FARC.

In addition to a broader analysis of the extrasituational, situational, and interactional contexts, the focus within the linguistic context will be on evidentiality as a pragmatic device present in the presuppositions. The study of this pragmatic device highlights the level of control that the different sides attempt to exhibit, taking into account the control a speaker has in the discourse not only over every linguistic component, but also over the contexts (van Dijk 1999).

Michael Betsch

Address in West and South Slavonic languages in the 18/19th century: Grammars and textbooks as sources (Contribution to *Towards a diachrony of relational work: Factors behind sociopragmatic change in 18th and 19th century Europe*, organized by Paternoster Annick & Marcel Bax)

Most modern Slavonic languages (with Polish as an exception) have a system of address pronouns consisting of the pronouns of the 2nd Person Sg and Pl (corresponding to Brown and Gilman's [1960] prototype of T and V). However, different languages came to this stage by different ways. The development of pronominal address varies by regions, and neighbouring languages can be grouped together. The patterns of evolution in different languages were the result of language contact, and of zones of power and influence, such as the Habsburg territories, or the Ottoman empire. Within such

greater territorial complexes, elites such as nobles or clergy had a degree of mobility and would use shared linguistic markers as symbols of status.
Several Slavonic languages within the Habsburg territories (Czech, Slovene, Slovak, Croatian) show a path of development which follows more or less closely that of High German, where by the 18th century a hierarchy of address pronouns had developed – 2.Sg, 3.Sg, 2.Pl, 3.Pl – which was later reduced to two address pronouns by eliminating the middle levels (3.Sg, 2.Pl) (cf. Listen 1999). In all of these Slavonic languages, by the end of the 18th century address with the pronoun of the 3.Pl is attested in at least some sources. However, during the National Revival in the 19th century, it was all but eliminated in all of them, as patriotic activists sought to distance themselves from German influence; instead, a preference for universal 2.Pl address was put forward as an alleged Slavonic and democratic form; this resulted eventually in the establishing of the contemporary pronominal address system (see above).
There are many textbooks or grammars of these languages from the late 18th and the early 19th century, mostly with German as metalanguage and presumably destined e.g. for civil servants or merchants. A series of such grammars will be examined. Many of them feature data on address, often in the form of dialogues. The grammars permit to reconstruct where the German influenced address model was in use, and to find out regional differences between the languages in question. I will also examine what can be learned from them about the intended language learners, and about the models these grammars followed.

Emma Betz, Carmen Taleghani-Nikazm, Veronika Drake & Andrea Golato

How a prior turn is understood to be a candidate understanding, an upshot, or an allusion: A participant perspective (Contribution to *Action ascription: Attributtions of actions to prior turns*, organized by Deppermann Arnulf)

This paper analyzes recipients' interpretations of what another speaker has implied in a prior turn. Previous studies suggest that offering such understandings serve different interactional purposes: providing a candidate understanding (Heritage 1984; Antaki 2012), formulating an allusion (Schegloff 1996), formulating the unsaid (Bolden 2010), expressing an upshot (Raymond 2004), and initiating repair in form of a clarification request (Bolden 2009). A closer look at the definitions and uses of these descriptors reveals that they overlap. For instance, some of the examples Schegloff (1996) cites as allusions are clear cases of candidate understandings (and labeled as such in the paper), while others are upshots. Yet, Raymond (2004) does not categorize upshots as allusions. Similarly, when describing *and*-prefaced formulations of the talk of others, Bolden (2010) labels them as formulating the unsaid, but the paper includes examples that are allusions (and are labeled as such, p. 12). This overlap in terms raises the following questions: Are these actions indeed distinct? Are the proposed categories the result of action ascription done by participants or by analysts? This paper addresses these questions entirely from a participant perspective. By examining recipients' formulations of other speakers' talk and the resulting responses, we are able to show that allusions, candidate understandings, and upshots are indeed different actions.
Our analysis is based on 22 hours of recorded conversational German data. We analyzed only instances in which the talk displaying an understanding of a prior speaker's turn is repeated by the coparticipant. In English, repeats responding to candidate formulations have been shown to confirm an allusion (Schegloff 1996), and research on English takes this to apply to all repeats in this sequential context (Bolden 2010, p. 11). In German, confirming an allusion is also accomplished with a repeat (Golato et al. under review). However, repeats in German do not *just* confirm an allusion. Repeats also appear after other first turns with which speakers show their understanding of a co-participant's utterance, and these first turns include candidate understandings, allusions, and upshots. While candidate understandings and upshots may also be responded to with other talk (not repeats), these types of instances were not included in the present analysis. Limiting our study to responses that include repeats holds variables constant and enables us to delineate differences in sequential positioning and turn-design between allusions, candidate understandings, and upshots.
Candidate understandings put the prior sequence on hold (repair). Responses consist either of a repeat or a confirmation token followed by a repeat. They close the repair sequence, and the main sequence is resumed.
Examples have been omitted due to lack of space

Sarah Bigi & Fabrizio Macagno

Presupposing as presumptive reasoning: Analyzing the implicit grounds in doctor-patient chronic care consultations (Contribution to *Pragma-discourse: From utterance*

to discourse interpretation and production, organized by Kecskes Istvan & Jacques Moeschler)

Presuppositions are pragmatically considered as the felicity conditions of a speech act. However, setting the conditions of a move, which the hearer needs to accept in order to continue the dialogue, can be analyzed as a kind of speech act. The act of presupposing depends both on logical and specific reasonableness conditions. In particular, a presupposition is reasonable when the hearer can reconstruct and accept its propositional content. The presupposed content needs to be related and not conflicting with the hearer's commitment store, intended as the set of his background knowledge at different levels (pragmatic, linguistic, encyclopedic, or mutual). Such pragmatic conditions lead to epistemic considerations: how can the speaker know that the hearer can reconstruct and accept a presupposition? A possible answer can be found in the notion of presumptive reasoning. On this view, the speaker by presupposing advances a tentative conclusion about what the hearer may accept, hold or know proceeding from factual, linguistic and epistemic rules of presumption.

This approach to presupposition as a kind of argumentative reasoning allows the assessment of the implicit acts by reconstructing the rules of presumption and the presumed facts underlying it, and comparing them with the ones shared by the interlocutor. This assessment is extremely important when the presuppositional failure, and in particular the non-acceptance of certain presuppositions, leads to misunderstanding or lack of understanding. A particularly relevant context to analyze these effects is the doctor-patient communication in chronic care, in which the success of the interaction depends basically on the felicity of what is taken for granted. The doctor, aiming at explaining concepts to patients or trying to persuade them, may take for granted propositions that are not shared, and this may result in negative effects on the further interactions. By analyzing a corpus of real-life medical consultations and coding and assessing the unreasonable instances of presumptive reasoning underlying presupposition, we aim at detecting the most common rules of presumption or presumed facts that result in communicative failures. The goal of this work is to use the reasoning mechanism developed theoretically to unveil possible communication problems, which can lead to further interventions.

Jack Bilmes

Ostensive definitions in talk (Contribution to *Definition in interaction*, organized by Bilmes Jack, Gabriele Kasper & Richard Fitzgerald)

Using (primarily) a recording of a radio interview of a brothel madam, this paper will examine two occurrences of ostensive definition, that is, definition through pointing to examples of the thing or (not relevant for present purposes) to the thing itself. One is explicit ("Let me define…") and possibly exhaustive. By exhaustive, I mean that the items mentioned cover all possible cases. The second case is non-explicit—the examples clarify (without claiming to do so) the ambiguous use of a word, at the same time revealing the ambiguity in a seemingly transparent usage. Moreover, the examples are not exhaustive; there is an implicit "etc." Furthermore, one definition is (claimably) "in the language," whereas the other is "for present purposes." The paper will investigate the conditions and consequences related to the use of these types of ostensive definition, including, but not limited to, the roles of contrast and generalization, and the co-occurrence of intensional definition.

Martina Björklund

Adaptability in a Finland-Swedish girl's new media communication with friends (Contribution to *Adaptability in new media: From technological to pragmatic affordances*, organized by Virtanen Tuija)

Adolescents use their telephones, or rather smartphones, more for texting than for talking. Through a case study of a 17-year-old Finland-Swedish girl's new media communication with three different constellations of school-mates/friends, the present paper addresses the following questions: What media applications are used with whom? What language/s is/are used in communication with what friends? How does the language of texting differ from standard written language? What creative use of language can be observed? To find answers to these questions the material is closely analysed from the perspective of adaptability (Verschueren and Brisard 2012), focusing on the choice-making (both near automatic and reflexive) that can be traced in the actual exchanges of communication.

The studied girl (A) is herself a Swedish-Finnish bilingual, receiving her education in Swedish. As foreign languages she studies English (from 3rd grade), Spanish (from 8th grade), and Russian (from upper secondary school). All her friends included in the study also attend (or have attended) Swedish-language schools, but come from different linguistic backgrounds: native Swedish, Swedish-Finnish bilingual,

native Finnish, and native Persian. All of them have studied English from an early age, but only one (F) also studies Spanish and Russian.
Having known each other since 1st grade, living in the same neighbourhood, A and F frequently meet in personal out of school. When they text on their smartphones, they exchange fairly short SMS messages. Lately they have also started using WhatsApp, which allows the exchange of messages without having to pay for SMS. Both are bilinguals studying English, Spanish, and Russian, and they have developed a jargon of their own, including elements of the different languages that they know and consciously broken variants of those languages.
Two girls (E and N) are also very close friends of A's. They live further away from A's home, and E has already finished her upper secondary education. For the messaging with them, A uses WhatsApp . These three girls may exchange fairly long discussions. E and N are Swedish speakers with studies of Finnish, English, French (E), and German (N) at school. In their exchanges A, E, and N use quite a lot of English.
The third constellation of schoolmates includes A, F, N and twelve more girls. When these fifteen girls were planning to have a group photography taken by the school photographer, they set up a chat on Facebook, which subsequently developed into a chat about anything of interest to the members of the group. The exchanges on this chat are in Swedish with occasional interspersion of Finnish and English elements.
The results of the study show that A chooses media application according to interlocutor/s and linguistic forms and patterns according to both interlocutor/s and theme of discussion. The repertoire includes elements from several languages chosen and adapted for the purpose at hand. The language A chooses for 'handling' her friends when messaging is very far from the perfectly correct written standard Swedish of her school essays.

Sarah Blackwell

The semantics, pragmatics, and metapragmatics of Spanish porque: Evidence for a revised classification of causal relations (Contribution to *The semantics, pragmatics and metapragmatics of discourse connectives, markers and particles in variable contexts*, organized by Blackwell Sarah)

As Bardzokas (2014:161) rightly argues, "…for a description of causal meaning to count as reliable, it is essential that it captures the range of distinctions in meaning in any given language or across languages." The present study examines the uses of the Spanish causal connective *porque* ('because') in two genres of oral discourse produced by Peninsular Spanish speakers in order to test the reliability and explanatory adequacy of the widely accepted categorization of causal connectives as 'content', 'epistemic' or 'speech act'. Causal relations with *porque* in 30 elicited narrations of a short film and 15 spontaneous conversations among friends and family members from the same region of Spain were first analyzed using heuristic tests, including Sanders' (1997) "Basic Operation Paraphrase Test", to determine causal domain in terms of Sweetser's (1990) tripartite classification of causal relations as content (i.e. semantic) (CONSEQUENCE-CAUSE), epistemic (CONCLUSION/CLAIM-ARGUMENT), or (3) speech act (UTTERANCE-MOTIVATION) (see also Sanders and Sweetser 2009). Application of the heuristic tests revealed that oftentimes *porque*-relations could be construed as either semantic or pragmatic. The apparent ambiguity of causal domain in these cases, coupled with the fact that application of the heuristic tests for domain proved at times to be awkward, motivated the author to analyze the *porque*-relations more closely and to develop and apply alternative heuristic tests for causal meaning. The analysis shows that *porque*, when used pragmatically, (1) has a reflexive function, in that it functions discourse deictically and metapragmatically due to the fact that the speaker, in using pragmatic *porque*, inevitably *reflects on* and subsequently *comments on* his/her previous speech; and (2) implicates an inferable or 'calculable' message, which may be paraphrased (e.g., *porque*... +> 'I'm saying/concluding/ explaining/thinking this, etc.' because…). However, a full understanding of the functions of Spanish *porque* requires that we examine how this connective, classified by Portolés (1993) as a justificational connective ('un conector justificativo'), helps to "orient the listener" so as to "facilitate" the drawing of certain inferences over other possible ones (Portolés 1993: 142). A more in-depth analysis of *porque*-relations in both narrative and conversational Spanish discourse focuses on how this connective, in tandem with the developing discourse context, serves as a signal, motivating the hearer to make the inferences necessary to reach the speaker's intended meaning. Furthermore, the author proposes that the domains of causal relations proposed by Sweetser do not account fully for the range and types of 'enrichment' (i.e. the implicatures, in the Gricean sense, or I-implicatures in the neo-Gricean sense) that *porque*-relations generate. These observations lead the author to propose an alternative framework for causal classification, whereby pragmatic causal connectives are viewed as signals that explicitly introduce

justification or 'reasons' for the speaker's preceding utterance, whose intended illocutionary force is determined in, and by, the developing discourse context.

Steven Bloch & Charles Antaki

The uptake of trouble-tellings in Parkinson's disease helpline calls: Information as empathy (Contribution to *Dealing with distress: Conversation analysis of the management of interactions with vulnerable people*, organized by Antaki Charles & Marco Pino)

Calls to disease helplines typically begin with a caller's narrative of symptoms that have resulted in some sort of current impact or distress. Based on a corpus of 30 calls from the Parkinson's UK telephone helpline our interest in this paper is in specialist-nurse uptakes of such trouble-tellings.

We make two observations. One is that although the culmination or climax of the caller's account is the distress or discomfort the symptoms are causing them (e.g. "I find that this disturbs my sleep to such an extent that it makes it bad for me during the day", or " she's been partly treated for depression then last January they told us she's been diagnosed with Parkinson's so we got the two together and it's not very easy to handle"), this is only minimally receipted by the nurse call-taker, who routinely passes quickly to a physiological explanation of the caller's symptoms. This frames the problem in terms of its depersonalized underlying neuropathology and away from the caller's personal emotions. The second observation is that trouble-uptake talk is, in addition, often characterized by talk about Parkinson's disease *per se* and reference to a wider community of people with Parkinson's, rather than the caller themselves or the personal life impact that they have experienced. The upshot is that a caller's distress is not topicalised by the nurse thus curtailing the caller's opportunity to expand on any distress expressed.

Our interest in this analysis is not only in the trouble uptake itself but also in what this may accomplish. One obvious feature is that it deals with the client satisfactorily while at the same time respecting the constraint that specific medical advice, such as a diagnosis or changes to medication, is not permitted. We discuss the tension between such institutional caution and the countervailing requirement to establish and maintain rapport with callers experiencing distressing symptoms.

Adams Bodomo

Africans in China and their linguistic repertoires (Contribution to *Complex linguistic repertoires and minority languages in immigrant communities*, organized by Goglia Francesco & Susana Afonso)

In this presentation, we first construct and analyze broad demographic profiles of diaspora African communities in China (Bodomo 2010; Bodomo and Silva (2012), especially that in Guangzhou. We then focus on the concept of *linguistic repertoire* with regards to Africans in China, especially that of African traders. The term linguistic repertoire, for us, refers to the gamut of languages that a community speaks, reads, and writes and the choices members of this community make in the use of these languages in various communication situations. The term has been defined more broadly as "…a fluid set of linguistic resources that members of an ethnic group may use variably as they index their ethnic identities." (Benor 2011: 142). As we do more and more linguistic analysis of Diaspora communities in what may be termed "Diaspora Linguistics", important but neglected theoretical notions such as linguistic repertoire will become more and more salient, and indeed feature prominently in sociolinguistic interactional studies (e.g. Gumperz 1962; Hillery 1955; Hymes 1972; and Labov 1972). Applying this term on empirical data derived from interviews and questionnaire surveys of more than 700 Africans in China, we construct various sociolinguistic and sociocultural profiles that explicate a diverse set of multilingual practices in the markets of Guangzhou and other Chinese cities. These markets are veritable sociolinguistic and sociocultural loci where African and Chinese traders grapple with commercial transactions in the absence of a common effective lingua franca.

Grit Böhme

"They're not supposed to have fun" – How young radio listeners describe older presenters and audiences (Contribution to *Age and language use*, organized by Englert Christina)

Radio listeners often recognize in a manner of seconds what station or, at least, what kind of format they have just tuned in. Presenters seem to play an important role in creating the typical sound, the so called *channel identity* of a station. But what do listeners actually regard as being typical in a station's presentation so that they will recognize it among competing stations? How would they describe their

impression? The project presented aims to form a description profile for the typical presentation of a German radio station, using descriptions made by the listeners themselves. To achieve this, a survey method was used which combines the advantages of qualitative and quantitative research. Its core is a modified version of the Repertory Grid technique: Presentation takes of the public youth radio station *MDR Sputnik* were mixed with presentation takes of other stations that can be received in the same area. In semi-structured interviews Sputnik listeners were presented with three presentation takes at a time (randomly selected, with at least one Sputnik stimulus among them) and were asked which two out of these three they perceived as being more similar to each other and how they were different from the remaining one. After choosing, they were requested to describe these similarities and differences in their own words. 32 listeners had been interviewed this way. The analysis of the interviews was inspired by grounded theory.

According to the participants, age appears to be a significant dimension to differentiate among stations and formats, not just the perceived age of the presenter but, particularly, the age of the presumed target audience. Especially older audiences were described to be completely different from their own group with respect to media preferences and motives. Within these descriptions a great deal of age stereotypes came up, like, e.g., that older people prefer presentation of read out texts over presentations resembling everyday speech because they don't know spontaneity.

However, the Sputnik listeners' age (18 to 29 years) does not seem to be the only influence on their attitude towards older presenters and audiences. In an additional study, 22 listeners of a culture radio, broadcasting in the same region as MDR Sputnik, were interviewed about the same stimuli. These subjects were of the same age and educational level as the Sputnik listeners interviewed before, but they had rather different views about age. They actually preferred presenters they deemed to be targeting older audiences for they did not feel that they were being taken seriously by youth radio presenters. In conclusion, it appears that the perception of age is largely determined by the listeners' self-perception of either being a "youth" or a "grown-up". A comparison between these two listener groups will be presented in this paper.

Catherine Bolly & Ludivine Crible

From context to functions and back again: Disambiguating pragmatic uses of discourse markers (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

Some authors (e.g. Hansen 2006) claim that Discourse Markers (DMs) function as cues to situate upcoming speech into the listener's mental representation of ongoing discourse, either by signaling a semantic relation between the connected units (Ex. 1), by planning and structuring discourse (Ex. 2), or by managing the interactional and intersubjective dimension of communication (Ex. 3). In this perspective, DMs can be seen as "lexical markers of common ground" (Fetzer & Fischer 2007), since they form explicit contextualization cues which instruct the listener on how to retrieve and re-construct speaker-intended meaning. In particular, their procedural meaning of "inference facilitators" creates a bridge between an utterance and its cognitive context (Gonzalez 2005).

(1) "on ne sait pas faire ce qu'on veut / **donc** on doit / on doit s'adapter"
we can't do what we want / ***so*** *we have to* / *we have to adapt*
(VALIBEL; *Corpage* corpus; 2012; spk: ageNM1)

(2) "je vais commencer par ma première question // **euh** // **ben** / d'après…"
I will start with my first question //***uh***//***well***/ *according to…*
(VALIBEL; *Corpage* corpus; 2012; spk: ageFB0)

(3) "ce n'était pas le / le / le grand bonheur **si tu veux**"
it wasn't the / *the* / *the happiest time* ***if you will***
(VALIBEL; *Corpage* corpus; 2012; spk: ageNM1)

Our corpus-based study reports the methods and results of two joint endeavours related to the parameter and functional description of DMs in spoken French (corpora: CLAPI, CorpAGEst, VALIBEL). The first research project aimed at reaching feature-based criteria for the identification of DMs by disambiguating the uses of DM candidates, through cotextual and surface features mainly (e.g. position, co-occurrence) as well as some contextual interpretation (e.g. procedural vs. conceptual meaning). The second research focuses on the functional annotation of DMs based on operational categories validated over languages and modalities. Here, context is extended to situational considerations, including in-depth pragmatic interpretation and multimodal features (prosody, gestures). In both projects, emphasis is put on the constant relation between a DM occurrence and its co(n)text, be it to identify the relevant factors that help classify an item as discursive or non-discursive, or to select the appropriate function the DM is performing in its particular utterance, among the range of "meaning potentials" (Aijmer 2013) it can convey.

We will first show that, despite the great grammatical diversity of the DM class, recurrent patterns of features can be revealed through multivariate analysis of several parameters annotated by four different coders. These results confirm that the distinction between DMs and their non-discursive forms is motivated by syntactic (position, mobility) and semantic (procedurality, prototypical meaning) criteria.
Secondly, the functional annotation applied to these "confirmed" DMs reveals in its turn how DMs relate to their (extra)linguistic context by signaling a number of discourse relations and/or structural, metadiscursive and interpersonal functions. We claim that our revised taxonomy of DM functions allows for an operational annotation of pragmatic features, thus providing a suitable model to account for the different domains covered by DMs in speech.
To sum up, our contribution will provide a comprehensive view on the role of DMs as key signals of the interactive process of co-building interpretation, by highlighting the constant back-and-forth between utterance and context.

Laura Bonelli & Margherita Luciani
Metapragmatic strategies of journalists' newsmaking decisions on the basis of anticipated audience uptake: A multilingual and multimodal comparative study (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)
Expectations on the way in which the audience may react to the news strongly influence the journalists' decisions in the process of newsmaking. When journalists try to anticipate their audience uptake, they ground their inferences on issues of possible appropriateness. The way appropriateness is perceived and assessed triggers different editorial strategies, which journalists constantly enact and which are key for their final editorial choices. These strategies may crucially differ depending on the linguistic and cultural context.
Our article is aimed at shedding light on the metapragmatic strategies and on the anticipatory inferences that journalists use concerning their audience demand in order to make specific newsmaking decisions. The corpus on which we conducted our analysis enables comparative and contrastive studies from a multilingual as well as a multimedia perspective, since data are gained from both TV-journalism and print-journalism in the three linguistic areas of Switzerland. Part of the corpus, collected during the Idée Suisse project, was collected at the Swiss public service television (SRG SSR) in French and German. A more recent dataset was collected at Corriere del Ticino (CdT), the main Italian-language newspaper in the country, within the project "Argumentation in newsmaking process and product". Our research questions sound: are the journalists' metapragmatic strategies culture and/or language-dependent? In which linguistic/cultural region of Switzerland do we observe the strongest influence of these strategies?
In order to provide reasonable insight into our research problems , we did both a linguistic and an argumentative analysis. In the linguistic analysis, we primarily focused on the metapragmatic strategies adopted by the journalists in order to express their standpoints. Their displays were specifically investigated in a contextualized, word by word micro-analysis in which we took the following dimensions into consideration: (1) linguistic dimensions, with a privileged focus on pragmatic, lexical, syntactic, stylistic and rhetorical aspects; (2) discursive dimensions, especially those dealing with meta-communicative, contextual, and co-textual communicative strategies; (3) psychological dimensions, evaluated mainly by means of Caffi & Janney (1994)'s emotive devices and of several markers of empathetic distance and proximity and mitigation proposed by Caffi (2001, 2007), and by those of linguistic aggravation proposed by Merlini-Barbaresi (2009). With the argumentative lens, we go one step further by having the possibility to explore the reasoning mechanisms which underlie the journalists' choices. W e analyzed the argumentative structures at the interactional level following Pragma-dialectics (Van Eemeren 2004), and at the inferential level, following a theory known as Argumentum Model of Topics (Rigotti & Rocci 2005). Preliminary results show that the interweaving of a micro and word-by-word linguistic analysis fits well with the argumentative analysis and it enables to capture the multilingual and multicultural variety of these phenomena.

Ramona Bongelli, Andrzej Zuczkowski, Ilaria Riccioni & Laura Vincze
Epistemic stance: Knowing, unknowing, believing (KUB) positions (Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)
Some years ago we analyzed the lexical and morphosyntactic evidential and epistemic markers in a corpus of 780 texts written by 260 Italian post-graduate students (Bongelli and Zuczkowski 2008). One of the main results of this study was that the numerous and diverse markers in the corpus (surface level)

could be reduced to three main macro-markers (deep level): *I know* (the information p). e.g. "Alex is on the beach"; *I do not know whether* (p) (= *I believe* that p), e.g. "Perhaps Alex is on the beach"; *I do not know* (p), e.g. "Where is Alex?".

Consequently, from a stance perspective, there are three epistemic positions: *Knowing, Unknowing, Believing* (KUB). We tested the applicability of KUB analysis in other languages and in different types of corpora:

(1) an English corpus of 80 scientific biomedical papers from the British Medical Journal (Bongelli et al. 2012; Bongelli et al. forth.);

(2) a German corpus of 60 biomedical popular papers (Bucciarelli et al. forth.);

(3) the literary dialogues from the Harry Potter saga (Philip et al. 2013; Dorigato et al. submitted);

(4) a corpus of Italian political speeches and dialogues (Bongelli et al. 2013; Riccioni et al. 2013);

(5) a corpus of Italian everyday conversations among young adults (Riccioni et al. 2014).

According to KUB model, each information exchanged during dialogic communication comes from one of the three above mentioned epistemic positions: if, for instance, Speaker S1 adopts an unknowing position ('Where is Alex?'), s/he invites interlocutor S2 to adopt a knowing one (assuming therefore that S2 knows the information S1 is requesting). In providing an answer, S2 can align with S1's expectations ('Alex is on the beach'), misalign ('I don't know where Alex is') or only partially align as s/he responds from a believing position ('I think that Alex is on the beach'). Of course, S2 can reply in her/his turn with another question, e.g. 'Why are you asking me that?' or with other forms of misalignments.

Such dynamics imply the assumption of an *epistemic status* by S1 (unknowing) and the attribution of a complementary one to S2 (knowing), and vice versa. Sometimes the epistemic status assigned to S2 does not necessarily corresponds to S2's *epistemic stance* (Heritage 2011; Stivers et al. 2011; Heritage 2012a, Heritage 2012b).

The *not knowing whether* (*believing*) position allows for an intermediary possibility between knowing and unknowing, i.e. it allows for taking into account a third communicative dimension, that of belief, uncertainty, which has an epistemic status of its own, different from the one of knowing or unknowing, given that the believing position can be considered in terms of a mitigation of the knowing one.

The present study aims to present KUB model in the analysis of a corpus of Italian everyday conversations, in particular, the different strategies employed by speakers in order to negotiate their epistemic positions and minimize the risk of disaffiliative consequences or to maintain or create a situation of epistemic inequality.

Mayumi Bono & Kouhei Kikuchi

Challenging the notion of written language: Transcribing sign language interaction

(Contribution to *Glossing and translating non-English data in conversation analysis*, organized by Nikander Pirjo & Maria Egbert)

This paper introduces our approach to transcribing sign language interaction, which attempts to integrate the annotation and translation systems.

Sign languages do not have their own writing systems. However, native signers live in a bilingual environment in which they use sign language to interact with other signers but standard written language for reading and writing. When transcribing sign language interaction, we must take care to avoid being influenced by written language, because a writing system that represents the phonetic features of the language spoken in the same community as that of the target sign language would mask the cultural and linguistic differences between spoken and signed languages.

To understand the temporal relationship between hand signing and non-manual signals, such as mouth movements and specific facial expressions, we developed an annotation system that identifies each meaningful movement as a "signed movement unit" (SMU) (Bono 2011, 2013; Kikuchi and Bono 2013) using ELAN (see Figure 1). We attempted to apply the concept of a "gesture unit" (GU) (Kendon 2004; McNeill 2005) to each hand movement. This system has several labels for annotating every movement in sign language interaction, including preparation (prep), pre-stroke hold (pre-s-h), stroke (str), post-stroke hold (post-s-h), retraction (ret), and more. We consider the preparatory and stroking movement meaningful figures that should be distinguished from ground, as with other GUs.

After annotating the details of movements and segmenting the SMUs, we translate them into written English. We use three tiers of translation: word-for-word translation, word-order translation, and idiomatic translation. The second tier serves to maintain the original word order; at this level, the text in translation is very consciously written in a grammatically inaccurate manner. This kind of translation

always conveys a strong impression to the audience, illustrating how much signed language differs from spoken language.
To convert working transcripts into edited transcripts for publishable papers, we first decide which sort of transcription, i.e., annotation or translation, will better convey the details of the topic and the claims made in the paper. For example, if we wanted to focus on the temporal relationship between hand signing and mouth movements to understand when the overlap between the current speaker and listener occurred in the context of turn ending, we would add annotations for both the hands and the mouth as multimodal features to a conversation analysis (CA)-style transcript. On the other hand, if we would like to focus on a wide sequence structure or on storytelling using signed conversation, we may use only the idiomatic translation.
We suggest that the most important consideration before publishing a paper of Japanese Sign Language is to pay attention to whether we can exclude the influence of written Japanese, such as that which occurs in a description of the phonetic features of spoken Japanese. We do not translate into spoken Japanese first; rather, we annotate the meaningful figures and segment SMUs to create transcripts based on CA-style observation. In doing so, we strive to eliminate the stereotyped perception of directly transcribing spoken language.

Patricia Bou Franch

Understanding conflict in Facebook interactions (Contribution to *Researching and understanding the language of aggression and conflict*, organized by Sifianou Maria & Pilar Garcés-Conejos Blitvich)

Recent research argues that conflict is pervasive across different modes of online communication, ranging from UseNet to YouTube and mobile texting. Therefore, conflict has been the object of considerable research, which has focused on the form it takes, and on how it is interactionally handled and resolved; previous studies have also tried to identify the motivations behind the prominence of conflict in digital discourse (Bou-Franch & Garcés-Conejos Blitvich 2014). Anonimity and deindividuation seem to be important forces leading to conflict in digital discourse (Lea & Spears 1992), even though their role has been questioned recently (Lange 2007; Walther et al 2010). Scholars, though, seem to agree that conflict and aggression emerge in interaction and are always relational and closely connected to identity construction and management (Danet 2013; Garcés-Conejos Blitvich, Bou-Franch & Lorenzo-Dus 2013; Grimshaw 1990).
Despite the intense scholarly debate surrounding online conflict, little is known of the role it plays and the form it takes in Facebook interactions. This paper aims, precisely, to contribute to fill in this gap by examining conflict in Facebook comments from a relational perspective. Facebook has recently been defined as a friendship social networking site which "is used to manage and maintain ties of friendship" (Eisenlauer 2014: 4), with previous contacts (Ellison et al. 2007). But there is more to Facebook than interactions among Friends. Facebook also provides networking support to institutions of different sorts which invite the participation of the public in the form of digital comments (e.g. Pérez-Sabater 2011).This paper argues that the technological affordances of Facebook facilitate two different relational and interactional frameworks. The 'Friends framework' underlies interactions in comments among Friends, while the 'Strangers framework' includes interactions among strangers in response to institutional posts. This paper hypothesizes that these relational frameworks will affect the frequency, role, form and management of conflict in Facebook.
In order to test this hypothesis two data sets of Facebook interactions, including comments among Friends and comments among strangers, were compiled and analysed. The study adopts a multidisciplinary approach which includes research from conversation analysis, pragmatics and digital discourse analysis (Bou-Franch 2013; Bou-Franch & Garcés-Conejos Blitvich 2014; Bousfield 2007; Culpeper 2005; Garcés-Conejos Blitvich 2013; Grimshaw 1990; Hutchby 2001). The data from interactions among Friends and interactions among strangers are quantitatively and qualitatively analysed. Results suggest a number of differences in the frequency and unfolding of conflict in the two relational frameworks under scrutiny; these are discussed in relation to the role of technological and contextual affordances in shaping conflict in social media.

Paul Bouissac

Semiotics and pragmatics of the French pronominal system (Contribution to *The social dynamics of pronominal systems*, organized by Bouissac Paul)

In most languages, personal pronouns form a relatively autonomous system which not only regulates but also constitutes the form of social relationships among speakers of these languages. These systems change with time and space under a variety of constraints. In the meta-language of pedagogical discourse,

pronouns are defined as indexical tools, that is, abstract relational tools which need a context to receive specific contents and are sustained by a formal semiotic system of binary oppositions. But the use of pronominal systems is not only regulated by semantic and syntactic rules but also governed by pragmatic norms. However, all languages do not offer the same systematic pronominal resources to their speakers. When history and socio-politics bring speakers of different languages into contact, their respective pronominal systems rarely map exactly unto each other. This often causes the emergence of tensions which are generated by the lack of homology between the pronominal systems concerned. The purpose of this paper is to propose a socio-semiotic analysis of the pronominal system of French from the pragmatic points of view of sociality, spatial semiotics, and the bio-semiotics of territoriality. Personal pronouns, for instance, are used in French to determine closeness or distance, dominance or submission, equality or inequality, gender, absolute and relative status. From the point of view of the social dynamic generated by pronominal systems the interface between languages creates zones of friction and misunderstanding as it becomes manifest in interactions between social classes and genders, or when immigrants translate their own pronominal system into their second language system. This paper proposes a theoretical perspective on pronominal systems based on an analysis of the pragmatics of French pronouns. It builds upon the research on the pronominal systems in world languages by Babaev (2009), Ruhlen (1994), and Wiesemann (1986) and on earlier grammatical analyses of French pronouns by Damourette and Pichon (1911-1940), Gougenheim (1962), Morel (1994), and Fontaine (2005).

Pier-Pascale Boulanger & Chantal Gagnon

Financial innovation and speech acts in the French- and English-Canadian press: A look at the Roaring 2000s (Contribution to *The Pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)

Exploring how financial discourse is constructed in the printed press and keeping in mind the journalist's double goal—to be read and to be taken seriously—, we will look at how various agents from the financial world come to "act" through the journalist's words. Which strategies does he or she use to be both interesting and believable especially when new financial products enter the markets?

Gleaning over a corpus of Canadian newspapers from 2000 to 2008, we will look at the illocutionary verbs used by the press to talk about financial innovations (such as "collateralized mortgage obligations," "collateralized debt obligations" and "credit-default swaps"). Little was known about these products in the first half of the past decade; in hindsight, however, we know that they were as complex as they were lucrative and that they played a central role in what could be coined the Roaring 2000s.

The data will be analysed using the framework of Critical Discourse Analysis and the theory of speech acts. As a starting point, the researchers will look at the concordance patterns of words associated with the four major categories of communicative illocutionary acts, following Bach and Harnish's nomenclature (1979), i.e. constatives (*affirming*, *saying*, *conjecturing*), directives (*advising*, *asking*, *requiring*), commissives (*agreeing*, *guaranteeing*) or acknowledgments (*apologizing*, *congratulating, thanking, accepting an acknowledgment*). Then, these illocutionary acts will be intersected with financial terms. The concordance patterns of these illocutionary verbs with regards to specific terminology linked to financial innovations should reveal how journalists adapt their text production to changes in the financial sector and to what extent they bolster the credibility of their speech acts by exploiting experts' opinions.

By critically looking at our corpus, we will also be able to pinpoint power struggles embedded in the Canadian financial press. In a world where financial information is highly valued and with two strong linguistic communities, the Canadian press has to provide for its various readers. It is by comparing the Francophone and Anglophone discursive contexts and by gleaning their differences that translation studies can gain cultural and political insight on the linguistic strategies used by journalists within the larger scope of the pragmatics of financial communication.

This paper is part of a larger research project funded by the Canadian Government, dealing with the production of financial texts in the French- and English-Canadian press between 2000 and 2008. The said period covers two financial crises, caused by the technology bubble in 2001 and by the subprime crisis in 2007.

Diana Boxer & Yoshiko Matsumoto

Funny in hindsight: Gender, aging and humor in narratives across cultures

(Contribution to *Babies to Boomers and beyond: Age and gender adaptations across languages and societies*, organized by Matsumoto Yoshiko & Diana Boxer)

This paper analyzes two sets of data on self-disclosure stories that recall negative or even painful past experiences that are recast in a humorous light in hindsight. Examining humorous retellings the past events that happened recently or decades ago, we compare older Japanese women's stories juxtaposed with older American men's retellings.

Most linguistic research on self-disclosure have based their theoretical underpinnings on work in social psychology. For example, a seminal work on older adults' verbal interactions by Coupland, Coupland and Giles (1992) extended the accommodation theory of communication and observed that conversations involving older people characteristically included painful self-disclosures about age-related unhappy topics. Other researchers who examined conversations by speakers from different cultures and age groups have considered how disclosures are carried out, on what, with whom, and how humor is employed in the realization of self-disclosure. (e.g. Boxer and Cortes-Conde 2010; Ervin-Tripp and Lampert 1992; Ervin- Ervin-Tripp, Lampert, Escalera and Reyes 2004; Lampert and Ervin-Tripp 2006; Matsumoto 2005, 2011).

Self-disclosure involves not just the utterance by which one reveals personal information about oneself but includes the context and the manner in which the information is revealed. That is to say, self-disclosure includes and subsumes the larger narrative that makes the disclosure clear, relevant, and, most importantly, intimate. Narratives of self-disclosure reveal how the tellers present themselves and the aspect of their identities that are put on stage. Data from American men's narratives shows that the speaker dissociates himself from his past action and self in his retelling, presenting the current mature identity. The older Japanese women in the data, on the other hand, find associations with the ordinary self, i.e. "quotidian self" (Matsumoto 2011), in some aspect of the emotionally intense events. In that way, they regain normality by diverting attention from intense and painful roles that they play in the story.

Humor in the retelling minimizes possible value judgments the disclosure might provoke, as well as relaxing the tension experienced among the participants of the narrative events. In looking at two sets of data from two societies, two languages, and two genders, we examine conversations of older women and men (60s through mid 70s) to pinpoint the diverse ways in which serious past events are disclosed in narratives to make the teller and the audience laugh, help to adapt, and cope at their stages of lives.

Charles Briggs

The dispersal of news production beyond "the media": How media and health professionals collaborating in mediatizing medicine (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

The current Ebola epidemic serves as a grim reminder of the way that news markets globally have become saturated with health stories. Leading newspapers often publish multiple health-related articles a day, and national news network and cable news devote substantial airtime to health stories, even when alarming epidemics are absent. Audience interest—and substantial advertising revenue from pharmaceutical and other corporations—sustain health news even as other journalistic "beats" are cut back.

Even as it offers glimpses into what is taking place now in news coverage of Ebola, this paper focuses on the first 24 hours of news coverage of the "swine flu" or H1N1 pandemic of 2009. How could print and television journalists produce a full-blown story of a new pathogen so quickly, creating a narrative that remained relatively stable—shaping the parameters for the daily unfolding of new stories—and that required global public health policy measures and massive diversions of funds to pay for vaccines and antivirals? Detailed analysis of one U.S. national network news program and interviews with leading journalists, public health officials, researchers and others point to how health news is produced so quickly and so consequentially through complex collaborations between health and media professionals in a range of institutions that go far beyond newsrooms.

News articles invite us to locate adaptability in pathogens, in the capacity of bacteria to develop resistance to antibiotics or of viruses to become more communicable (in biological terms) and more lethal. A pragmatic perspective would prompt us to see how this referential focus pushes into the background discursive adaptability. In this example we see how materials developed for other influenzas, particularly H5N1 or Avian flu, were rapidly adapted for use with H1N1 or swine flu and offered to journalists. Much more significant insights into the production—in both media and public health contexts—of "the swine flu pandemic" emerges, however, when we examine the ways that journalists, public health officials, and medical researchers were previously trained in biosecurity "exercises" or "scenarios" that simulate the sudden emergence of a deadly new pathogen and "media training" for health and media professionals alike.

Lucien Brown, Bodo Winter, Kaori Idemaru & Sven Grawunder

The sound of honorific language: How speech indexes social meaning in Korean, Japanese, German and Russian (Contribution to *Indexicality and social meanings of honorifics: A cross-linguistic analysis*, organized by Lee Kiri)

Research on honorifics in languages such as Korean and Japanese has tended to focus on verbal markers, such as honorific lexical items and honorific morphology. This situation is perhaps not surprising, given the abundance and salience of honorific morphology in these languages. However, recent research shows that honorific language differs from non-honorific language in non-verbal ways too, including the phonetic quality of speech. Winter and Grawunder (2012) show that the Korean honorific speech register *contaymal* differs from non-honorific *panmal* by having slower speech rate, lower pitch, less variability and less noise. Brown et al (2014) demonstrate that Korean speakers can distinguish *contaymal* and *panmal* using only phonetics, which indicates that these acoustic cues carry social meaning. In this paper, we extend the analysis of phonetic correlates of honorific speech beyond Korean to Japanese, German and Russian and we discuss what this phonetic angle can tell us about the cross-linguistic indexical meanings of honorific speech.

To collect the Japanese, German and Russian data, we replicated the methodology from Winter and Grawunder (2012) and/or Brown et al (2014) (see also Grawunder and Winter 2010). This involved making recordings of our participants talking to two different interlocutors: (1) a professor and (2) an intimate friend. In the Korean and Japanese data, these two categories mapped directly onto the use of (1) honorific speech and (2) non-honorific speech, respectively.

Our analysis shows that the German and Russian data broadly corresponds to the Korean data. In other words, despite the fact that German and Russian do not have morphological honorific systems, speakers of these languages make similar phonetic adjustments according to the social position of the interlocutor. In particular, like Korean speakers, they also lowered their voice pitch when speaking in honorific speech. As for Japanese, although this language is similar to Korean in terms of morphological honorific marking, the results of the phonetic analysis were somewhat different. Previous studies show that Japanese associates high pitch with politeness, at least in the speech of females (Ohara 2001; Ofuka et al. 2000).

These findings have a number of implications for our understanding of the indexical nature of honorific speech. The fact that the Russian and German speakers manipulated phonetics in similar ways to the Korean speakers shows that some of the categories associated with politeness in so-called "honorific" languages such as Korean are also socially meaningful and require linguistic indexing even in "non-honorific" languages. Furthermore, the finding that Korean honorific speech may differ from Japanese honorific speech in its phonetic profile suggests that Korean and Japanese may contrast somewhat in the social meanings attached to honorific forms. We discuss how Korean honorifics, with their low pitch, may perhaps index a masculine and/or dominant mode of speech, which is quite different from the Japanese ideology of honorific language being a feminine trait. Finally, the fact that the majority of participants in our study lowered their pitch when speaking to the professor acts as counterevidence to claims that deferential politeness is universally associated with high pitch, small size and submissiveness (Ohala 1984; Brown & Levinson 1987: 267-268).

Claudia Brugman, Nikki B. Adams, Thomas J. Conners, Amalia E. Gnanadesikan & Brook Hefright

A typological overview of strategies that aid in reference tracking (Contribution to *Reference-tracking strategies beyond closed-class pronouns*, organized by Brugman Claudia)

This general overview lays out the specific linguistic phenomena underpinning the framing of the panel. We assert thatno theory of reference resolution should, from a typological perspective, have a major or exclusive focus on the distribution and interpretation of pronouns, or to limit its further scope to the distribution or interpretation of anaphoric zeroes with respect to overt pronouns.

We consider here both exophora—the use through language to refer to an element in the speech situation —and, more particularly, anaphora—the co-reference of one linguistic element with another. In the languages in our survey (including Chinese, Dhivehi, Indonesian, and Korean), we have distinguished two large classes of phenomena to be accounted for:

Pronoun "imposters" (viz. Collins & Postal 2012)—elements whose unambiguous reference in the linguistic context does not match its denotational (lexical) features, such as

- the use of lexical nouns (such as kin terms and proper names) with first- or second-person reference, and as used anaphorically with third-person reference

- the use of pronouns whose lexical features of person, number, or gender do not match the corresponding properties of the referent
- the use of indexicals whose lexical animacy features do not match the corresponding properties of the referent

Zeros—phonologically null elements with recoverable reference in the discourse context

Both of these classes of phenomena have been the subject of much scholarship. However, the languages of our survey show a wider range of acceptable linguistic contexts for their appearance than is often recognized in the literature. We will give an overview of some of the discourse-pragmatic conditions on their use, as well as interactional pragmatic considerations (such as gender taboo prompting a gender imposter pronoun).

Orthogonal to these strategies are a number of lexicogrammatical systems that may interact with, in particular, zero anaphors to constrain the interpretation of the referent of the zero or other anaphoric element. Two of these are honorific and speech level systems. In each case, lexical choices are made that reflect the speaker's relationship to the hearer, the speaker's relationship to an individual spoken of, or the hearer's relationship to an individual spoken of. In a language that uses speech levels, the lexical choices are not necessarily involved in reference to individuals; they may be, e.g., verbs that index the speech level, thereby indexing the social status of an individual spoken of (for instance, the actor of the named action), and thereby narrowing the potential referential space of that individual (for instance, the zero anaphor that expresses the subject of the verb).

Complementary to the introductory framing of the pragmatic aspects of reference resolution, this overview will be heavy on descriptive data, with a view toward broadening the problem space for reference resolution to give greater attention both to the phenomena implicated in this communicative need, and the sociopragmatic values that may be reflected in language-particular ways.

Pascale Brunner, Georgeta Cislaru, Thierry Olive & Michele Pordeus Ribeiro

Writing strategies of adaptability: A longitudinal view (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

This paper addresses adaptability strategies in written texts.

The mechanisms of pragmatic adaptation are mainly visible by comparing discourses produced in different situations and can be interpreted by questioning the constraints of production. Our aim is to touch the core functioning of adaptation mechanisms. In this respect, we adopt a longitudinal viewpoint and compare drafts of texts. We then interpret the observed revision processes in line with the constraints of production and categorize them according to adaptability hypotheses. The study is based on a corpus of 30 sets of computer processed drafts of social reports on children at risk. A series of drafts includes real-time data recorded via Inputlog, a key-stroke logging software.

Our investigations cover two aspects.

The first issue is about the revision processes and the semantic and pragmatic effects they trigger. We analyze deletions, replacements, displacements and additions throughout the drafts. The main semantic categories involved are precision, intensity and the objectivity/subjectivity dichotomy. Most of the re-writing operations aim at making the discourse precise and objective, in line with the institutional norms that govern the social and writing practice. However, on the contrary, some revisions generate subjective markers and may adjust intensity also incrementally. These processes show that the adaptation mechanisms are not linear and one-way oriented, but rather negotiated.

The second issue is about the way adaptability influences discourse routines. Actually, real-time data show that lexical strings that are repeatedly used in finished written discourse are generally not produced as blocks or bundles. The study of these 'bursts' of production shows that only about 5% of the lexical bundles are produced as such. This means that the strings usually called pre-fabs in the literature and considered as memorized formulae are not part of a discursive stock, but - at least partly - the result of adaptation strategies.

Marie-Louise Brunner, Stefan Diemer & Selina Schmidt

Food goes online - "So, Knoedel and like, pasta, pizza and stuff" (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

As food talk increasingly moves online, its nature is changing. The possibilities of the new genre prompt new linguistic developments and facilitate the integration of foodies from around the world, resulting in international lifestyle, discussion and cooking communities. Food talk becomes multimodal, creating a virtual community that functions in a receptive and evaluative way while remaining bound to established cultural and language-specific patterns.

This paper examines two examples of online food discourse to illustrate how the medium changes parameters established in print recipes: food blogs for written and Skype talks for oral computer-mediated discourse about food. The language of food blogs will be analysed with the help of examples from the Food Blog Corpus (Diemer and Frobenius 2011), compiled at Saarland University, Saarbrücken, Germany. This corpus includes 100 blog posts in total from The Times Online. Skype conversations about food between non-native speakers of English are taken from CASE, the Corpus of Academic Spoken English (Diemer et al. forthcoming), also compiled at Saarland University, Saarbrücken, Germany. For the purpose of this analysis, a subcorpus of food-related conversations was extracted, containing seven conversations (5.5h) between 14 German and Italian participants in total. The two corpora were examined in terms of contextualisation (reference to place, time, and personal background), register (audience, and linguistic features), as well as personal opinions and lifestyle comments. The paper suggests that both discourse types make use of the multimodal online environment and add evaluative content, for example integrating positively connoted terms to describe food-related issues. The paper also illustrates possible trends towards an increasing inclusion of non-expert language features, such as vagueness and a reduction of presuppositions, and of cultural and personal references, integrating individual background information.

Silvia Bruti & Serenella Zanotti

When SDH needs to convey emotions relating to all the senses: An analysis of The King's Speech (Contribution to *Subtitles for the deaf and the hard-of-hearing*, organized by Eugeni Carlo & Franca Orletti)

Issues in accessibility have recently permeated research in AVT, witnessing an increased sensitivity towards disabled audiences from both public and private institutions, which is directed at developing new technologies and at making them available to these special needs audiences. If public services have tried to multiply the offer of subtitled programmes for the deaf or hard of hearing with striking differences across countries – private companies have only recently begun to make commercial movies available for the hearing impaired, as they request to have access to the same material as the hearing audience (Neves 2005: 298). In fact, DVDs of successful Hollywood productions very often provide interlingual subtitles that allow the D and H-o-H to somehow access the audiovisual text, but they have not been designed for them. Therefore, as De Linde/Kay (1999: 1) recognize, they are inadequate in many respects: they have pressing reading times, complex wordings, no supplementary information to convey aspects of the soundtrack, and no identification of the speaker.

Our aim in this contribution is to explore the difficult task of conveying a whole range of different emotions in a film where both the aural non verbal and the visual convey much of the meaning, i.e. *The King's Speech* (UK 2010). Starting from acknowledging important tenets, such as that the hearing impaired have totally different perceptions and that the purpose of SDH should be that of granting a similar if not identical emotional response to the film, we will focus on the one hand on the connotations expressed by suprasegmental features, like tone, pitch, volume and voice qualities and on the other on linguistic phenomena that are unanimously recognized as difficult, i.e. figurative language and metaphors. Since their interpretation is rooted in a rather complex inferential process which can only be successful if the receivers possess the notions that characterize the related objects (cf. studies on understanding metaphorical language, among which Walleij 1987; Neves 2005), SDH should pay particular attention to these aspects and reformulate detaching from the original wording. In this contribution we will thus consider three types of subtitles and compare them with the message expressed in the original: the English subtitles for the H-o-H, the Italian subtitles for the H-o-H and the Italian interlingual subtitles to evaluate to what extent they differ.

Tom Bruyer

Another voice in the region? i24 news: Multilingual mediascapes and newsmaking in the Middle East (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

International coverage of current events in the Middle East has – until recently – been confined to a few international broadcasting giants such as CNN, BBC World or France 24. Since 2006, Al Jazeera has been narrowing the gap between a mere Western interpretation of events shaping the Middle East and a coverage (in both English and Arabic) which targets audiences in the region can identify with (Barkho 2010). In 2013, the Israeli 24-hour TV news station i24 News hit the airwaves. Its mission: add a different perspective to international news coverage of the region and specifically tackle ignorance and prejudice when dealing with news from and about Israel. Aside from the broadcaster's mission and vision, it's

relevant to examine how i24 News positions itself – broadcasting from Jaffa (Tel Aviv) – as a unique experiment in multilingualism and newsmaking in the region. Airing in both English, French and Arabic, this 24 hour news station covers both world news as news from Israel and aims to reach at least 300 million homes across Europe, Africa, Asia, the Middle East and North America. To better understand news production in this unique multilingual context (Reich 2009), this paper draws on fieldwork conducted at the i24 news studios. The data include various documents stipulating the broadcaster's internal guidelines as well as transcripts of semi-structured interviews with journalists working for the French, English and Arabic channels (Bruyer/Jacobs 2012). According to its founders, i24 news constitutes the first of its kind Israeli 24-hour international news station and can easily be considered as one of the most culturally diverse newsrooms in the region, granting its journalists complete freedom. In order to have a better understanding of the complex power relations and discursive practices underneath the surface, it is imperative to go backstage and analyze the internal guidelines, translating the role played by editors in shaping the discourse of i24 News as a credible broadcaster and an unbiased platform for news coverage in/about the Middle East.

Matthew Burdelski

Interactional routines, explicit instruction, and affective stance in child-child interactions in Japanese (Contribution to *Affect, social action, and identity in adult-child and child-child interaction*, organized by Burdelski Matthew & Asta Cekaite)

This presentation examines ways in which Japanese-speaking children (kin and peers) verbally and non-verbally instruct other children in interactional routines (e.g., apologizing, requesting, thanking). It shows that these instructional sequences are a vehicle for displaying and socializing a range of affective stances (e.g. aggression, humor) among children. In particular, based on a large corpus (over 200 hours) of audio-visual recordings of naturally occurring interaction in households, playgrounds, and a preschool, it shows how kin and peers model the routines in verbal and embodied ways for young children to imitate, and in particular how they use elicited imitation (e.g., *Arigatoo tte* 'Say, "Thank you"') to prompt children what to say either to a third party (triadic prompting: "Say to him/her/it") or (more frequently) back to the individual (kin/peer) doing the prompting (dyadic prompting: "Say to me"). It also shows how kin and peers in the home and preschool prompt other children to perform particular social actions, namely apologies and requests, in relation to violations of social norms (e.g., taking a toy from another child without asking for it). It points out similarities and differences in this instruction between adults and children (kin/peers) in relation to form, participant frameworks, affective stances, social actions, and non-verbal resources, and it points out similarities and differences in these features between kin in the household and peers in the preschool. For instance, in the household, kin were observed shifting the affective stance of the instructional sequence from serious to humorous, which indexes the closeness of kin relationships that may have not yet developed between children in the preschool. In these ways, the data is also discussed in relation to what is potentially being learned in these instructional sequences beyond the routines (language forms) themselves, including affective stance, identity, and social action. The findings suggest that children are agents in the process of socialization who both reproduce and transform the socialization strategies of caregivers in interaction with other children.

Adrián Cabedo

On the relationship between prosody, evidentiality and genre in Spanish (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)

Evidentiality, i.e. a semantic notion conveying 'source of information' (Aikhenvald 2014), is expressed in Spanish through a number of words, especially adverbs and discourse markers, as well as in some syntactic structures, like reportative que- clauses (Cornillie 2014; Albelda in press, among many others; see also Chafe and Nichols 1986 for other 'non-evidential' languages like English). However, this core, default meaning 'source of information' is often accompanied by pragmatic, contextual nuances, such as irony, mitigation, distance, etc.

It has been pointed out that a relationship exists between discourse genre and the triggering of some particular pragmatic nuances of evidentials (Albelda and Estellés 2014; Cuenca and Marin 2012; Gras and Cornillie in press). Our aim, following this line of thought, is twofold: firstly, to find out whether the triggering of a particular pragmatic meaning depends only on the genre in which the evidential appears or if, as we hypothesise, there are prosodic factors that favour one interpretation over the other; secondly, if prosody does play an active role in triggering pragmatic meanings associated to evidentials, our aim is to

explore prosodic markedness and describe the prosodic behaviour of evidentials by answering these questions:

a. Does a prosodic mark (altered pitch, different intonation curves, etc.) go hand in hand with the semantic / pragmatic markedness?, i.e. are evidentials with additional pragmatic meaning(s) uttered with a special, marked prosody?
b. If so, is this relationship constant? Or can the 'unmarked' prosody correspond to different meanings depending on the genre, thus suggesting that the 'default' evidential interpretation is not independent from the genre?

In order to answer to this question, 5 samples from three different genres have been analysed, ranging from the most to the least confrontational ones (parliamentary discourse - TV debate - informal conversation). Following Albelda in press, the evidential expressions 'por lo visto', 'al parecer' and 'según parece' have been searched within the audio files and 1) classified according to their meaning (core evidential meaning / 'marked', pragmatic meaning; 2) processed with Praat to analyse four prosodic parameters: tonal range, configuration of the intonation curve, intensity range and speech rate; Finally, statistic tests have been carried out contrasting the results inter- and intragrupally (Field, Miles and Field 2012).

Liliana Cabral Bastos, Branca Telles Ribeiro & Lucy Bunning

Interaction in mediated intercultural contexts: Face and conflict over ethnicity, gender and nationality. Perspectives from young adults (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

In a world of increasing national and international mobility, people find themselves progressively more engaged in intercultural communication over multiple types of media, and having to adapt progressively to this new situation. In this paper we discuss the question of adaptability in mediated intercultural communication, considering the perspective of a group of young international graduate students (Japanese, Haitians, Swedes, Argentineans, Nigerians, among other nationalities) and their North American peers enrolled in a graduate program in a North American university. We examine data collected on the students' use of intercultural mediated communication (over skype, facebook, texting, or other media) as it relates to conflict situations regarding ethnicity, gender and nationality. Students discuss positioning (self and other) and the dynamics of facework (in Goffman`s traditional view) in a series of reports, transcripts of data (emails and postings) and interviews. The initial data analysis points to face conflict anchored on different cultural and social expectations (for example, a caller who is a North American white middle class woman assuming that her responder is also another North American white woman, but is in fact a Black Haitian middle class woman speaking standard English, and introduces a racist request). We discuss how this group of students analyze potential threats and ambiguity when using direct and indirect discourse strategies. The analysis considers ways of *repairing* or *predicting* problematic speech acts (such as requests, complaints and criticism) to avoid serious damage to face (self/identity). Communicative and interactional strategies (such as avoiding an immediate response to a request, allowing time over an email response for the sender to offer a "repair," and responding with another request for clarification) work as ways to adapt and negotiate meaning across cultural and language differences. When adapting to these new mediated communicative contexts, students (and their participants) bring their own social and cultural understandings to these interactive situations, often having to improvise in unknown territories when delicate and central issues of nationality, ethnicity and gender arise.

Paola-Maria Caleffi

Dillo in Inglese. E' più cool! (Say it in English. It's cooler!) (Contribution to *Linguistic and pragmatic outcomes of contact with English as foreign language*, organized by Peterson Elizabeth)

Language contact is arguably one of the (social) triggers of language change (e.g. Crystal 2005; Aitchison 2010). The linguistic effects of globalization, an exponential increase in mobility, and the possibility for language contact to occur virtually over the Net have boosted research in this field (e.g. Clyne 2003; Collins, Slembrouck and Baynham 2009). Given that English has become the main vehicle of communication globally, much literature on language contact phenomena focuses on the influence of English on other linguacultures (e.g. Görlach 2001, 2002; Zuckermann 2003; Onysko 2007; Fisher & Pułaczewska 2008; Këçira 2009; Furiassi, Pulcini & González 2012). The penetration of English into other languages is no longer limited to specific domains (e.g. IT, international trade etc.), but seems to be

permeating the realm of everyday life. This happens also in Italian, which is increasingly adopting Anglicisms (e.g. Maxwell 2006; Gani 2007; Caimotto and Molino 2011), or "false Anglicisms" (Furiassi 2010) in domains where they do not fill any lexical gaps (e.g. *break* instead of *pausa*).
Based on a corpus of tweets, this paper explores the extent to which both domain and non-domain specific Anglicisms are present in the Italian language circulating through the microblogging service Twitter, currently one of the most popular social network sites. Findings show that English is present in more than one form in Italian tweets – within the body of the message (*l'inaccessibile attire*), in hasthtagged items (# *WeNeedShawInItaly*) and also in users' accounts (@ *xstupidthings*) – and that its use appears to be primarily meant to add 'flavor', or a touch of 'trendiness' to the message, thus acting more pragmatically than semantically. This often results in occurrences of codeswitching (*Ora twitto anch'io le horror pics*), or in the 'Italianization' of English words (e.g. *basketite*), at times affecting the structural level of the language by the 'Anglicization' of Italian grammar (*grazie per tweettare*). The paper presents the most common Anglicisms (and "false Anglicisms") that are present in the examined tweets and analyzes their degree of 'localization' (both linguistic and pragmatic) in the technological context in which they appear. The results of this analysis suggest that the inclusion of English – or "pseudo-English" (Carstensen 1986) – lexical elements within tweets written in Italian seems to be exploited pragmatically to produce 'coolness' and foster a sense of belonging to the (global) Twitter community.

Yanli Cao

The interpretation of referential metonymy: An RT-OT perspective (Contribution to *Understanding metonymy: Context and cognition*, organized by Chen Xinren)

The recent decades have witnessed an increasing interest in metonymy, treating it as a mode of conceptualization instead of a rhetorical device. Along with the cognitive turn, pragmatics has started to focus on the use and interpretation of referential metonymy. However, neither cognitive linguistics nor pragmatics has offered an adequate account of the pragma-cognitive processes of metonymy interpretation, particularly regarding the constraints on metonymic interpretation, the selective mechanism in the case of competing candidate metonymic interpretations, and the factors bearing on the difficulty in the processing of different types of referential metonymies. In view of these inadequacies, the current study aims to explore theoretically and experimentally these issues pertaining to metonymy comprehension. Integrating the basic assumptions of Relevance Theory and Optimality Theory, and experimenting through a think-aloud protocol involving Chinese referential metonymy data, the study yields the following findings:

1) hearers' assumptions about the cognitive plausibility, topical relevance, register appropriacy, semantic well-formedness, punctuation marking and grammaticality of an utterance involving the use of a referential metonymy form the constraint hierarchy governing metonymy comprehension;

2) in terms of different metonymic types, the constraint assumptions triggering the metonymic interpretations may vary, but the most accessible candidate interpretations are always those most conventionalized in a communicator's cognitive environment, be it literal or conventional;

3) understanding the same metonymically used words with varying degrees of conventionalization poses different degrees of difficulty. The non-conventional metonymy whose meaning is difficult to associate with the conventional meaning is often difficult to understand.

Bernardino Cardoso Tavares & Kasper Juffermans

Complex translocal language repertoires of Luso-Africans in globalization (Contribution to *Complex linguistic repertoires and minority languages in immigrant communities*, organized by Goglia Francesco & Susana Afonso)

Research on multilingual classrooms in globalisation (e.g. Blackledge & Creese 2010; García 2009) underlines the complexity of linguistic repertoires that reflect narrations and ideological constructs of 'home' and nation bearing traces of past and present times and of lives lived locally and globally. Busch (2012) and Blommaert and Backus (2013) have recently revisited this classic sociolinguistic concept of repertoire situating it not primarily within communities, as Gumperz did, but within socially positioned and locally/globally situated individuals. To them, linguistic repertoires correspond to the range of resources available to an individual in communication; and these resources go beyond languages and the communities associated with them (Rymes 2014), hence the notions of translanguaging and translingual practice (also Canagarajah 2012). These repertoires can be taken as indexes of people's past and present language life as well as of future aspirations or desires. Drawing on data from an ongoing multisited ethnographic project on sociolinguistic trajectories and repertoires of Lusophone West Africans (Bissau-Guineans and Cape Verdeans) in their countries of origin and in Luxembourg, this paper argues that

language maintenance and shift need to be seen not as stable properties of communities but as outcomes of particular accomplished and aspired mobilities and of global and local power relations and inequalities. These repertoires are constructed and reproduced as well as resisted in agentive and translocal language practices of various sorts. Our paper comparatively analyses the past, present and projected language lives of two Luso-African multilingual young men – an English language teacher from and in Bissau, and a Cape Verdean immigrant entrepreneur in Luxembourg – to illustrate that individual choices and constraints in language learning are shaped by as well as shaping social lives, and that language repertoires are as complex and dynamic as life itself. Thus, analysing the language repertoires and mobile life trajectories of these African migrants increases our knowledge of the complexity of the current episode of globalisation and offers insights in order to 'unpack' the connections and reactions between global south-north mobilities and their interactions.

Marta Carretero

Appraisal across text types: Engagement in English and Spanish in comparable and parallel texts (Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

The work reported in this paper is part of the research currently carried out within the MULTINOT project (ref. FFI2012-32201, principal investigator: Prof. Julia Lavid), aimed at the multidimensional annotation of comparable and parallel texts for linguistic and computational investigations. An English-Spanish bilingual corpus is being compiled, consisting of 160 comparable texts of an approximate size of 1,000 words, with a translation into the other language available, and from eight different registers: popular science texts, tourism leaflets, prepared speeches, political essays in economics, fiction, corporate communication, instruction manuals and websites. Following the Appraisal framework developed within systemic-functional linguistics (Martin and White 2005; White 2002, 2003), this paper sets forth an analysis of texts from the MULTINOT corpus in terms of Engagement, a dialogic category that concerns the relation between the speaker / writer's position and other actual or potential viewpoints with regard to the information transmitted. More concretely, the analysis follows the version of the Engagement system proposed in Carretero (2014), which has two peculiarities: 1) a more prominent role in the system of epistemic modality and evidentiality, and also of the related category of 'opinion', and 2) the Engagement subcategories have been associated with speech act types and subtypes, by comparing them with the categories set forth in another dialogic approach to language, Weigand's (2010) Mixed Game Model. The results will show important cross-register dissimilarities in the overall frequency of Engagement expressions and in the distribution of different subcategories; in particular, the need for writers to be persuasive is a case in point. The relation between the Engagement expressions in the source texts and their correlates in the translations will also be studied: special attention will be paid to the cases where remarkable differences are found, with the consequence that authorial voice is somehow altered in the translation.

María Luisa Carrió Pastor

Is the acquisition of hedges paired with the acquisition of grammar? A preliminary study (Contribution to *The use of hedges in academic writing by EFL learners*, organized by Ott Tavares Paulo & Bruna Milano)

Crompton (1997, 1998, 2012) identifies a classification of hedges based on Hyland's (2005) proposal. He distinguishes different kinds of hedges taking into account their syntactic nature: modal verbs, adverbials, lexical verbs, nouns and adjectives. In order to identify hedges, Crompton (2012: 60) explains: "As other researchers have noted, (a) hedges may take many forms and cannot be reduced to a finite set of linguistic items and (b) linguistic items frequently identified as being hedges cannot be assumed to be serving as hedges: analysis of the co-text is therefore required". He (2012: 56) also states that "NNES writers hedge differently from and usually less than their NES peers, and on this account suggests a role for pedagogic intervention". Although there has been quite a lot of research done about hedges, I consider that there are still some aspects that should be considered, such as the way the mother tongue influences the use of hedges and the identification of the parts of the sentence that are mostly used as hedges to negotiate knowledge claims. In this paper I argue that identifying the types of the different pragmatic knowledge required at different levels of language proficiency is desirable. My main objective is to find which items related to pragmatic knowledge appear at different stages of language learning. In a pilot study, I compiled a corpus of 100 English essays written in English by Spanish learners of English, 50 being at a

B1-level of proficiency (following the Common European Framework), and the other 50 at a B-2 level of proficiency.
My aim was to test whether the use of corpora of spontaneously produced writing of a second language (English) could help to identify what pragmatic knowledge is associated with different stages of grammar acquisition, focusing specifically on language learners' use of hedges. The essays were processed manually and five raters were involved in the tagging process to identify the use of the hedges associated with B1 and B2 levels of language proficiency.
The findings suggest that the use of hedges did in fact differ according to the students' level of proficiency. I concluded that the students' grammatical knowledge was in part associated to their use of hedges. Consequently, I believe instruction should focus on activities which raise hedges awareness in order to support the acquisition of these discourse devices. I also suggest that a list of the hedges associated with the different levels of second language acquisition be created, using authentic corpora for this purpose, in order to assist teachers and learners in the improvement of pragmatic competence in written discourse.

Thomas Carson

Frankfurt on bullshit, deception, lying, and concern for the truth (Contribution to *Theoretical pragmatic and philosophical linguistic insights into irony and deception*, organized by Dynel Marta)

My paper will focus on Frankfurt's analysis of the concept of bullshit; in particular, the following three claims he makes about the relationship between bullshit, deception, lying, and concern for the truth:

1. Bullshit requires the intention to deceive others.
2. Bullshit cannot involve lying (bullshit is a kind of misrepresentation "short of lying").
3. The essence of bullshit is unconcern for the truth of what one says.

I provide counterexamples to these three claims and argue that they are all mistaken. My arguments against Frankfurt's claim that the "essence" of bullshit is unconcern with the truth of what one says are particularly significant. Since this view about the essence of bullshit is the basis for Frankfurt's claim that bulls hitters are worse enemies of the truth than liars, the results of this paper undermine his arguments for that claim.

Shirley Carter-Thomas & Elizabeth Rowley-Jolivet

Open science notebooks: New affordances, new insights (Contribution to *Adaptability in new media: From technological to pragmatic affordances*, organized by Virtanen Tuija)

New media have had a profound impact on the way scientists access, carry out and communicate their research. The Open Science movement is one way in which scientific research has adapted to these new affordances. An Open Science initiative that to our knowledge has not been previously explored from a discourse-pragmatic perspective is Open Notebook Science (onsnetwork.org). This is the practice of placing the researcher's laboratory notebook online along with all raw and processed data, including failed experiments (so-called "dark data"), errors, comments, speculations and interim results. Successful experiments are subsequently written up and published as a research article. Open science notebooks therefore provide an account of aspects of research which were previously inaccessible, illustrating how the affordances of the medium have been adapted to meet the research agenda of open science. This paper proposes a case-study of a complete experiment in genomics available online in an open notebook. Analysis of the notebook provides interesting insights into the adaptability of language, which are highlighted by comparisons with other related texts at different stages of the interdiscursive chain (blogs, diaries, research articles). We will concentrate on comparing the notebook and a research article by the same author based on the research presented in the notebook. We will argue - thanks to the insight provided by the open notebook into how research is conducted and formulated "on the fly" in the lab - that the research article is extremely revealing in terms of language adaptability. We focus on four linguistic features that differentiate the two texts: • Narrativity: While the narrative dimension of academic discourse has recently received some attention (Gotti & Guinda 2013), the storytelling forms and functions emerging in CMC are arguably distinctive and characteristic of this environment (Georgakopoulou 2013). Following this transmedial approach to narratology, we investigate how the research story related in the open notebook differs from the traditional, recontextualized "narrative of science" (Myers 1990) told in the research article. • Identity: Closely linked to narrativity is the issue of identity. By analyzing pronoun use and other signs of the explicit presence of the researcher, we inquire whether the open notebook can be considered to express the researcher's private voice, compared to the

public voice of the article. These two features of narrativity and identity will also allow us to examine the relationship between the open notebook and the diary genre (McNeill 2009). • Hypotheticality: A prominent feature of the open notebook is the recourse to hypothetical language and modality to express speculation, doubts and questions about the ongoing research: "Next time I should probably dilute the target DNA less (e.g. use 3µl instead of 4µl)". This will be compared, both in the frequency and types of hedging, with the techniques used in the article (Hyland 1998). • Informality: An oft-noted feature of CMC discourse is its less constrained, more conversational nature (e.g. Myers 2010). We will analyze the extent – and limits – of this dimension in the open notebook, compared to the highly formal and constrained register of the article.

Vittorina Cecchetto, Magda Stroinska & Keith Bateson

Fauxpology in public discourse: Social norms for public figures (Contribution to *Re-examination of the discursive approach to politeness - Where are social norms, politeness judgements and universality gone?*, organized by Obana Yasuko)

Media discourse in the West is full of what seems to be official apologies offered by public figures as atonement for their public or private misdeeds (Calermajer 2009). However, instead of taking responsibility, expressing remorse, and promising that it will never happen again – as the speech act of apology requires in order to be felicitous – these apparent apologies obviously have different agendas. The term "fauxpology" aptly describes the situation "[w]hen a person makes it sound like they are apologizing when, in fact, they are just shifting the blame or using twisted logic to argue their way out of responsibility for their actions" (Urban Dictionary). It is a speech act that exploits the form of an apology, but does not fulfill its mandate, serving, instead, the purpose of protecting the speaker from liability or other forms of litigation (Lazare 2005, 172-173). Another name used is "non-apology apology" suggesting that "with sufficiently artful double talk, you can get what you want by seeming to express regret while actually accepting no blame" (McCall 2001, 1) This paper examines a number of examples of fauxpology in the recent media discourse, and analyses their felicity conditions to test which apologies are successful performative speech acts and which ones fail (cf. Halion 1992).

Evaluating official apologies is further complicated by the lack of a comprehensive formula for defining a felicitious apology beyond a strictly interpersonal context. While problems with identifying successful apologies and distinguishing them from fauxpologies (parasitic speech acts) can be resolved by using Halion's formulation of the parasitic speech act, understanding this structure is essential for the successful staging of official apologies (Turner1969, 95). A formula for a well performed public apology, whether sincere or not, needs to be adapted to its target culture and specific social situation: an apology of a public figure is expected in the West but not, e.g. in post-communist Central Europe (or not yet). This paper explores societal expectations for an acceptable apology from a public figure, depending on the type of perceived transgression.

We specifically look Canadian government's apology to the First Nations about residential schools and compare this historical apology to other international cases involving past atrocities. Finally, we look at the role of the media - in some countries more than in others - in bringing social demand for public apology to the focus of national and international attention and in identifying its required/expected components.

Asta Cekaite & Malva Holm Kvist

Interactional organization and public performance of crying in adult-child interactions (Contribution to *Affect, social action, and identity in adult-child and child-child interaction*, organized by Burdelski Matthew & Asta Cekaite)

Adopting a dialogical perspective on emotion as stance (Goodwin & Goodwin 2000), the present study explores interactional practices through which emotions and morality are enacted in adult-child interactions. In contrast to semantic approach to emotion that focuses on emotion labels abstracted from embedding social and sequential environment (Wierbzicka 1996), the present study investigates embodied affective stances as they are put to use and interpreted in children's socialisation. The presentation examines the interactional development and characteristics of 4-5-year-old children's displays of distress in adult-child interactions in preschools and in family settings in Sweden (cf. Wootton 2012; Butler 2014; see Hepburn & Potter 2012 on adults). The study is based on a multi-sited video-ethnography from Swedish preschools and families. The methods adopted combine a microanalytic approach to everyday interactions with ethnographic fieldwork analyses of language socialization.

The present study investigates t he interactional development and organization of young children's crying displays. Analytical focus is put on the ways in which participation frameworks, embodied resources and

sequential patterns are combined in the interactional design of episodes of distress. The analysis includes the events leading up to distressed behavior, the timing and characteristics of child's negative reaction, and the adults' or peers' responses. It demonstrates that young children display sensitivity to the moral norms for social conduct in their interactional choreography of distress (i.e., outloud crying). Crying can be performed with a temporal delay that allows establishing its visibility and accessibility to the relevant audience. Crying recurrently constitutes a publicly noticeable and observable response to the other's (child's or adult's) offensive act (e.g., violent act or denial of the child's request). Different modalities - talk, body postures, gaze, prosody, and facial expressions - are skilfully deployed by children to highlight the noteworthiness of their distress. The combination of these resources allows invoking the offender's culpability, thus putting the adult recipient under moral accountability to resolve the normative transgression.

In all, the study demonstrates the recurrent interactional practices through which children are socialized as morally accountable, discursive and embodied social actors (Burdelski & Mitsuhashi 2010; Cekaite 2012). Microanalyses of multimodal interactions in which children are embedded, it is argued, allow gaining theoretical insights into the situated features of emotions, agency, and morality, demonstrating how adult-child socializing interactions can be seen as an inherently embodied and dynamic framework for participation, collaboratively produced and reshaped through socioculturally meaningful interactional practices.

Agnès Celle & Laure Lansari

Discordance in dialogue (Contribution to *Discourse and discordance: Linguistic, pragmatic and sociocultural strategies for accordance*, organized by Takekuro Makiko)

This paper will examine the effect of discordance on dialogue. A specific case of discordance will be investigated, namely that of surprise, which involves an emotional response to some unexpected situation – be it an external event or a discursive one. Drawing upon a corpus annotated for surprise made up of American radio broadcasts and films, we will define the linguistic manifestations of surprise. Annotation allows visualizing three sub-phases within surprise episodes: the source of surprise usually comes first. It is typically followed by a syntactic disfluency. What comes next is less easily predictable and will precisely be the focus of this paper. It is argued that the discursive and emotional nature of the dialogue sequence in the immediate aftermath of a surprising event depends on whether the co-participants share the same beliefs and expectations. Should the speaker align with the experiencer, interjections and other expressive devices appear to mark affiliation with the co-participant's standards rather than an outburst of emotion. Should a discordance obtain between the participants, interjections, exclamatives and questions will express spontaneous negative emotions such as anger.

On the basis of spoken data taken from different settings, we will then show that the sociocultural context strongly influences the speakers' responses. In radio broadcasts where speakers are invited to share their experiences, there is no discordance between speakers: however deviant and discordant the reported events may be, speakers share the same beliefs about them and the discordant events will serve to strengthen accordance between speakers. In spontaneous conversation as exemplified in dialogues taken from films, however, discordance prevails if the speakers uphold discordant views on the surprising events mentioned. This clearly results in intersubjective conflict, as reflected at the linguistic level.

Daniela Cesiri

(Re)visiting Venice through tourists: An investigation of lexico-pragmatic features in websites in English (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Venice (Italy) is an extremely popular destination for tourists of any kind playing the role of the ultimate romantic destination for honeymooners, for instance, or the ideal place for the art and history lovers, at any rate attracting tourists from all corners of the world. Therefore, material promoting the city is abundantly produced not only by Venetian tourist operators and local institutions but also by foreign tourism professionals. In both cases, the goal is to present the most traditional and somewhat stereotyped aspects of the city as well as to introduce new destinations offered by the Lagoon. This kind of promotion goes through traditional (paper-based brochures, guidebooks, etcetera) as well as through digital channels, such as websites and social media.

The study analyses websites in English that promote Venice to an international public: the investigation will be particularly conducted on websites addressing tourists from Anglophone countries, namely the UK, the USA, Australia and Canada, that rank first among those that visit Venice around the year (cf. the 2012 Official Report by the Tourist Board of Venice City Council). These websites will be compared with Italian websites in English, thus aimed at attracting a more international, possibly English-speaking,

category of customers. The main research question leading the study concerns the influence played by national cultures in tourism promotion. For this reason, Western nationalities were selected to look at the macro- and micro-differences existing between overseas Westernised nationalities and European promoters.
The comparison will be centered on the verbal and visual techniques used to describe and promote Venice and the Lagoon Islands, with a particular focus on the technique of "languaging" (Dann 1996). Data will, then, be interpreted in the light of possible pragmatic and cross-cultural implications in the choice or avoidance of certain techniques and specific features instead of others.

Malgorzata Chalupnik & Louise Mullany

Multiple constructions of leadership identities in narratives of vicarious experience (Contribution to *Narratives of vicarious experience in talk at work*, organized by Zayts Olga & Neal Norrick)

This paper analyses the multifunctional nature of narratives of vicarious experience by focusing on narrative production in the specific context of workplace meetings. We will draw upon data taken from a number of naturally-occurring narratives of vicarious experience. These narratives have been recorded between 2011-2014. The meeting data is part of a series of case studies of corporate businesses and third sector organisations based in the UK.
The paper will demonstrate how the narratives that business managers and leaders tell about others can reveal a significant amount of information about how meaning is conveyed during meeting interaction. This includes how they construct their social and professional identities and how this interrelates to workplace culture as a whole. Although the field of narrative pragmatics has been dominated by a focus on narratives of personal experience, our analysis shows that a great deal can be gained by examining narratives of vicarious experience as they are such multifunctional linguistic devices.
We will start by analysing patterns of how and where these narratives occur in terms of meeting structure as a whole. We then focus on how those in positions of authority introduce such these narratives and how they attempt to control the telling of the various elements of the story. The analysis demonstrates how some narratives of vicarious experience become jointly-constructed narrative reports. It is interesting to examine the strategies that leaders use to carefully navigate bringing such jointly-constructed stories to a close.
We will argue that narratives of vicarious experience can be produced in fragmented structural forms in meetings – they do not always follow the more traditional approach of suspension of the turn-taking system until the story has been told. We analyse how the leaders telling the stories construct their personal, social and professional identities as well as how this affects the identity construction of the person(s) who are the topic of the story. How the protagonist(s) of the narratives of vicarious experience are portrayed by the storyteller provides a point of reference for gaining a better understanding of how leader's identities are constructed in relation to the wider workplace context. The stories told about others frequently involve forms of evaluation and judgement expressed by leaders. By analysing the multifunctionality of narrative report we will provide illustrations of how such attitudes are expressed. We will discuss how one of the key functions of these narratives is as astrategic team-building device.
Finally, we will demonstrate how some leaders choose to use narratives of vicarious experience as tools simultaneously to express antagonistic attitudes towards individuals or organisations whilst at the same time having a positive effect on those immediately present in the meeting.

Wei-Lin Melody Chang

Face and relationality: Establishing a participation framework as a face practice in negotiation setting (Contribution to *Interpersonal pragmatics of social interaction in Chinese*, organized by Chang Wei-Lin Melody & Michael Haugh)

While face in academic discourse was firstly introduced by Goffman (1967), the notion of face was actually originally borrowed from the Chinese concept of *mianzi*. Face is thus an integral part of East-Asian cultures, particularly in Chinese society (Gao 1998, 2009; Ho 1976; Mao 1994). The aim of this paper is to address the importance of emic practices (face1) in theorizing face, since the existing research on face tend to reply on the etic perspective (face2) in theorizing and conceptualizing face. By means of close analysis of approximately seven hours of audio(visual) recordings of business interactions from the insurance industry in Taiwan, it was found that establishing a participation framework constitute a particular face practice in negotiation setting, involving the participants who were negotiating the amount of compensation over a death in a car accident. The participants display and evoke entitlement and interconnectivity (*guanxi*) through their discourse within the asymmetrical victim-and-person(s) at fault

relationship in the course of ongoing negotiations about the amount of indemnity to be paid. One of the key findings in terms of displays of entitlement and interconnectivity (*guanxi*) is that it is closely aligned with the setting up of the participation framework in the negotiation session, which involves allocating speaking authority and acknowledging the various responsibilities of the participants. Through investigating the sequential development of these interactions this paper also indicates how co-participants orient to (displays of) entitlement and interconnectivity (*guanxi*) in the course of their responses, with a key finding being that the display of entitlement occasions an interlinked chain of indirect responses. Displays of entitlement and interconnectivity (*guanxi*) also simultaneously occasion attempts to invoke relationality by participants, a reflection of the asymmetric nature of relationships in the context of situated mediation interactions. It is concluded from this analysis of displays of and responses to entitlement and interconnectivity (*guanxi*) that this particular face practice is exploited by participants to achieve mutually agreeable compensation which is congruent with the participants' understandings of relationality in this situated interaction. In other words, face and face practices involve dialectic interplay of relational entitlement and interconnectivity (*guanxi*) in the Taiwanese negotiation setting, and thus it draws a significant implication for theorising face from an emic perspective.

Xinren Chen

Understanding metonymy as a process of relevance-guided situated cognition (Contribution to *Understanding metonymy: Context and cognition*, organized by Chen Xinren)

There has been a recent boom in research on metonymy, in the field of linguistics and beyond, subsequent, if not totally parallel, to that on metaphor. The research has generated an almost equally sizable amount of literature along different dimensions, but most noticeably cognitive-linguistic (e.g. Cheng 2010; Croft 1993; Kövecses & Radden 1998; Lakoff 1987; Lakoff & Johnson 1980; Lakoff & Turner 1989; Langacker 1993; Langacker 1993; Panther & Thornburg 1998; Zhang & Lu 2010) and cognitive-pragmatic ones (Barcelona 2012; Chen 2008; Mao 2009; Panther & Thornburg 2003), claiming universality or ubiquity of the phenomenon as not just a linguistic/rhetorical one but more crucially a cognitive one. Endorsing the trend of integration between the two directions (Jiang 2009, 2011; Jiang & He 2010; Panther & Thornburg 2003a, 2003b; Ruiz de Mendoza Ibáñez & Hernández 2003), the present study goes bigger length to reveal how the comprehension involves more than the availability/activation of a cognitive/semantic association but rather the interaction among cognition, genre, and goal of communication. It will be argued, on the basis of deductive analysis, that in the case of a metonymic reading, cognitive/semantic contiguity is no more than a necessary condition, which can nevertheless be constructed ad hoc in context as needs arise, and local relevance is not always a sufficient condition for an appropriate metonymic interpretation, but that the proper interpretation of a metonymic usage in a discourse is the result of relevance-guided situated assessment of the association.

Rachel Chen & Luke Kang Kwong Kapathy

Distress in the interactions of individuals diagnosed with severe autism (Contribution to *Dealing with distress: Conversation analysis of the management of interactions with vulnerable people*, organized by Antaki Charles & Marco Pino)

Studies on individuals diagnosed with Autism have found that high levels of anxiety are a common feature across the Autism Spectrum. (Attwood 1998; Tantam 2000; Green et al. 2000; Kim et al. 2000) As a manifestation of extreme anxiety, it has been reported that these individuals may exhibit maladaptive behaviours such as "tantrums" or "meltdowns", (Benaron 2009) which are "extreme reactions to acute internal distress" (Matson & Nebel-Schwalm 2007).

Such instances of extreme anxiety can be highly problematic in institutions. A lack of time, manpower, or knowledge in handling distressing and urgent situations could result not only in disruption to the ongoing class/session, but also harm to the autistic individual and others. Particularly in therapy or class, where a learning objective must be met within limited time, extreme anxiety must be handled quickly by both the therapist and autistic individual.

While studies have contributed to our understanding of the psychophysiological basis of their experience (White 2009; Tantam 2000 etc.) and ability to regulate anxiety, (Mazefsky 2013) there has been little understanding of the role social and environmental context plays in contributing to this anxiety, nor the interactions that facilitate the ceasing of a distressing situation. Work on autism has stressed that such individuals experience social anxiety, (Dawson 2004) or overwhelming sensory input from their environment, (Green et al. 2010) both of which deem studying interactions in their naturalistic setting as essential in contributing to this field.

This paper aims to further our understanding of how individuals diagnosed with severe Autism and their interlocutors manage high anxiety, or distress. Video recordings (35 hours) of naturally-occurring interactions within an autism centre, therapy sessions and classes were obtained and transcribed following Conversation Analysis (CA) conventions, an analytical framework that allows for a more nuanced understanding of such encounters. (Dobbinson 2010)

The study found that preceding situations of high distress, autistic individuals were 'forced' to carry out an unfavourable task, or to have an experience that they disliked. Distress was displayed only after their continued resistance towards the activity was not met favourably, or when their preferences were not understood by those implementing the experience.

In situations where others attempted to prevent the occurrence of distress, we found that the unfavoured task was either lightened, or a 'risk to cause distress' was taken in insisting on the progression of the task. In situations of distress, we found that (1) when no harm was being caused to themselves or to others, interlocutors ignored the display of high anxiety, and insisted on the task at hand. However, when (2) harm was being caused, they intervened physically to stop the harm, and later either diverted the attention of the individual to another task, or left the individual alone to calm down.

The distress of individuals on the autism spectrum can be difficult to handle by both their interlocutors and themselves, especially when as clients they are unable to express their wants and needs to those they are to work with. Our findings highlight the importance of understanding the interactional and environmental context in dealing with and evaluating such complex situations.

Li-Chi Chen

"They probably will spread their painted skin on the bed at night...": A socio-pragmatic analysis of verbal humor on Kāng Xī Láile (Contribution to *Interpersonal pragmatics of social interaction in Chinese*, organized by Chang Wei-Lin Melody & Michael Haugh)

Humor has long attracted scholarly interest in many academic disciplines, such as linguistics, psychology, anthropology, etc. In the area of linguistics, many studies focused on the structure, form or content of jokes or joking. Norrick (1993) has a step further in analyzing joking behaviors in naturally occurring conversations. His findings on humor, however, cannot be applied to the data collected in Taiwan, since humor is culture-specific. Based on a 225-minute corpus consisting of five episodes from 繩 *Kāng Xī Láile* (a popular TV variety show in Taiwan), this study intends to analyze humor in Taiwanese verbal interactions from a socio-pragmatic perspective. The interactional sociolinguistic approach will be adopted for the analysis of the data.

Analyzing the data, this study has found that the linguistic humor strategies employed by the speech participants on this TV variety show may include the uses of personal narratives, wordplay, sarcasm, innuendos, other-deprecating humor, self-deprecating humor, self-bragging humor and 縣 ▪ *Wúlítóu* "nonsense." Findings of these linguistic humor strategies are described below: First, a personal narrative is often accompanied by the use of direct quotation and bodily gesture to dramatize the event. Second, the use of wordplay helps invite others to participate in the teasing squad. Third, while the use of sarcasm helps bring about laughter, the its user is also found to become a good target for teasing. Fourth, innuendo is found to appear in the form of a question or in a referring expression, such as proper names of celebrities. To understand this type of humor, a shared cultural background is required. Fifth, other-deprecating humor can be used not only to elicit laughter, but also as a means to promote the victim. Sixth, self-deprecating humor is found to help reduce the potential repugnance that might come from some of the audience. Seventh, the use of self-bragging humor may trigger a resistant, quick verbal response from other speech participants (i.e., 得 *tùcáo*). Finally, 縣 ▪ *Wúlítóu* "nonsense," which derives from Cantonese and is deeply influenced by post-modernism (Tan 2000), is more like a playful attitude towards life. The verbal and non-verbal performances through the use of this linguistic humor strategy are found to be vulgar, arbitrary, highly exaggerated, ironical and without a clear purpose.

In a nutshell, the findings of this study have revealed certain characteristics of Taiwan's media culture, which perhaps have further influenced Taiwanese's everyday verbal interactions.

Winnie Cheng, Gail Forey & Jane Lockwood

Key factors that drive customer satisfaction in instant messaging (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

Instance messaging (IM) is a type of online chat which offers real-time text transmission over the Internet. The use of IM has been an emerging trend and a key area of customer service. For instance,

according to Forrester in 2013, there had been a 24% rise in usage of chat as a support channel over the past 3 years. The present study aims to describe the key factors that drive customer satisfaction in the context of a shared service bank by analysing the discursive practices identified in instant messages, and the adaptability that emerges from such practices. The shared service bank has been using IM to provide customer service and to handle customer inquiries, particularly solutions to technical support inquiries and billing inquiries. Participants of the IM are customer service agents from the Philippines and India and customers from the UK and US. The bank has been conducting evaluation of the effectiveness of the use of IM, primarily focusing on measuring customer satisfaction, by using surveys. Recently, it has been decided that additional and alternative ways of measuring customer satisfaction be instituted. This study, representing collaboration between researchers of applied linguistics and the industry, conducts pragmatic and conversation and discourse analyses of the transcriptions of about 100 instant messages. It critically examines discursive practices and adaptive strategies characteristic of online chat, including how customer inquiries and customer service agent explanations are structured, how topics are developed, interruptions and overlaps, and varying levels of formality and the relation with topics, to gain insights into customer satisfaction and communicative effectiveness. Live chat is potentially applicable to other interactions; for example, intra-company chat communications, especially in the context of colleague-to-colleague across virtual teams and cultures.

Sarah Chevalier,
Please, bitte, s'il te plaît: Acquisition of politeness forms by early trilinguals (Contribution to *Multilingual pragmatics. New theoretical and experimental perspectives in the analysis of third language pragmatics*, organized by Safont-Jordà Maria-Pilar & Ulrike Jessner-Schmid)

In first language acquisition, politeness forms such as *please* and *thank you* are one of the areas of language in which adult prompting appears to play an important role (Greif and Gleason 1980). The present paper explores adult prompting and adult input more generally with regard to the acquisition of politeness forms in the context of *trilingual* first language acquisition (Quay 2001; Chevalier 2012). The paper focuses on the form *please* and its equivalents in German (*bitte*) and French(*s'il te plaît*) in two functions, namely directives and acceptance of offers. The research design consists of case studies of two children, from two different families, who have been raised trilingually from before the age of onset of speech. The children were recorded from the ages of 2;1 until 4;0 in dyadic interactions with their mothers (who spoke one language), their fathers (who spoke a different language) and other caregivers (who spoke a third language). The data consist of 18.5 hours of transcribed speech. Three hypotheses concerning the acquisition of the forms were explored. The first was that the children would be sensitive to adult prompting in all their different languages. The second was that once the children started producing the forms in response to prompting, they would increasingly use the forms spontaneously. Finally, the third hypothesis was that the children's use of the forms would quantitatively reflect those of their adult interlocutors.

The results show the first hypothesis to be correct; the children produced the forms in response to adult prompts most of the time. The second hypothesis could not be confirmed. Once the children started producing the forms, no clear tendency towards an increase in spontaneous forms could be observed. The third hypothesis was clearly validated. The two adult speakers of English produced the most instances (72), as did the children when speaking English with them (51). The adult speakers of German produced a lower number (29), as did the children (30). Finally, the adult speakers of French produced the fewest instances (10), which was also mirrored in the lower number of instances among the children (14).

These results support previous findings showing that young multilingual children acquire the pragmatic patterns of their different languages (Safont-Jordà 2013). However, the study also reveals that linguistic socialisation in one language can influence language use in another. One French-speaking adult did not model *s'il te plaît* at all, nor did the child produce it in interaction with him. But the child transferred her politeness routine from German and used *bitte* with her French-speaking interlocutor instead. Thus we can observe that even though children generally follow the cultural patterns of the language they are speaking, when a politeness routine has been acquired in one language but the model is not provided in another, children may borrow linguistic politeness forms.

Joanna Chojnicka
Self-insults as a conflict strategy and the problem of interpreting irony. Examples from Latvian and Polish Internet discussions (Contribution to *Researching and*

understanding the language of aggression and conflict, organized by Sifianou Maria & Pilar Garcés-Conejos Blitvich)

This presentation shall be concerned with selected phenomena of language of conflict in Latvian and Polish Internet discussions. More specifically, it shall investigate the ironic use of self-insults as a unique strategy of dealing with inter-group conflicts on the Internet (discussion forums/lists), and the problems associated with understanding and interpreting such ironic intent.

Previous research in pragmatics has shown that there are three main underlying intentions of using insults – to offend (which is the most common one), to praise, or to establish (or foster) social bonding (Mateo & Yus 2013: 88). Additionally, insults can be classified as conventional or innovative. Within this study, a self-insult occurs when the speaker and the addressee of the insult is the same person. It is public (there is at least one other speaker/hearer witnessing the insult) and conventional, as it relies on the other speaker's or hearer's previous knowledge of the insult. So defined, self-insults are examples of "reclaimed labels" – words with a long history of derogatory use employed "for positive self-reference by (some of) those to whom [they have] often been negatively applied" (Eckert &McConnell-Ginet 2003: 263) – typically, by representatives of dominated groups. Examples include *niggah*, *queer*, *dyke*, *bitch*, etc.

Research has shown that when used in conversation within a marginalized community, such insults can be interpreted as praising (e.g. the word *faggot* functioning as the "ultimate stamp of approval" in the gay community, ibid.) or fostering social bonding (affirmative use of the word *slut* in female friendship networks, cf. Sally McConnell-Ginet 2003: 84). Still, they never lose their offending value, which accounts for some group members' refusal to use them with a positive meaning. Matters become complicated, though, when we turn to insults addressed to self in inter-group situations.

On the basis of analysis of Internet discussions concerning matters associated with LGBTQ issues and feminism in Latvian and Polish, this presentation argues that self-insults always involve irony conceptualized as echoic interpretation, which has crucial consequences for their proper understanding. Separating addressee from hearer, an echoic, sarcastic application of a standard insulting label distorts the above-mentioned system of intentions. It does not offend the addressee, it does not praise the hearer, and instead of fostering social bonding, it emphasizes difference and expresses the speaker's claim to moral superiority over the hearer. The fact that its ironic intent is often overlooked or misinterpreted allows the speaker to claim intellectual advantage over their antagonist(s) as well.

This presentation, along with contributing to the ongoing discussions concerning insults and irony, adds to the underdeveloped branch of pragmatic description of computer-mediated communication in Latvian and Polish.

Jan Chovanec

Juncture points and verbo-visual asynchronicity in televised sports commentary

(Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

Spoken sports commentary is a classic example of unscripted language characterized by the production of utterances in real time, with the speaker formulating utterances under considerable time constraint and in close connection to the visual input in the form of extralinguistic events happening in the sports field. Because of its on-line production, sports commentary is characterized by a number of specific lexical and syntactic forms and is often marked by the presence of formulaic language (Ferguson 1982; Kuiper 1996; Müller 2007).

While this genre has been extensively described in terms of two complementary styles of sports commentary that arise from the temporal closeness to the events reported (namely "description" and "elaboration"), there has been much less attention paid to the actual interplay between the verbal and the visual channels. For instance, while during "description", the verbal channel is entirely dependent on the visual input, there is often a discrepancy between the two channels during the "elaboration" stage when the utterances produced by the commentator and/or pundits in the studio deviate further afield from the events currently occurring in the sports stadium.

This presentation considers the mutual relationship between the two channels in televised sports commentary as a genre of broadcast talk (cf. Tolson 2006). Using data from the 2014 World Cup Football Championship, it discusses the phenomenon of "juncture points", which are characterized by the merging of the verbal and the visual channel during the elaboration stage of the commentary. A juncture point is taken to be a moment in the TV broadcast when – at the time of a discrepancy between the verbal and the visual channels – a major event is shown on the screen, leading the speaker to abandon his previous topic and re-focus on the description of the event. The presentation explores how such juncture points are managed discursively. It looks at how the switch from elaboration to description is achieved in terms of metalinguistic signals, how the verbal and the visual channels momentarily correlate, and how the two

eventually depart again, e.g. with the original topic being resumed or a new topic being elaborated on. The analysis reveals, among other, that some juncture points (particularly during the pre-match commentary) are characterized by the spoken utterances being out-of-sync with the visual image, with the commentator reacting to some visual input with a significant time delay.

Rodanthi Christofaki

Self-reference in Japanese: A challenge for essential indexicality (Contribution to *The dynamics of self-expression across languages*, organized by Huang Minyao & Kasia Jaszczolt)

According to the thesis of essential indexicality, first-person pronouns such as "I" are essential to expressing the self that one is immediately aware of, for other expressions that refer to oneself, such as one's name or a description of oneself, succeed in self-reference only when the speaker is aware that *I am such-and-such* (Perry 1979). This paper attempts to assess the above thesis in light of the variety of ways of self-reference in Japanese. As the equivalents of "I" in Japanese have more diverse meaning and usage, they challenge the view of first-person pronouns as merely directly referential devices for the self.

Japanese has reportedly fifty-one first-person markers (Tanaka 2012). The uses of these expressions depend on a range of pragmatic factors, so that in addition to self-reference, they also convey information about the speaker's gender, age, social status, aspired self-image, etc . To mention a few, 'watakusi' as very formal, 'atasi' as effeminate and cute, 'boku' as primarily male but informal and soft, 'ore' as tough, exclusively male and vulgar, 'watasi' as either formal or informal for females but mostly formal for males and by far the main one taught to L2 learners, etc. Nevertheless, the main function of these expressions seems to be pronominal, in the sense that if one uses the wrong form, self-reference would still be achieved although the use may be deemed infelicitous on pragmatic grounds. Moreover, self-reference can be achieved by illeism, and the use of occupational titles, e.g. a schoolteacher calling herself 'sensei' (teacher), (Suzuki 1973, 1984). These forms of self-reference are not pronominal in that their uses presuppose self-identification; using the wrong expression or experiencing lack of self-awareness (ignoring/forgetting that oneself is the teacher) would thus result in referential failure.

In sum, the first-person forms discussed above convey much richer information than their English equivalent. Probably the most neutral form for self-reference in Japanese is "kotira" (meaning literally "here" or "this"), which contrarily to other Japanese self-referring expressions that translate as 'I', does not convey any extra information about the speaker (such as gender, age, etc). It is closer to the English 'I' in this sense, but while the English "I" refers exclusively to the speaker, "kotira" seems to mean more abstractly "this person", which can refer to the speaker or someone else, depending on the speaker's intention to direct the locus of the conversation. Therefore 'kotira' can be used for self-reference, e.g. ' Mosi mosi, kotira wa Okano desu' (Hello, this is Okano speaking) while picking up the phone, and for reference to the other, e.g. 'Kotira wa Tanaka-san desu' (This is Mr. Tanaka'), introducing someone else.

To conclude, the diverse range of meaning conveyed by first-person forms in Japanese seems to be at odds with the dominant view on self-reference deduced from the uses of first-person pronouns in Indo-European languages. Cross-linguistic investigation into the diversity of self-reference thus provides a fruitful avenue to understand the manifestation of the concept of the self in languages.

Claudia Claridge & Sebastian Wagner

Evidentiality in 19th-century history writing (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

The late 18th and especially the 19th century witnessed the emerging of history writing as an academic science. This can be seen in the expansion of the university system, of history as an established discipline within it, the emergence of theoretical foundations as well as a methodology, the foundation of periodical historical publications, and, as Bentley (2011: 205) said, the general transformation of gentleman-scholars into salaried teachers and writers by 1900. Historiography thus underwent a process that the natural sciences had already embarked on earlier and whose linguistic effects over the (late) modern period have been documented by, e.g., Atkinson (1999; on earlier science cf. e.g. Taavitsainen 2011). In contrast, the linguistic evolution of history writing has not been given any attention so far.

This contribution seeks to link the crucial historiographical innovation of the 19th century with potential linguistic effects. 19th-century German historiography put methodology in the foreground, by advocating the historical-critical method based on philologically inspired source critiscism and by taking a scientific approach to evidence (e.g. the establishment of the historical auxiliary sciences, Stuchtey 2011: 171). Historical objectivity was the aim and the result of these new ways of doing history. This approach spread from Germany, reaching Britain – but apparently fairly slowly and not to its full extent. Methodological

matters, the subject of heated academic debates in Germany, are said not to have become a major concern in British historiography.
A linguistic correlate of the described methodological changes can be found in the system of evidentiality (Aikhenvald 2004), here understood not as a morphosyntactic but as a semantic system with various lexical and syntactic realisations. The categories given by Aikhenvald are sensory, inference, assumption, hearsay: without a specific source, and quotative: with a specific source. They deal with material as well as verbal/textual evidence (sensory (=visual), hearsay, quotative) and their treatment by the historical writer. Inference and assumption refer to the thought and argumentative patterns on the basis of evidence (inference) or logic / common knowledge.
Linguistic realisations of these evidentiality categories will be investigated in German and British history writing in order to find out whether and in how far the posited new methodology had a noticeable effect on the linguistic presentation of research results. As hypotheses one can posit that (i) clear proponents of the new methodology should show more linguistic evidentiality, (ii) German history writing should be characterised by more evidentiality than British history writing, and (iii) there should be an increase of such features in British history writing over time (as German influence becomes stronger towards the end of the century.)
The data consists of excerpts taken from well-know German and British historians of the time, such as Ranke, Niebuhr, Mommsen, von Sybel, Macaulay, Stubbs, Freeman, and Maitland, and from excerpts taken from the two historical journals founded in the 19th century (*Historische Zeitschrift*, 1859; *English Historical Review,* 1886). The time period in focus is ca. 1840-1900, thus covering the more scientific orientation of British historiography from 1870s onwards (Bentley 2011: 213).

Billy Clark

The explicit and the implicit in multimodal argumentation (Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

This paper considers ways in which ideas from relevance theory (Sperber and Wilson 1986) can be developed and applied in accounting for multimodal communication. It also considers ways in which exploring multimodal communication can contribute to developments of the theory itself. Building on previous work by De Brabanter (2009), Forceville (2014), Wharton (2009), Yus (2009) and others, it focuses in particular on the distinction between 'explicatures', which are intentionally communicated and developed from linguistically encoded material, and 'implicatures', which are communicated in any other way (Sperber and Wilson 1986; Carston 1988, 2002; Carston and Hall 2011). A natural assumption is that this distinction will only be relevant for communicative acts accompanied by (linguistically or other) coded material. In the absence of such coded material, it would seem that assumptions communicated by nonverbal behaviour must all be implicatures. Sperber and Wilson (1986: 182), for example, suggest that it follows from their definition of 'explicature' that 'ostensive stimuli which do not encode logical forms will, of course, only have implicatures'. Nevertheless, Forceville and Clark (in press) suggest that some nonverbally communicated assumptions are more 'explicature-like' than others, and Yus (2009) suggests that similar mental procedures are involved in understanding verbal and visual metaphors. This paper starts from the assumption that it is worth investigating in more detail the nature of pragmatic enrichment processes even in cases where the inferences are not constrained by coded material. This work helps us to understand in more detail how multimodal texts are produced and understood, to develop understanding of the explicature-implicature distinction, and to represent more fully the complexities of online inferential processing in general. Finally, it explores how understanding of the explicature-implicature distinction can contribute to understanding of argumentative discourse. As Carston and Hall (2011) point out, there is a common assumption that explicatures are less plausibly deniable than implicatures. While this assumption is not adopted uncritically here (arguing that this point has to some extent been over-stated), the paper suggests that an important aspect of producing multimodal texts involves finding a balance between the greater clarity of relatively explicit communication and the lower deniability of relatively implicit communication. The more explicitly a particular assumption is communicated, the more deniable it is and the more likely it is to be focused on critically and challenged. The discussion is illustrated with reference to print and web-based campaign materials produced by political parties and groups in the UK.

Steven Clayman & Chase Wesley Raymond

Modular pivots (Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)

Ever since Sacks, Schegloff, and Jefferson (1974) developed the interrelated concepts of the turn constructional unit (TCU) and the transition relevance place (TRP), researchers have sought to specify the various methods by which a current speaker can circumvent potential turn transfer and thus retain the floor beyond a projected transition relevance place. These include methods for compressing the transition space, such as rush-throughs and abrupt-joins (e.g., Schegloff 1982; Local and Walker 2004; Walker 2010), and methods for obscuring the space, such as interweaving prior and subsequent TCUs via turn constructional pivots (Schegloff 1979; Walker 2007).

This paper contributes to the latter line of inquiry by identifying a type of turn constructional pivot that differs from those previously analyzed within the literature but is relatively commonplace in ordinary conversation. What we shall term *modular pivots* are comprised of items of talk that (1) normally appear in both turn-initial and turn-final positions, (2) are linguistic adjuncts and hence syntactically optional in at least the turn-final position, and hence (3) are recurrently used to pivot past an initial syntactic completion point and into further talk.

The modular pivot phenomenon includes *address terms*, which satisfy the conditions of turn-intial/turn-final positioning, syntactic optionality, and pivotal deployment. Their use as one type of turn constructional pivot has been documented (Clayman 2012), and is illustrated in the following excerpt (arrowed). Notice that "You don't look it Jen" is a possibly complete grammatical unit, as is "Jen I must be honest," and the address term pivots between them.

(1) [Rahman:A:2:JSA(9): Jenny's weight]
1 Jen: Oh: e-ye- ey list"n I:'m d<I went on the scale
2 yestee I'm ten stone now,
3 (0.5)
4 Ann: Well now y[ou don't look it]
5 Jen: [T e n s t o :]ne:.
6 Ann: -> Y'don't look it **Jen** ah must be honest.
7 Jen: Ah well ah mean t"say when you consider thet I should be
8 what izzit ei:ght"n a hahlf.=

In addition to address terms, various other linguistic items share the properties of turn-initial/turn-final positioning, syntactic optionality, and pivotal deployment to bridge otherwise distinct syntactic units. These include lexical adjuncts such as *now* (excerpt 2), and phrasal adjuncts such as *you know* (excerpt 3).

(2) [Virginia, p.2]
1 Mom: OH VUHginia, we('ve) been through this
2 -> befa[wh, you"ve got enough summa d[resses **now** I think you=
3 P?: [hhhh! ((laughter?)) |
4 V?: [uhhh! (("pained" sound))
5 Mom: =just wait an" get- some"uh"the"new fa:ll stuff when it
6 comes in.

(3) [NB.IV.13.R, Page 3]
1 Emm: -> ... .hhhh HEY I B"N EAT"N A LO:TTA TURKEY **YIHKNOW** I DON"T
2 HAVE _ONE: BITTA ITCHI:NGk?

All of these items are positioned where an incipient TRP might otherwise have been, that is following a sentential completion point. Since they can either complete or launch a TCU, but are not normally free-standing, they have a Janus-faced quality here and can be understood as integral to both the prior and subsequent syntactic units simultaneously. And because they are syntactically optional and less context-specific than other pivots, they have a "modular" quality making them more broadly usable as a resource for extending turns at talk beyond a syntactically projected transition space.

In addition to formally characterizing the modular pivot phenomenon and identifying various lexical and phrasal candidates for use in this way, this paper reports the results of auditory and acoustic analysis revealing the recurrent intonational and articulatory seamlessness of the pivot's junctures with prior and subsequent talk. It also furnishes evidence that the use of a pivot facilitates the speaker"s suppression of terminal intonation at both boundaries, and develops a hypothetical explanation for why and how the pivot yields this continuative outcome. The conclusion addresses various broader implications for our understanding of pivotal turn construction, the turn extensions that they enable, and the linguistic adjuncts that are mobilized for this purpose.

Rebecca Clift

Stance in the sequence: Laughter as a negative stance marker (Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)

The notion of linguistic stance is here explored through an investigation of laughter. It focuses in particular on one usage, where laughter targets a prior turn as preposterous and thus laughable, even when that turn has not been designed as such by its producer; laughter is seen to be but one possible response in such contexts. I examine the sequential environment both leading up to the production of the laughter – what makes the targeted turn so laughable – and subsequent to it, that is, how the laughter is elaborated

verbally. This includes instances where the laughter becomes topicalised. I also examine the features of the laughter itself, and specifically what makes it recognisable as marking a highly negative stance with respect to what it targets. The theoretical implications of this work are that 'stance', overwhelmingly treated in linguistic research as marked in lexico-syntax, can be seen here as emerging here from the synergy of a turn's position and its composition: stance, in other words, can be a sequential phenomenon.

Jonathan Clifton & Dorien Van De Mieroop

Narrative and historical context. "Good guys" and "bad guys" in the identity work of narratives of former slaves (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

Narratives of former slaves in America form an integral part of our knowledge of the plantation system and the Afro-American collective memory. As data for this presentation, we use interviews with 25 former slaves recorded between 1933 and 1975 which are now publicly available (Library of Congress 2014). These have been extensively analyzed from a historical perspective, but fine-grained linguistic analyses looking at the production of the interviews and the identity work that the storytellers do have so far been missing. We therefore aim to fill this gap by analyzing the interviews as interactional accomplishments and relate them to the dominant discourses of the time. For this, we draw on positioning analysis (Bamberg 1997; Deppermann 2013), and in particular, we zoom in on positioning level 3, which constitutes "a middle ground", that "allows for linking local talk and identities with socio-cultural processes and relations that surround and have an impact on the local interaction in more or less direct ways" (De Fina 2013: 58). In this presentation, we therefore pay particular attention to the social context in which these narratives were produced. More specifically, we compare and contrast an interview with Charlie Smith, a self-proclaimed 'former slave' recorded in 1975, but which nevertheless forms part of the collection, and those recorded in the 1930s and 1940s. Concentrating on the identity dilemma of sameness and difference and the storyteller's positioning along this axis (Bamberg 2011), we focus on the theme of law and order and the moral identity-work (Jayyusi 1984) involved in the enactment of the identities 'good guys and bad guys'. We argue that such identity-work is specifically linked to the (re)production of the (color-coded) moral order of that particular period in time and that an analysis of such narratives is important because it allows us to understand the (re)production of racism more generally. Findings indicate that Smith's interview, recorded in 1975, contains identity-work that stresses racial 'sameness' and makes the dichotomy between Afro-American and White irrelevant to the narrative. Instead, he makes relevant a standardized relational pair of those who abide by federal law (the good guys) and those who do not (the bad guys). Consequently, in line with the emerging civil rights movement of the time, he talks into being an American national identity which is based on belief in American values and thus is inclusive of the Afro-American community. On the other hand, narratives of law and order from the 1930s and 1940s stress racial difference and make color relevant, either as a master narrative equating whiteness with goodness, or as a counternarrative equating whiteness with oppression. In either case, Afro-Americans are positioned as being excluded and so the narratives (re)produce the segregationist society of the Southern States in the mid-twentieth century. We conclude that when analyzing the stories of former slaves emphasis should be placed less on their truth value (as in most prior research), but more on narratives as cultural artifacts interacting with the temporally-bound ethical fabric of the here and now of the interview.

Eva Codó

Lifestyle migrants in Barcelona: A narrative perspective on language, transnational mobility and identity (Contribution to *Conversational narrative and (socio)linguistic ethnography*, organized by Relaño Pastor Ana Maria & Adriana Patiño)

This paper explores the key insights that can be gained by drawing on the analytical tools of narrative inquiry to transcend representational/propositional readings of autobiographical material in unstructured life story-type interviews. I use a corpus of data gathered in Barcelona with lifestyle migrants who have, within the last ten years, moved to the city for reasons of self-actualisation and self-realisation. This study follows the lead of, on the one hand, the increasing anthropological and sociological interest in *lifestyle migration* (Duncan, Cohen and Thulemark 2013) as epitomizing the values and aspirations of contemporary life (Forget 2012; Urry 2010), and on the other, recent pleas for the integration of narrative analysis and linguistic ethnography (Garrido 2014). The paper intends to investigate how narrators represent, make sense of and justify their varying forms of linguistic incorporation into the officially bilingual context of Barcelona, both in relation to the circulating linguistic ideologies about the status and

ownership of Catalan and Spanish, as well as with regard to the assumed value of narrators' own plurilingual repertories.
Drawing on an understanding of narratives as forms of everyday reasoning, argumentation and self-legitimisation (De Fina and Georgakopoulou 2012), I examine two aspects. First, I explore the ways in which narrators explain Spanish/Catalan learning investments (Norton 2000) as (1) tied to particular mobility-driven identity reconfigurations; (2) embedded in relational, affective and moral histories; and (3) linked to ideological and lifestyle considerations (Giddens 1991). Secondly, I focus on how their affiliative or disaffiliative stances towards the Catalan language are narratively constructed (and legitimized) in the light of a particular (ideological) construal of me as an addressee. I claim that, in so doing, they reveal their understanding of the broader social order of Catalan society and of their own position within it. Their narrative stances (Jaffe 2009) index their alignment with, disinterest in or contestation of the Catalan linguistic marketplace, as it is currently constituted in Catalonia. Narrative, thus, emerges as a powerful instrument for an ethnographic understanding of the logics of contemporary individual lifeworlds and of the ways in which they get (re)fashioned by mobility and multilingualism.

Susan Coetzee-Van Rooy

Tracing the influence of in-migration on language repertoire changes across the lifespan of a "home language" speaker of Venda in South Africa: A case study

(Contribution to *Complex linguistic repertoires and minority languages in immigrant communities*, organized by Goglia Francesco & Susana Afonso)

South Africa is well-known for the extent of its multilingualism at the individual and societal level. There are 11 official languages in South Africa and Venda is the second smallest of these official languages with a total of 1 209 388 home language speakers (or 2.4%) according to Census 2011. According to Census 2011, the majority of Venda home language speakers (892 809 or 73.8%) live in the Limpopo Province; and the second biggest group of Venda home language speakers live in the Gauteng Province (272 122 or 22.5%). Even in the Limpopo Province, Venda is the third biggest home language with 16.7% (or 2 889) of the speakers compared to the biggest home language in the province, Sepedi, with 52.9% (2 826) of the speakers and Tsonga with 17% (or 906 325) of the speakers according to Census 2011. In the Vaal Triangle region in Gauteng, 4 358 (or 0.48%) of the total of 903 748 people use Venda as a home language and based on the Census 2011 data, one can safely classify Venda as a minority official language in the country as a whole and in the region.
Kerwill (2006: 3) describes the migration of people across a boundary in one country (e.g. that of a province) as "internal migration" and the people involved as "in-migrants". The expected result of in-migration (usually from rural to urban centres) is an increase in individual multilingualism and the spread of lingua francas (Kerswill 2006: 6).
The aim of this paper is to investigate the development of the multilingual repertoire of a home language speaker of Venda that migrated extensively in South Africa during his life (he is currently 65 years of age). The research method includes the use of a self-designed survey based on existing bi- and multilingual language history questionnaires; and a series of interviews with the participant about the relationship between migration, (a) language acquisition, (b) language maintenance, and/or (c) language shift in his repertoire. Kok et al. (2003: xvii) state that, "As in many other countries, internal migration in South Africa is an under-researched topic". The paper hopes to contribute to the knowledge base of internal migration in South Africa and its effect on the multilingual repertoire of a speaker of a minority official language.

Alessia Cogo

Multilingualism and/in ELF: Interactional resources and power asymmetries

(Contribution to *The use of English as an international lingua franca and as an interactional resource in service encounters with immigrants*, organized by Maryns Katrijn & Stef Slembrouck)

ELF can be defined as a means of communication among speakers of different first languages for whom English is the communicative medium of choice, and often the only option (Jenkins, Cogo and Dewey 2011; Seidlhofer 2011). Despite the 'English' part of the acronym, ELF is intrinsically *multilingual*, as speakers make meaning by drawing from various plurilingual resources, and *translingual*, in that the interplay between multilingualism and 'English' defies the countability usually associated with individual languages, and possibly emphasize translanguaging in more super-diverse contexts (Cogo 2012).

In this paper I start with an overview of ELF research, specifically focusing on pragmatics and highlighting the interfaces with multilingualism, and then move on to explore issues of understanding and non understanding involving multilingual resources and accommodation strategies.
In the empirical part of the paper I will analyse examples of ELF naturally-occurring communication in business encounters among professionals and their clients, in situations normally characterized by asymmetric power relations, namely negotiation meeting and sales encounters. In these examples different linguistic, pragmatic and socio-cultural resources come to play and are negotiated to carry out the proposed goals of the encounters. The data analysed in the paper is part of a tripartite qualitative case study project, including a multinational banking corporation, a small-sized information technology company and an NGO dedicated to agricultural development. Apart from naturally-occurring encounters, data collection included field observations, ethnographic interviews and focus groups with participants.
The data chosen will be instances where multilingual resources are drawn upon for making meaning and enhancing understanding, but also invoked as interactional resources for shaping, directing, addressing the interaction. These imply asymmetric power relations in the use of interactional resources, but also in the participants' perceptions of language proficiency and attribution of competence to the interlocutors, which are also addressed in the ethnographic work carried out in the professionals' workplace.
In the last part of the paper, I will explore how ideologies of monolingualism, especially 'English only', and the related language fixity/countability, are not only un-representative of ELF contexts, but also how an understanding of ELF as 'monolingual English' may engender serious repercussions on high-stakes encounters.

Isabel Colon de Carvajal, Sandra Teston-Bonnard & Vassiliki Markaki-Lothe

Gestures and word search activity: The use of mime processes in aphasic patients

(Contribution to *Constructing meanings through mediation: The use of objects and the body in healthcare settings*, organized by Ticca Anna Claudia, Isabel Colón Carvajal & Vėronique Traverso)

The "*Interactions between Aphasic individuals & Caregivers"* project (IAA) gathers researchers in linguistics and speech therapists in order to explore ecological video-recorded interactions between people with aphasia and their caregivers (spouses, therapists, friends, etc.). Recordings took place mostly at the participants' home and captured family meals and physiotherapy sessions (Colón De Carvajal, Markaki-Lothe, Teston-Bonnard, in press). Complementary recordings were realized in the speech therapist's room. Conversations were transcribed verbatim and anonymized, with the free multi-media annotation tool ELAN (http://tla.mpi.nl/tools/tla-tools/elan/_). Discourse and pragmatic clues (i.e. turns of speech, overlaps, interruptions, silences, etc.) were coded in ELAN. Moreover, interactional significant events (i.e. formats of requests and questions, reaction formats, repair sequences, management of topics, etc.) were identified by the group of speech therapists and also coded within ELAN in order to facilitate interdisciplinary analysis and address a variety of insights about the relationship between linguistics forms and social action.
Conversation analytic approaches applied to interactions with aphasic individuals have uncovered several linguistic practices of brain-injured people and their relevance for communication (Booth & Perkins 1999; Cruz 2006; De Partz 2007; Ferguson 1994; Friedmann 2002; Hitworth 2003; Wilkinson 2006) but only a small portion of this research has explored multimodality to assess aphasic"s communication practices (Goodwin 1995; Lyon 1992). Our paper focuses on a multimodal analysis (linked to a linguistics and syntactic analysis) during word search and explores the perspective of what people with aphasia do as interactants, considering both the speakers' and the recipients' point of view. We will show how during word search activities meaning is co-constructed in a local way by using gestures and word repetition and how gestures facilitate claims of epistemic access and rights, helping the aphasic person to express rather complex ideas and opinions with limited linguistic resources. An example of word search activity is illustrated below; where the searched word is the expression "it doesn't eat":

```
1  DAN  @[mon:/] m[on:\ ]
        my     my
2  ORT    [oui  ]  [votre] votre fils/ [c'est l'entraî]neu[r/ oui\] (.)
        yes     your   your  son    he is   the coach      yes
3  DAN                          [voilà\       ]@  [voilà\ ]
 danG   @point to ORT                          @
                              that"s it        that"s it
4  ORT        [xxx]
5  DAN        [x  ]
6          (0.3)
7  DAN        et/ bon/ (0.6) euh:/ (0.5) mai:s/ c'est:/ un- c'est:/ (0.5)
           and right (0.6) uh (0.5) but it's a- it's (0.5)
8          c'est:/ un::/ (0.4) c'est/ (1.0) pou:r/ c'est:/
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```
          it's a (0.4) it's (1.0) for it's
9         @(2.1) c'est pour un:/ (0.5)   @ @non non/      @ (0.4) pour:\
  danG   @crosses his arms and reflected@ @negation hands@
          (2.1) it's for a     (0.5)      no no           (0.4)  for
10        (0.5) @oh:\ (1.4)        @
  danG       @image1: express eat@
          (0.5)   oh    (1.4)
11 DAN    @non/ non non/ (0.2) pou:r/@ (.) @h.
  danG   @express negation         @     @express eating -->
          no    no   no    (0.2) for
12        (..)
13 ORT    ah:// ça@ fait pas manger:\
  danG       -->@
          ah     it does   not  eat
14 DAN    @voilà// <((en riant)) voilà voilà\ voilà\> .h:/ voilà/ (.)
  danG   @arm extended toward ORT-->
          right                right  right   right      right
15        voilà\@
  danG       -->@
          right
```

We will show the importance of conducting linguistic, syntactic and multimodal analyses to objectively measure relevant conversational clues (mentioned previously). The analysis also raises the issue of the role of usual conversational partners, with which shared strategies are well established, facilitating the exchanges and the construction of meanings. Finally, we will take the notion of interpersonal shared knowledgepreviously introducedand will showwhyit is closelyrelated to theinteractionalskills ofpartnersin interactionwith the aphasic patient.

Jonathon Coltz

Polyphony, multimodality, and story in stancetaking during focus groups about food

(Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

In this paper, I will analyze how participants in focus groups about food make evaluations in what I refer to as *stance series* (which I define as linked stances). The data for this work draw from eight hours of small focus groups (triads) with 24 participants balanced across age and gender. I will address four questions: (1) What are the patterns of dialogic polyphony (i.e., multiple "voices"; Bakhtin 1984) observed in stance series? (2) What verbal and nonverbal behavior do participants use to achieve polyphony as well as changes in footing (Goffman 1981)? (3) To what extent do different stance series share common characteristics? (4) How do stance series about food differ from stance series about non-food, but food-related, features and objects (e.g., food brands, food packages, etc.)?

In earlier work (Coltz 2013), I showed that stance series in focus groups about food comprise multiple stance *types* (actions such as describing, projecting liking or feeling, etc.) and *classes* (ways of delivering stance types, for example, simple declaration, simile, etc.). I show here that stance series are complex amalgamations of stances that use multiple modes of delivery; yet despite this complexity, they follow predictable patterns of organization. First, food-related stance series are polyphonic in that stancetakers use multiple voices within and across stances. Second, this polyphony occurs concomitantly with changes in footing such that, in the course of a stance series, stancetakers may exhibit varying alignments, each of which can be tied to one of several voices. Third, stance series share common characteristics; they can occur in relatively predictable ways analogous to those observed in stories (Jefferson 1978; Sacks 1995). Fourth, stance series about food may differ in five key ways from stance series about non-food items. When evaluating food (vs. food brands, food packages, etc.), participants:

1. Use longer stance series
2. Use stance series that are more varied in stance type
3. Deliver stance series in ways that more closely resemble story structure
4. Make greater use of polyphony and changes in footing
5. Employ greater non-verbal support (i.e., increased gesture, facial expression, etc.)

These findings advance earlier work on shifts in participation roles (Koike 2001) to account for changes in voice and footing in stancetaking. In addition, this work contributes to research on stance by expanding Du Bois's (2007) framework to account for the various features of stance series and to describe the role and importance of stance in focus group methodology. Finally, this work shows that the extent of multisensory experience may correlate directly with the breadth and depth of multimodality in expression. As we apprehend food using all five senses, it is perhaps not surprising that we evaluate it using rich and varied modes of communication.

Thomas Conners

Pronouns and other people referring expressions: Shifting reference in Indonesian

(Contribution to *Reference-tracking strategies beyond closed-class pronouns*, organized by Brugman Claudia)

Like a number of other languages of Indonesia and Southeast Asia (Flannery 2010; Wallace 1983), and in counter distinction to many other language families in the world, Indonesian has what has been analyzed as an open class of pronouns where a number of other lexical items beyond more traditional proforms have a similar function and distribution as pronouns. These include, but are not limited to, kinship terms, proper names, titles, personal pronouns from languages other than Indonesian, demonstratives, deictics, and some uses of null anaphora. Further, there are multiple lexemes that encode the same person, number, and gender distinctions, but that differ along some other dimension such as politeness or honorificity. As such, these are instantiations of 'pronoun avoidance… a strategy (as opposed to a categorical feature) of pronoun use' which incorporate various social distinctions indexed by various pronoun substitutes (Helmbrecht 2013). Recent work in this area has aimed to explain the use of one form over the other, and has relied on notions such as stance taking, self-categorization, formality, and positioning. These studies have all looked at some relatively narrow subset of the various members: Kartomihardjo (1981), Errington (1998), Djenar (2007), and Englebretson (2007) model the Indonesian first person choice in terms of Brown and Gilman (1960) t/v distinction (extending their model of second person pronouns); Sneddon (1996) describes the distinction in first person pronouns in terms of formal vs. informal; Djenar (2007) explains the use of various first and second person pronouns as 'strategic acts of self-categorization', rejecting the formal/informal/intimate labels too simplistic. More recently, Manns (2012) has analyzed variation in first person pronouns as instantiations of different 'stances.' McGinn (1991) actually goes furthest in accounting for the range of elements that can function pronominally in Indonesian, extending his politeness analysis to proper names and kin terms. The present paper aims to build on this body of work, and create a taxonomy of semantic types that function as the class of pronouns in colloquial Indonesian. First, I discuss the parameters that are used to define pronominal function. I then demonstrate that the set of categories of words which function as pronouns in Indonesian is fixed, though the items within those sets are not. Finally, I show that when denotational value and referential value of arguments are mismatched in terms of person and number (for Indonesian), there is no fixed mapping between types. That is, it is not the case, as seen in more traditional t/v systems where plural denotation simply maps to singular reference in politeness constructions; in Indonesia there is no fixed mapping and, within a single discourse even, mapping (especially of person) can shift.

Jenny Cook-Gumperz,

Culture-blind assessment in a professional setting: An interactional accomplishment

(Contribution to *Communicative competence in a era of super-diversity*, organized by Cook-Gumperz Jenny)

Research has shown that courtrooms provide difficult but rewarding sites to explore the processes of argumentation and pragmatic inference for strategic advantage, and where in court hearings formal structures of courtroom interrogation make necessary deviations from normal conversational practices (O'Barr 1982; Atkinson and Drew 1979). As an institution of the nation state, the legal process in most courtroom proceedings takes place in politically accepted standard language (s), even where regional differences of language and culture are acknowledged (Jacquemet 1996.) Courts use interpreters where acceptable communicative competence in the standard cannot be assumed, yet it has been shown that such translations are limited in capturing the ordinary language of defendants with the result that culturally specific communicative practices are treated as only marginally relevant to the legal process (Eades 2010.)

While difficulties of non-standard speakers to establish credibility during any legal proceedings has been a focus of a past decade of research, with the increasing long-distance migration resulting in super-diverse societies, assumptions of agreed language/s for many daily institutional encounters becomes contested. New research looks at situations where speakers of many languages come together in necessary legalistic encounters such as refugee and asylums seeker interviews and welfare and immigration hearings. Unlike formal courtrooms, these cultural spaces seem similar to many contemporary client service encounters, where an interviewer conducts an ordinary seeming 'conversation', yet where even with an interpreter present, a misunderstanding of the plaintiff's answer to a simple request for information such as previous place of residence or familial relationships can become serious matters of misconstrual with legal consequences (Jacquemet 2013; Martyns 2008.) Situations are open to mismatch between the interviewer's judgment of the specific language competence of the plaintiff and their culturally established communicative practices.

This paper looks at a particular legal process, the tribunal hearing for the purpose of determining whether an infringement of UK/EU employment law has taken place in such cases as wrongful dismissal from employment or failure to honor contract agreements. A case is heard before a judge with only the plaintiff and the defendant parties immediately involved present. Even in the case of second language speakers of English an interpreter is rarely present and the data in this study looks at cases where the court assumes language competence in everyday spoken English on the part of these speakers. Yet this very assumption gives both judge and defendant/plaintiff particular problems in presentation of legal details and assessment of each other's understanding of the often subtle interpretation necessary for adjudicating a case. Data for analysis come from two sources: one, from training videos using actual legal cases designed to raise communicative problems and discussions with tribunal judges who are taking part in a seminar on cultural sensitivity in the courtroom; two, some data from actual tribunal hearings. Unlike criminal courts such hearings do not have a written court record, but rely on the summary of the judgment, recordings rely on permission of the tribunal judge.

Bert Cornillie & Pedro Gras

Interactional motivations for using hearsay and quotative markers in Spanish conversation (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)

Topic, aims and methodology. It is established knowledge that Spanish is a language without morphological encoding of evidentiality (cf. Aikhenvald 2004). Yet, colloquial Spanish has a series of lexico-grammatical expressions which allow speakers to express hearsay and quotative evidence: (i) evidential adverbials referring to indirect evidence (Martín Zorraquino & Portolés 1999; Fernández Sanmartín 2006, Bert Cornillie & Pedro Gras ms.) , (ii) insubordinate clauses introduced by *que* 'that' reproducing the discourse of the speaker, the co-participant or a third person (Etxepare 2010, Author2 2013), and (iii) semi-grammaticalized expressions that introduce direct speech (Benavent Payá 2001, 2003).

The three expression types can be considered hearsay/quotative markers in a broad sense, but they do not form an evidential paradigm, i.e. they are no set of expressions referring to different and mutually exclusive sources of information. Rather, the differences between these expression types are correlated to the kind of interactional activities that speakers realize in spontaneous conversation.

The aim of this paper is to account for the hearsay and quotative expressions in Spanish in terms of their function in talk-in-interaction. Our analysis not only aims at providing a distributional-interactional account of the different expression types but also focuses on the difference between hearsay and quotative markers in interaction (cf. Buchstaller & van Alphen 2012). From a semantic point of view, we will examine the evidential values that can be expressed by these markers (i.e. indirect evidence, hearsay, reported, literal quotes). From a functional point of view, we will analyze the evidential markers on the basis of discourse-interactional criteria such as illocutionary force, position in the turn, kind of turn and the negotiation between co-participants about "the authority to know" and the "right to make an assessment" (Sidnell 2012).

Data. The analysis is based on two corpus of spoken data: the Val.Es.Co. corpus (Briz & Val.Es.Co., 2002); and the Corec corpus of spoken Castilian (Marcos Marín).

Preliminary results. The three expression types that we have analyzed present different interactional profiles. First, the adverbials of indirect evidence are generally used in the middle of a turn and report on inferences or statements from someone else, which are eventually endorsed by the co-participants at a further stage of the sequence. Secondly, the insubordinate clauses with *que* appear in turn-initial position. They refer to a specific source and are used for interactional activities such as elaborating the turn or organizing the transition between turns. Finally, semi-grammaticalized expressions of direct discourse are used almost exclusively to keep the turn so as to elaborate it. They are used in different positions. With regard to the priority to make an assessment, the three expression types from a continuum from symmetry to asymmetry between speech participants in terms of access to indirect knowledge.

Josep-Maria Cots

Managing (or not) linguistic diversity in Catalan classes for international students (Contribution to *Multilingual pragmatics. New theoretical and experimental perspectives in the analysis of third language pragmatics*, organized by Safont-Jordà Maria-Pilar & Ulrike Jessner-Schmid)

This paper is aimed at exploring the notion of 'multilingual practice' within the context of Catalan classes for international students at a university in Catalonia. The analysis is based on Hanks' (1996: 230) notion

of communicative practice as "the moment of synthesis" between three elements: (i) a semiformal system, which in a multilingual environment would be the multilingual repertoire of the individuals, (ii) a communicative activity as a semi-structured process, and (iii) the actors' ideological evaluations of these two. Therefore, the study aims to answer the following questions: (a) What kinds of semi-formal system or multilingual repertoire do teachers and students resort to in order to 'do teaching and learning Catalan'? (b) What kinds of communicative activities constitute the ordinary life of the Catalan language classroom and how is participation organized in them? (c) How do individuals evaluate both the activities in which they take part and the semi-formal system or multilingual repertoire actors make use of in these activities?

The analysis is based on both observational and transcribed data from elementary Catalan language courses addressed to international students and group interviews with some of the teachers and students participating in those courses. It is centred on the notion of interactional stance as a means to describe and establish connections between the ways that teachers and students construct their identity inside the classroom and in the context of a group interview. The study also incorporates ethnographic data which takes into account the sociolinguistic and institutional context in which these interactions take place: a higher education institution in a bilingual territory experiencing the tensions between, on the one hand, being fully committed with the process of reversing language shift and normalising the use of the Catalan language and, on the other hand, promoting the university in a globalized educational market.

The micro-analytical approach to the analysis of the interactional stances of teachers' and international students dealing with a minority language which is taught as a second language represents an alternative contribution to a body of studies which shows a general emphasis on English-medium instruction and the instructor's discourse. This emphasis can be seen as an obstacle for the visibilisation of the multilingual, less public, practices that students may engage. At the same time, the more prolonged ethnographic data with which the micro-analysis is supplemented can be a useful tool to connect the communicative practices with the larger sociolinguistic context.

Colleen Cotter

Marking multilingualism: Language awareness in the US newsroom (Contribution to *adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

While the US in the 21st century becomes more multilingual in terms of numbers of speakers who are bilingual or do not use English (a 2011 Census Bureau report shows nearly 1 in 5 speak a language other than English at home), with some exceptions mainstream US newsrooms have been slower to respond (cf. Ojito 2014 and Santa Ana 2013, who both cite unequal representation in news staffs countrywide), in effect neglecting the "local focus" remit that has traditionally underpinned US journalism (cf. Cotter 2010) and supporting the "monolingual mindset" that suffuses US public institutions (Potowski 2010). Despite the relatively low numbers in the newsroom itself, reporters and editors are not immune to the demographic changes and are nonetheless dealing with multilingualism in society on different professional planes, which this paper will detail. These "professional planes" range from *higher education*, where would-be reporters first learn the practice and process routines of reporting and writing and are socialized to understand what constitutes a "good" or well-formed discourse outcome, making language central to performance; to *professional development*, where these professional routines and ideologies are reinforced at the local and national levels through metadiscussion about them; to *news stories* themselves.

To that end, we examine in-group professional documents that concern reporting on immigrant and indigenous communities where languages other than English are spoken and on issues that pertain to bilingualism at the macrosocial level (e.g., education, policy, funding) – the locus of news stories on language. We also interview journalists about changes in their own workplaces, ranging from establishing multilingual contacts within the community and hiring bilingual reporters, and journalism educators about adaptations in university curricula. (One California university "acknowledges a community need" and provides bilingual courses for student journalism majors. Another offers a "one-of-a-kind" interdisciplinary program in Spanish-language Journalism.) To demonstrate the complexity of the language situation in the US and the need for ethnographic and sociolinguistically situated research, we also identify different bilingual contexts for coverage – immigrant, indigenous, and heritage-language communities – showing how the media landscape varies as tremendously as the US topography. Case examples include:

• The *Miami Herald* in Florida, which hires bilingual journalists and supports Spanish-language media outlets to cover an evolving region.

• The *Navajo Times* and KTTN radio in the Southwest, which illustrate the indigenous bilingual context.

• Vietnamese media in Washington, DC, and Hmong radio in Wisconsin, which show the challenge of covering more recent immigrant communities as well as the ongoing importance of minority-language media, for which there is a longstanding history in the US.
Thus, this paper compares professional discourse over different pragmatic, interactional, regional, and cultural parameters to help to gauge the extent to which multilingualism is reported or incorporated in mainstream media in the US, and the historical constraints that deserve further discussion in the profession itself. That the mainstream media in effect pursue the "language restrictionism" pattern that marks the larger culture (Dicker 2003) is no surprise; but the changes in professional practice are signaling adaptation, and provide opportunity for more.

Antoon Cox, Julie Deconinck & Philippe Humblé

"When he makes pipi, is it painful?" English as a lingua franca in the emergency department (ED) (Contribution to *The use of English as an international lingua franca and as an interactional resource in service encounters with immigrants*, organized by Maryns Katrijn & Stef Slembrouck)

Research has shown that medical errors in the Emergency Department (ED) often result from poor communication (Eisenberg et al. 2005) . Conditions for communication in the ED are very different to those in primary care encounters, due to time pressure, the potential diffusion of concentration resulting from interruptions and long and tiring clinical shifts, a lack of prior information about the patients involved, and a general – even frequently acute – sense of urgency (Chisholm et al. 2001; Knopp et al. 1996). Given the fact that 80 percent of medical diagnoses made depend on oral communication (Watt 2008), we focus on how English as a lingua franca plays a part in these ED encounters.
In this paper we draw on data from ethnographic participant observation and audio recordings gathered during night and day shifts at the ED of an inner city public hospital in Brussels. Encounters between patients and medical staff during which English was used as a lingua franca were recorded. The utterances produced by ad hoc interpreters, patients and medical staff when they attempted to get a message across were mapped and analysed in reference to the ethnography of communication (Hymes 1974) and interactional sociolinguistics (Gumperz 1982). While the former is considered ideal to describe the broader linguistic and extra-linguistic context of the interaction, the latter finds its origins in ethnography and focuses on the turn-by-turn level of the interaction while taking the communicative goals of the medical encounter into account (Bickley 2013). Both the data collection and analysis benefited from an interdisciplinary collaboration between applied linguists and clinicians.
Preliminary results hint at a considerable amount of confusion with regard to both the understanding and production of utterances in English as a lingua franca. This confusion is often due to differences in pronunciation, as well as to grammatical and lexical skills on the participants' part that seem insufficient for the exchange of information required. For this reason we believe that this empirical study is complementary to the mainly quantitative literature that suggests language barriers in health care encounters can have a negative impact patient health. (Divi et al. 2007; Karliner et al. 2012; Schillinger and Chen 2004) .

Belinda Crawford Camiciottoli

Persuasion in earnings calls: A diachronic pragmalinguistic analysis (Contribution to *The Pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)

This study investigates persuasive language in quarterly earning calls, the primary form of oral financial reporting in corporate settings (Tasker 1998). Periodic reporting via teleconferencing is now a routine event in which teams of executives aim to present their company as sound and investment-worthy to professional analysts who seek to glean additional information from the executives during the Q&A sessions that follow the presentation. Given the high-stakes nature or earnings calls, persuasion is clearly an important feature.
My analysis is based on the earnings calls of US-based companies that took place in two different periods of time: 1) the third quarter of 2009, when the financial market were still suffering from the global financial crisis that began in late 2008, and 2) the third quarter of 2013 when the market had largely recovered. For each period, the transcripts of the earnings calls of ten companies were collected and compiled into two parallel corpora, thus providing for a diachronic perspective.
Drawing from previous research on language used for persuasive purposes (cf. Hyland 1998, 2005; Dafouz-Milne 2008; Vázquez Orta and Giner, 2008; Kozubíková Šandová 2012; Crawford Camiciottoli 2013), I focused on lexical items that perform an evaluative function (e.g, *outstanding, great*) or an

intensifying function (e.g., *extremely, really*), which I will refer to collectively as *boosters*. These are pragmalinguistic resources that speakers use to persuade listeners to emphasize their own opinion or "boost the illocutionary force of the speech act asserting the proposition, expressing great certainty or conviction concerning its validity" (Holmes 1984: 348). The following research questions were addressed.

- Which boosters are used by the participants of the earnings calls?
- How are boosters are used in earnings calls that take place in times of financial crisis vs. financial recovery?
- How is the usage of boosters impacted by the professional role/objectives of the participants ?

Because boosters represent an open-class linguistic category, a corpus-driven approach was used to first identify a range of different boosters across the two parallel corpora. More specifically, the semantic tagger tool of the corpus software *WMatrix* (Rayson 2008) was utilized to extract all lexical items assigned to the semantic domains of evaluation and intensification. The emerging items were then submitted to follow-up analysis in their context of usage to gain further insights into key patterns of usage. Preliminary results indicate that significantly more positively-charged evaluative items appeared in the 2009 'crisis' corpus with respect to the 2013 'recovery' corpus, many of which encoded evaluation to emphasize the company's progress, despite the difficult economic situation. In contrast, the use of intensifying items did not show strong differences across the two corpora. Not surprisingly, most boosters were used by the executives to put their company in the best light possible. However, analysts also used boosters in a complimentary way, perhaps to encourage executives to interact with them more extensively. The findings contribute to a heightened understanding of how earnings calls participants use persuasive language strategically to achieve their distinct professional goals.

Ludivine Crible & Liesbeth Degand

Functions and syntax of discourse markers across languages and genres: Towards a multilingual annotation scheme (Contribution to *Discourse connectives across languages and modes: Challenges for discourse annotation*, organized by Zufferey Sandrine, Liesbeth Degand & Daniel Hardt)

Cross-linguistic studies of discourse markers often face various methodological problems regarding the applicability of a single annotation protocol to very diverse data-driven sets of items from several languages. Ideally, such a protocol should overcome language-specific preferences and encompass all possible actualizations of discourse markers, in different contexts and speech situations. Given the great diversity of relations or functions that markers may perform, the list of possible values must be the largest possible, while remaining operational for the perspective of inter-coder agreement. Moreover, the criteria of what counts as a discourse marker must also be very explicit so that the onomasiological selection of items in context can be as stable and exhaustive as possible.

We will present a proposal of a corpus-based annotation scheme (Crible, subm.) designed and tested on French and English spoken data across different speech situations (spontaneous and prepared, monologues and dialogues, etc.). This protocol was elaborated for both relational markers (or discourse connectives) and non-relational markers (other discourse markers such as *you know* or *well*). We will cover all the features that are accounted for in this annotation and which are mainly of two kinds: syntactic parameters on the one hand, such as a two-fold categorization of the position of the marker in the sentence; and functional features on the other. Position and relation are two parameters that were identified by Zufferey & Cartoni (2012) as "relevant criteria governing the choice of a causal connective" (2012: 233), and it may be assumed that it is the case for other types of markers. The present system also includes a definition of the segments related by the marker, with a fairly large understanding of the unit it may apply to.

The functional categories of this protocol are revised versions of previous taxonomies such as Sweetser"s (1990) or Gonzalez' (2005). Functions are grouped into four domains: ideational, rhetorical, sequential and interpersonal. This first selection restricts the possible functional value(s) to an operational and closed list of domain-specific functions, elaborated from previous literature (a.o. Prasad et al. 2008, Cuenca 2013, Zufferey & Degand 2014) and empirical testing. In example (1), the English conjunction *but* works simultaneously in the rhetorical and the sequential domains, performing both a relation of opposition between the two segments, and a text-structuring function of topic-shifting.

(1) "So that was the way the decisions were made. **But** what we also wanted, and we're very keen on this here, …" (bb_en011)

The efficiency and operationality of this annotation scheme will be assessed by an annotation experiment contrasting naive and expert coders (all native speakers of French) applying the present protocol to spoken conversations in English and French. Reports of inter-annotator agreement within and between

groups will be illustrated and analyzed in order to investigate the source of disagreements, which we expect, at least for expert coders, to be linked to speech-specific and/or highly polysemous, under-specified uses of discourse markers, on the basis of previous studies (e.g. Crible & Zufferey 2015). This annotation experiment will also be an opportunity to explore patterns of combination between the different variables involved, and to raise more general issues regarding the annotation of the complex phenomenon of discourse markers in natural data.

Adriana Cruz Rubio & Martha Rudka

Processing of informative /contrastive focus in Spanish: Experimental notes about the Spanish and German focus particles incluso and sogar (Contribution to *Discourse markers and experimental pragmatics*, organized by Loureda Oscar, Inès Recio Fernández & Adriana Cruz Rubio)

Focus particles can be accounted for as a subtype of discourse markers. As elements with a mainly procedural meaning, in discourse, focus particles act upon information structure to focalize the hearer's attention on certain constituents, and guide him towards the expected inferences (Blakemore 1992; Montolío 1998; Murillo 2010). In turn, the semantic properties of utterances also determine the impact of focus particles on information processing.

Our subject of study are the focus particles *incluso* and *sogar* ('even'), which, as such, impose a model of information retrieval in utterances. Our research aims at complementing existing theoretical works on focus particles and information structure with an experimental approach designed to determine the role of focus particles in information processing. To that purpose, we measure the cognitive effort during reading by means of eye-tracking, which allows for conclusions about how utterances are processed (Rayner 1998).

In this contribution, we present experimental data that address a series of research questions:

1. Are focus particles, due to their mainly procedural meaning, processed differently within an utterance than elements with a representational meaning?
2. How does the presence of focus particles influence the pattern of information distribution in utterances, compared to a condition in which the focus particle is absent?
3. Do focus particles enhance readers' effective comprehension of utterances?

Maria Josep Cuenca

Lexical connectives as grounding devices in political discourse (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

Discourse and modal particles are key elements in grounding and common ground activation, which are two general operations by which utterances are explicitly related to their context of production and interpretation (see Fetzer & Fischer eds. 2007, and especially Fischer's contribution to the volume). Following the general theory of context proposed by Van Dijk (2008, 2009), I assume a multi-level view of context, which implies, among other assumptions, that context: (i) is a dynamic construct, (ii) is not objective but subjective, (iii) does not only have an individual dimension but also a social dimension, and (iv) is constructed by each participant as an interpretation of the discourse situation.

Discourse organization is part of the construction of context since it is essential in the grounding of utterances and action marking. It has been widely studied in relationship with prototypical discourse markers, such as *and, therefore, nevertheless*. This functional class, including grammatical markers, has been intensively described in many languages (for a general overview, see Jucker & Ziv 1998; Fischer 2006; Degand et al. 2013, among many other references). However, less fixed and grammaticalized discourse relational devices have received much less attention. This kind of elements alternates with grammatical markers and linking endophoric devices in Catalan parliamentary discourse.

The aim of this paper is to analyze how non-fixed connective structures such as *to name but three examples*, *to take just one example, first (element), second (element)*, etc., *I will put it differently,* ground the following utterance(s) by creating an on-going discourse context where the argumentative backbone is explicitly expressed. The corpus analyzed includes parliamentary debates held in the Catalan Parliament.

All the discourse relational devices have been identified and classified according to their semantic and pragmatic meaning and whether they are (more) grammatical or lexical. The use of fixed and non-fixed of connectives is compared and the latter are described in detail. The analysis shows that by using complex and semantically transparent constructions functionally equivalent to grammatical discourse markers the speaker anchors his or her speech in the discourse situation and explicitly expresses the different moves in the argumentative process that is taking place. In fact, lexical markers fall under the concept of

metadiscourse, at the textual level (Hyland 2005; Hemple & Degand 2008), or rather they can be considered metapragmatic markers and, thus, they exhibit a structuring function partially distinct to that of prototypical discourse markers. For the analysis, the contextual and genre features that underlie their use will be taken into special consideration.

Oliver Čulo

Constructions-and-frames analysis of translations: The interplay of form, function and content in translations between English and German (Contribution to *A Panel in honor of Charles J. Fillmore (1929-2014)*, organized by Petruck Miriam R.L.)

Translation scholars adopted Fillmore's Frame Semantics already during the 1980s, and later as a kind of "translation strategy" (Vannerem und Snell-Hornby 1986; Kußmaul 2010). The idea of frames licensed by the cultural background and experience of recipients can benefit finding the right translation: According to the proposed strategy, the task of the translator is to find the appropriate frame in a target culture and the linguistic realisation given the chosen frame.

Using (frame) semantic description fits well with one of the main aspects of translation. Translation can generally be seen as a task where the meaning of the original should be preserved as far as possible (Kade 1968). However, differences in the constructions (Goldberg 1995) available to speakers in the target language may constrain the rendering of a source language message in the target language. To test and refine the above-proposed translation strategy, understanding whether and how constructional constraints can alter the semantics of the target message is important.

This talk tests the preservation of meaning by means of the "primacy of frame"-principle (Čulo 2013). Ideally, the semantic frame (Fillmore 1985) of the original maximally matches the frame of the translation, i.e. no other frame in the target language would match the frame of the original better. The present work investigates one factor overriding this principle in translations between English and German. It focuses on two grammatical constructions, unagentive subjects in English and object topicalisation in German (i.e. objects in sentence initial position), neither of which is commonly used in the other language. Picking a construction comparable in communicative function in the target language may lead to frame shifts, as in the following example:

(1) Source: *Die Frauen hat das nicht gerade zimperlich gemacht.* (Cause_change frame)
Lit.: `The women has that not exactly prudes made`
Target: *The women weren't exactly prudes.* (State_of_entity frame)

Here, the sentence-initial object in German became a subject in the English translation, preserving the word order. The English subject-verb-object construction is comparable to the German object topicalisation construction in keeping the focus position of the element *The women*. The main verb accommodates the new configuration of grammatical functions: From a causative with *gemacht*to a state with *be* as main verb.

The pilot study presented here used 40 sentence pairs from a parallel German-English/English-German corpus. The examples were analyzed with respect to construction and frame choice in the target language compared with that of the source language, and the factors guiding this choice. The results reveal a range of variation in choosing adequate constructions in the target language, some of which lead to frame shifts as in (1).

In addition to highlighting the interplay between construction and frame choice, analyses of individual examples indicate that in cases of frame divergences between English and German, the frames of the original and the translation can often be linked by exploiting frame-to-frame relations, moving just a few steps through the frame hierarchy.

Jonathan Culpeper& Michael Haugh

Politeness theory and integrative pragmatics (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

This paper examines the role of pragmatics in politeness theory from its beginnings to the present day, following the three 'waves' in politeness the studies identified in both Culpeper (2011) and Grainger (2011), further discussed in Kádár and Haugh (2013). The first wave, constituted by the classics such as Brown and Levinson (1987) and Leech (1983), is grounded in speech act theory and conversational implicature. We argue that, whilst there was much merit in what they did, they were hemmed in by a limited view of pragmatics. The second wave, constituted by what are usually considered "discursive approaches", such as Watts (2003) and Mills (2003), was successful as a rhetorical move, highlighting some of the limitations of the first wave. However, it heralded a shift in focus away from pragmatics and towards social theory (e.g. Bourdieu 1990). Leech (2014) argues that politeness theory needs to be brought back into pragmatics, and focuses on pragmalinguistic aspects. It is not the role of this paper to

debate the thorny issue of the boundaries of pragmatics, but we would argue that some of the positive features of the classic politeness works seem to have been lost. The third wave is somewhat less cohesive. At the more pragmatic end we find Terkourafi (e.g. 2001), and of course Leech (2014). Both, however, take a somewhat narrower approach than we would argue for, particularly with respect to teasing out meanings in interaction. We propose in this paper that the theorisation of politeness can be properly grounded in pragmatics yet also address the critical concerns of second wave approaches through what we term "integrative pragmatics", which draws from both first-order (user) and second-order (analyst) perspectives (Culpeper and Haugh 2014). The focus of integrative pragmatics is the study, by observer-analysts, of what particular form-function relationships are taken to mean by users in particular situated, sequential contexts, and how this can vary across those participants (ibid: 266). Given the particular focus of integrative pragmatics on variation and metapragmatic awareness across participants, it calls for a multi-method approach that combines qualitative and empirical methodologies. Features of an integrative pragmatics approach to politeness, and the implications for theorising politeness, are illustrated in this paper through analyses that draw from multiple approaches, including interactional pragmatics and corpus pragmatics. In this way, we aim to both highlight the pragmatic basis of politeness, as well as the need for a nuanced and complex theorisation that integrates multiple perspectives.

Pino Cutrone

Pragmatic failure in intercultural interactions involving Japanese EFL/ESL speakers (Contribution to *Pragmatics of interaction: Identity and adjustment*, organized by Tanabe Kazuko & Chris Cart Hale)

This presentation aims to share some the researcher's previous work in the area of backchannel behaviour across cultures. With misunderstanding and miscommunication (i.e., pragmatic failure) as the foci of this analysis into intercultural conversations between Japanese EFL/ESL speakers and native speakers of English, this presentation discusses various issues experienced by Japanese L2 English speakers. A number of intercultural studies have shown key differences in how Japanese L2 English speakers and proficient speakers of English from other cultures used backchannels in terms of frequency, variability, placement and function. Furthermore, there is increasing evidence to suggest that backchannel conventions that are not shared between cultures contribute to miscommunication and/or negative perceptions across cultures. Hence, due to the importance of backchannel behaviour in intercultural conversations and the fact that it is often neglected in the language classroom, the researcher argues that this elusive aspect of pragmatic competence warrants more attention in the EFL/ESL curriculum, particularly with regard to Japanese EFL/ESL speakers. For instruction to be successful however, it is necessary for teachers to understand why their learners behave and/or produce language the way they do (and especially in ways that are markedly different than those of proficient users of English as a Lingua Franca in the international community). The researcher, thus, attempts to shed light on some of the cultural dilemmas that a Japanese EFL/ESL learner may face as he/she works to develop his/her multicultural identity. Some theoretical constructs, such as Grice's theory of conversation and the potentially differing conceptualizations of politeness across cultures (touching upon Brown and Levinson's Face theory), are briefly explored.

Joan Cutting

Discourse production in intercultural pragmatics journals (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

Focusing on discourse from a pragmatic perspective, this paper examines reports of discourse production and interpretation dependent on general pragmatic principles, from an intercultural perspective. The 21st century is witnessing a surge of research in intercultural communicative competence (ICC) in pragmatics and language teaching (Ishihara and Cohen 2010; Trosborg 2010; Flowerdew 2013; Kecskes and Romero-Trillo 2013). In the area of language teacher education, it is debated whether teacher acceptance of what they are learning depends on their willingness to modify their beliefs (Phipps 2010; Borg 2011; Tatto and Coupland 2003) and whether their discourse in journals and blogs contains markers of negative stance towards pragmatics principles of other cultures (Bailey 1990; Luzon 2011).

This paper describes a study of TESOL reflective journals, which used discourse analysis and corpus linguistics to analyse how student-teachers on a TESOL masters pragmatics course applied the findings of pragmatics studies to their own cultures and how they expressed their beliefs about cross-cultural and intercultural pragmatics. The students showed evidence of having developed ICC, in that they decentered, talking about their culture in the third person and examining it through the eyes of members of another

culture, as in "people often express their opinions indirectly, especially when they have some request or dissatisfaction, and this is the reason why westerners may feel Chinese people are hard to understand." However, there was a certain degree of overgeneralisation, and students used negative stance indicators (intensifiers, negative verb phrases, negative adjectives and negative adverbs), exaggeration (overstaters and the triple statement of the same point culminating in an extreme statement), and the occasional light implied ridicule, as in "This is one of many things that are misinterpreted by westerners. Chinese do not always say thank you. If you are a friend then it is just accepted that you mean well. To keep saying thank you is a bit dodgy and suspicious" and "I noticed Japanese complementing each other when someone was bad at something. I think it's to make the person feel better even when it's obvious to everyone that what they've done is a pig's ear. Not sure that it really works. Maybe its to lighten the atmosphere or something." The downgrading of these, with epistemic modals, understaters, downtowners, downgrading committers and agent avoiders, was minimal.
The paper concludes with considerations of applications to teaching and course design.

Federica Da Milano

Dynamics of self-expression across languages: A comparison between Indo-European and East-Asian languages (with a focus on Japanese) (Contribution to *The dynamics of self-expression across languages*, organized by Huang Minyao & Kasia Jaszczolt)

The aim of this contribution is the investigation of the way in wich the notion of "I" is expressed in two macro-linguistic and cultural domains: East-Asian and Indo-European languages.
The paper will be organized as follows: first of all, a brief introduction about philosophical, anthropological and linguistic parameters related to the notion of "I"; then, a discussion, supported by examples, about the extraordinary polymorphy of the forms referring to the self in East-Asian languages (with a special focus on Japanese). Finally, a brief look at the differences between East-Asian and Indo-European pronouns.
As Bhat (2004) pointed out in his monograph on pronouns in cross-linguistic perspective, a question has been raised as to whether some of the Southeast Asian languages like Burmese, Thai and Japanese can be regarded as not possessing any personal pronouns at all; as it will be shown in the paper, these languages use different nouns in place of pronouns in order to indicate social status, politeness, etc.
In the literature, pronouns are mainly viewed as a morpho-syntactic category but often the distinction between pronoun and noun is considered to be not discrete but scalar, with some pronouns exhibiting less prototypically pronominal and more nominal characteristics than others.
Diachronic and synchronic considerations will suggest that the fundamental difference between East-Asian and Indo-European personal pronouns (and, in particular, first person pronouns) is the following: while in Indo-European languages first person forms are generally autonomous, East-Asian first person forms are highly relational: for example, in Japanese there is not a single 'passepartout' form for the first person, that is analogous to Indo-European first person pronouns (English *I,* French *je,* Italian *io,* etc.), but different forms are used: *watakushi* (very formal), *watashi* (formal for men, both formal and informal for women), *atashi* (informal, mostly used by women), *ore* (very informal, almost exclusively used by men), *boku* (informal, almost exclusively used by men). Another interesting property that distinguishes Japanese personal pronouns from Indo-European personal pronouns is the characteristic described by Whitman (1999:358): "A striking fact about the history of Japanese is the frequency with which pronouns shift over time to designate different speech act participants":

(1) (*Genji Monogatari* , *Yūgao*)
ware *φito wo okos-a-mu*
I person ACC waken- MZ - PRESUMP "I will waken somebody"

(2) (*Kyōgen* : *Morai Muko*)
itu ***ware*** *ga ore ni sake o kure-ta zo*
when you NOM me to wine ACC give- PERF EMPH "When have you given me wine?"

The contribution will thus focus on the theoretical interest of the flexibility of first-person pronouns in Japanese and other East-Asian languages with respect to pragmatic and philosophical theories on self reference.

Jennie Dailey-O'Cain

The functions and ideologies of English in the networked discourse of Dutch and German youth (Contribution to *Pragmatic perspectives on networked L2 discourse*, organized by Vandergriff Ilona)

While English is clearly still the dominant language of the Internet, it is becoming increasingly less so (Danet and Herring 2007), and these changes have given rise to more multilingual computer-mediated spaces. Bilingual phenomena such as codeswitching are ubiquitous in those online spaces that are linked to real-world local communities in non-English speaking countries (e.g. Androutsopoulos 2007). In terms of the language use of these local online communities, then, the result is not the subversion of the national by the transnational and the local by the global, but the production of recombinant identities and the combination of the local and the global into something completely new (Jacquemet 2010: 51).

This paper compares two such online communities, one Dutch and one German, in terms of the functions of code-switching into English in their networked conversations with their own compatriates. It therefore looks at "L2 discourse" not from the perspective of pedagogy or even the use of English as a lingua franca, but against the backdrop of the overall role of English in a globalizing world. The primary data is drawn from 500 conversations (i.e. 500 posts together with all resulting comments) in each of the two communities, but in keeping with the need for what Androutsopoulos (2008: 2) calls a *discourse-centred online ethnography,* the analysis of this data is also combined with an analysis of interviews with 10-12 members of each community about their use of English. The approach used to analyze the language alternation is Auer's (1998) approach to code-switching in bilingual interaction, which distinguishes between *discourse-related* switches (i.e. those that serve to structure conversation), and *participant-related* switches (i.e. those that relate to the preferences or identities of the interactants). Liebscher & Dailey-O'Cain's (2009) approach to language attitudes in interaction, which analyzes language attitudes as forms of *positioning,* is used to analyze the interview data.

Previous work arising from this project has already shown that the Dutch community not only uses massively more English than the German community does, but also that the switching they do requires both more knowledge of and creativity with English (Dailey-O'Cain 2013). This, however, is the first paper to zero in on the functions for and the ideologies behind the switches—not just *how* they switch to English, but also *why*—and the analysis of the two communities' language alternation reveals a difference in their use of English on that level as well. While both communities switch to English for international or online-world concepts that have no immediately identifiable native-language equivalent, many more discourse-structuring and identity-constructing functions can be identified in the Dutch community that are similar to those found in face-to-face bilingual communities. The analysis of the interview data further suggests that at the root of these differences are fundamentally different ideologies of what English is and the role it should play in people's lives.

Anna Danielewicz-Betz & David Graddol

Developing landscapes of identity: The visibility of Hong Kong-China narratives of transitional identity in language landscapes (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

Our panel presentation contributes to an understanding of how contemporary struggles for identity become inscribed in the language landscapes of the city (cf. Danielewicz-Betz & Graddol 2014; Graddol & Danielewicz-Betz 2014). In particular, our research engages with the 'macro-micro' problem in narrative research: how local acts of positioning fit with larger social narratives and discourses.

Our research site is in south-east China, where a physical border mediates and imposes respective identities for mainland Chinese and the population of the former British colony of Hong Kong. Hongkongers, in the sense suggested by Breitung (2009), have become a 'borderland people' who have access to a range of identities and related social practices. The recent pro-democracy protests of students and 'Occupy Central' (September-October 2014) have brought into public view a struggle between these Hong Kong identities, which has been played out in a 'semiotic war' involving tens of thousands of signs and messages on 'democracy walls', road barriers and bridges (e.g. "If not me, who?"; "Honkongese it's time to make change").

We perceive the (language) landscape as dynamic and engaging those who shape and reshape it, (re)creating and/or disputing identities, whether individual, local, or national (cf. Bender 1992). For example, in Hong Kong, we explore how heteroglossia in the landscape is often organised as a counterpoint between different voices - such as is apparent when unofficial signs are superimposed onto authority signage, and how individual messages left by protesters and visitors can be seen as acts of positioning within particular societal narratives.

Our research is also concerned with the diversity of narratives which *readers* use to make sense of such geosemiotic artefacts (signs and notices emplaced in a particular space at a particular time), including our own as researchers (also not monolithic); and attempts to capture the emerging and processual nature of semiotic landscapes as the grounds for contended interpretation and interaction (Stroud & Jegels 2014), central to semiotic performances of identity and agency (Williams & Stround 2013).

In addition to the ephemeral unauthorised notices which appeared during the 'umbrella' protest movement in Hong Kong, we study signs (often bilingual) emplaced in the street landscapes: from official to unofficial notices, posters, or hoardings directed at specific audience. For example, a particular reader may see a sign as not intended for them, but for some other groups, such as "mainland Chinese visitors to HK", or "parallel traders", or "Filipino maids". Rather than feel they must comply with a notice such as 'no spitting', readers may see this as intended for an (antisocial, mainlander) 'other', and feel reassured that 'the authorities are doing something about this nuisance'.

Identity narratives emerge through story telling - both about 'self' and about others (cf. Bamberg 2011; Bamberg & Georgakopoulou 2008; Georgakopoulou 2007; Gubrium, Jaber & Holstein 2008). Media coverage of the 'umbrella' protests in Hong Kong, has helped create two opposing Grand Narratives concerning Hong Kong identity. We suggest that the thousands of small notices comprising the 'democracy walls' which appeared during the 'Occupy Central' period can be understood within the frame of these Grand Narratives. These signs are perceived as markers of the identity dilemma of sameness/difference in the distinction between "us" and "them". On the other hand, continuity/change dilemma also applies in the sense of continuous "mainland Chinese" identity as opposed to evolving "Hongkonger" identity(ies).

Alexandra D'Arcy

Tracing like and the like. (Contribution to *Pragmatic variation and pragmatic variables*, organized by Schneider Klaus P. & Andreas H. Jucker)

This talk operationalizes variationist methodology to establish the theoretical and empirical context of discourse *like*, a ubiquitous feature of vernacular speech. It is commonly assumed that *like* is a new feature, one that has only recently encroached upon the language of youth (cf. the *recency illusion*; Zwicky 2005). I this talk I explore a range of historical and contemporary corpora from a variety of English dialects (New Zealand English, British

English, Canadian English) to systematically undermine this view, and to demonstrate that the various discourse uses of *like* are essentially rooted in longitudinal realities. Indeed, *like* is highly constrained by the syntax (cf. Ross & Cooper 1979), occurring in specific positions among speakers of all ages, and has developed gradually and systematically, arriving at its current state through regular processes of language change (D'Arcy 2007, 2008). Crucially, the rise of its pragmatic functions is paralleled by the emergence of 'more grammatical'

functions such as comparative complementizer and conjunction (Brook 2014; López-Couso & Méndez-Naya 2012), thus highlighting the interaction of grammatical and discoursepragmatic forces in the evolution of grammar and grammaticalization processes more generally.

Lucile Davier

How representations of translation in newswired influence the selection of information (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

Operations of translation or the integration of foreign language sources in news reports produced by newswires are made invisible by journalists although they are extremely frequent, as shown by Bielsa and Bassnett (2009) and Davier (2014). This invisibility cannot be criticised as such since it forms an integral part of the genre (Vološinov 1986; Hanks 1987; Bauman 2001 and Flynn 2005) of 'news dispatch' and is derived from the professional vision (Goodwin 1994) that journalists have of translation. However, the remaining question is how this professional vision of translation influences the production of information in news agencies. Fieldwork and corpus analysis are triangulated to tackle this question. Observation and semi-structured interviews were conducted in Switzerland at the regional office of the global newswire AFP in Geneva and at the head office of the Swiss national news agency ATS in Bern. Then, nearly 1200 AFP and ATS news reports were analysed with the toolkit (Mottier 2005) of public problem theory (Gusfield 1981 and Widmer 1999). It appears that journalists see translation as a purely linguistic form of transfer rather than as journalistic writing. Since they perceive translation as a burden, they try to avoid it as much as possible. Consequently, sources that do not produce information in the language of the reporter can be 'deselected', while other sources that are closer to the journalist's language community are, instead, 'reselected'. These choices lead to an over-representation of same-language sources and their

arguments/definitions. Therefore, they reduce the complexity and the otherness of foreign public problems. In conclusion, sources that are denied access to the media arena could push their messages through by providing fast and ready-to-use translations of press releases: 'pretranslation' would, thus, become the interlingual equivalent of Jacobs' 'preformulation' (1999).

Catherine Evans Davies

Face-work in context (Contribution to *Face revisited: A valid concept for cultural and linguistic diversity?*, organized by Schröder Ulrike, María Bernal, Thomas Johnen & Bernd Meyer)

Whereas Brown & Levinson's (1987) approach has provided important insights (e.g., in conceptualizing joking interaction among American English speakers in Davies (2006)), critiques have gradually increased from other cultural perspectives, objecting to a Western bias that privileges individualism and neglects the social dimension of identity. There has also been an inherent contradiction between the Goffmanian dramaturgical orientation to the presentation of self (focussing on a calculation of the projected identity) and the B&L orientation oriented to the interlocutor (exemplified by the importance of the notion of FTAs, i.e., "face-threatening acts").

This study returns to Goffman (1955) to remember three important ideas: (1) that "face" is not something that inheres in people but that rather is created and emergent in interaction; (2) that every utterance involves both orientation to one's own face and to the face of the interlocutor, such that cooperation in maintaining mutual face is important; (2) that face-work is not the goal of an interaction; an interaction always has other goals, and face-work occurs in the process of trying to achieve those goals.

This study uses data of cross-cultural interaction in an American university that is contextualized in unusual ways. It is based in an institutional context, around tasks that are part of the institutional roles that comprise the participants' everyday life as graduate teaching assistants and undergraduate students. With videotaped data of interaction in which goals are known, it uses the interactional sociolinguistic methodology of facilitated playback and commentary by the participants to hear their interpretations and perspectives on the interaction, as facilitated by the researcher. The female Chinese teaching assistant and the female African-American undergraduate further interact with each other as they provide commentary on their own face-work in relation to their goals in the interaction.

This analysis offers a different kind of critique of Brown & Levinson"s model. The data represents a culturally "third place" (Kramsch 1993) where interactants have to adapt their culturally-shaped discourse strategies to an institutional context according to complex calculations of power, institutional knowledge, appropriate roles for teacher and student and how to enact those roles. The data include the commentary of the actual participants in the interaction.

These data suggest a model for an ethnographic methodology for this kind of research to include the voices of the interactants. The study reasserts the importance of contextualization and situated interpretation in understanding rapport strategies, which are always deployed in the service of particular interactional goals. It also reminds us of the relativity of "face" in relation to different roles that individuals play in different contexts, and the possibility of a lack of fit in certain situations.

Philippe De Brabanter & Antonin Thuns

Reconciling semantic deference and pragmatic enrichment (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

Semantic deference (cf. Burge 2007; Recanati 1997) suggests that utterance contents are context-sensitive, as they are dependent on certain linguistic conventions. Pragmatic enrichment (Recanati's 'modulation', or Carston's or Wilson's 'ad-hoc concepts') suggests that a word's truth-conditional contribution can be looser or narrower than the word's conventional meaning.

Though assuming dependence on extralinguistic factors, these phenomena seem to pull the theorist in opposite directions:

- semantic deference increases the stability of content. When we don't fully master a term we're using, it is not our incomplete understanding of the term that determines its truth-conditional contribution, but the concept determined by the relevant linguistic conventions.
- pragmatic enrichment, as a mechanism available to utterers for locally modifying a word's truth-conditional contribution, increases the flexibility of utterance contents.

Can these mechanisms be reconciled within a contextualist theory of utterance interpretation?

Yes. 'Default' semantic deference results from the indispensable 'pre-interpretative' setting of a language parameter: no language selected, no interpretation. 'Language', here, is to be understood in a broad sense

(standard communal language, dialect, sociolect, idiolect). Moreover, the value of the language parameter is itself context-sensitive, as different situations connect with different 'families of uses'.
Pragmatic enrichment operates at the interpretative stage of determining what-is-said. Logically, it is secondary. Thus, the linguistic conventions the utterer defers to set limits within which enrichment can take place.
Take Burge's *arthritis* scenario (2007:104f):

Bert to the doctor: *I fear I have arthritis in the thigh.*

Default semantic deference guarantees that *arthritis* is interpreted in conformity to, say, Standard English ("painful inflammation and stiffness of the joints"), even though Bert himself thinks arthritis can affect muscles. Bert's use won't count as a loosening of *arthritis*, because his intention is to talk of arthritis as understood in the community he shares with the doctor.
Does deference therefore put a straitjacket on language use? No. Imagine a more competent user than Bert, who says:

Red tape is the arthritis of our administration,

meaning that red tape creates intolerable malfunctions. That is a potentially successful modulation, as it is an appropriate extension of the meaning of *arthritis*. What if Bert uttered that sentence? He would be equally successful, because the modulation "intolerable malfunction" is accessible from both the conventional meaning of *arthritis* and Bert's conception of it.
Now imagine Bert's doctor (Mary) talking with a colleague with whom she had a laugh at Bert's expense. Mary's had a pain in the calves for some time, now getting more acute.

Mary: *My arthritis is getting worse!*

By making it clear to her colleague that she is using *arthritis* the way Bert used to do, she *deliberately* defers semantically to Bert's (former) idiolect, and may be saying something true. This way again she escapes the strictures of default semantic deference.
Our articulation of default semantic deference with pragmatic enrichment enables us to account (i) for meaning stability in a linguistic community, (ii) for flexibility in language use resulting from different settings of the language parameter, (iii) for extensive flexibility due to loosening and narrowing.

Glória Maria M. de Carvalho

Mother tongue and the homophony in children's utterances (Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)

In the investigation of language acquisition, with a focus on Language Pragmatics, the so-called Language Socialization proposal has been highlighted by some authors. In this proposal, in very general terms, one of the goals of socialization is to make the child learn how to use language so as to produce statements that are, at the same time, effective and tailored to the community. Thus, scholars emphasize that important empirical and methodological progress, as well as theoretical and practical developments have occurred with the systematic analysis of socio-cultural practices in the investigation of the child speech in this line of research. Nevertheless, we can see that, although social practices have a place of focus in current studies in Language Acquisition, in the perspective of language socialization, the fundamental condition for this acquisition would be, apparently, the impact of these practices on the *child's social potentialities*. In order words, ultimately, this condition would be the child's social potentialities, which would include the possibility that he/she could recognize, in others, expectations of intentions, knowledge, feelings, social beliefs, etc. Thus, one can notice that, despite several changes occurred, the pragmatic approach to language acquisition carries traces of the old question of successful communication based on the notion of adaptation, which puts obstacles to the investigation of heterogeneity and "erratic" character of children's speech, that is, its singular feature. Then it is assumed that the proposition of a structural analysis of the linguistic relationship between mother and child, at the beginning of its establishment as a speaker, is an attempt to investigate this singular character, in that it would reveal the presence of the mother tongue in the child's speech. In this perspective, the mother tongue would be present in the child's speech through their initial utterances which have the mark of homophony, that is, it is not possible to attribute to them for sure a determined meaning. In turn, this mark of homophony provokes in the other (the investigator), a surprise effect, while it brings up a break in the notion of linguistic interaction as a communication / adaptation between mother (or caregiver) and child. The goal is to illustrate this break by analyzing dialogue data between an adult (the mother) and a child, at a very early stage in their linguistic trajectory. In this analysis we discuss the ambiguous children's utterances, highlighting the homophonies made visible in such productions, trying to relate them to the speech of the other (in this case, the speech of the mother).

Barbara De Cock, Laurent Gautier & Roel Coesemans

Self and group reference by politicians on Twitter: Adapting personal deixis to 140 characters (Contribution to *Adaptability in new media: From technological to pragmatic affordances*, organized by Virtanen Tuija)

This paper studies how language is used on Twitter by politicians during the 2014 European elections campaign. More specifically, it focuses on how Belgian, German and Spanish politicians present and promote themselves, connect to different kinds of communities and comment on current affairs through microblogging. This kind of language use can be viewed as "a process of interactive meaning generation employing as its tool a set of production and interpretation choices from a variable and varying range of options, made in a negotiable manner, inter-adapting with communicative needs" (Verschueren 2008: 14). From such a pragmatic perspective, we aim at investigating how the candidates adapt their language use to different contexts when communicating on Twitter, especially how the technological constraints and 'communicative affordances' (Hutchby forthcoming) of this medium influence politicians' language use. Special attention is paid to the distinctive use of personal pronouns to create professional and private identities, to affirm group membership and to link up with communities of possibly interested voters, followers, colleagues, campaigners, etc. (cf. Marwick & Boyd 2011).

The research questions are:

- How do politicians, whose discourse largely relies on personal deixis, adapt to the technical constraints of Twitter?
- How is person deixis used in function of different communicative goals and in relation to (contextual) factors such as thematic content, political and personal profile, authorship, nationality, language?
- Can deictic expressions be used to define identity-oriented Twitter styles (cf. Thimm et al. 2011)?

The analysis relies on a corpus comprising four comparable sub-corpora (Teubert 1996) contrasting two Germanic (Dutch and German) and two Romance languages (French and Spanish). The dataset, collected at the University of Burgundy, consists of the tweets of all Belgian, German and Spanish candidates for the European Parliament elections (May 25, 2014), active on Twitter between May 4 and June 1, 2014.The research presented in this paper focuses on the systematic study of 1st person singular and plural pronouns, as well as person deixis expressed through verb inflection (for Spanish).

We combine a quantitative and qualitative approach, analysing not only the frequency with which these forms are used, but also their reference and their meaningful functioning in the context of Twitter discourse. Indeed, we focus on (i) which reference is established (personal or professional identity, local or European group) and, (ii) which clues lead to the establishment of this reference, taking into account also Twitter-specific features such as the use of hashtags, reference to other users, and the use of deictic forms in retweets.

Through this analysis, we show that language users adapt to the specificities of Twitter in various ways. Thus, we expect a lower frequency of person deictic forms than in other political communication, due to the conciseness constraint. The technical specificities of Twitter play a role in the construction of self and group reference. Finally, the particular use of deictics furthermore allows for defining the type of identity-oriented Twitter style European Parliament candidates construct, as well as for new insights into the relationships they create with their audience.

Henri de Jongste

Comedy as playing with mental models (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

In two books, Van Dijk (2008, 2009) argues that the study of text in context is best seen in terms of the construction of *mental models* of situations (Johnson-Laird 1983). Such models represent people's individual take on the situation *in which* they talk as well as the situation *about which* they talk, and contain the situation-related beliefs, desires and emotions people entertain.

The mental models of situations *about* which people talk, are thereby made public and can be exchanged and coordinated with others to establish common ground (Clark 1996; Clark and Schaefer 1989). However, people do not want to share every belief, desire and emotion with others. Their interests in the community mean that they present a version of "self" that is modified to social constraints (Baumeister 2005; Goffman 1971 [1959]; Tomasello 1999). Consequently, people's *publicly* displayedmental models – as an aspect of their presentation of self - are not identical with their *private* mental models. *Private* mental models are models which people create exclusively for themselves and which contain their innermost beliefs, desires and emotions. *Public* mental models are the socially motivated adaptations of private mental models.

The adaptation of private mental models for public use indicates that people do not exclusively focus on their own perspective of a situation, when they construct a mental model. Part of mental-model construction is a hypothetical re-construction of the mental models of others (van Dijk 2008, 2009). Such re-constructions concern both the *public* mental models of a situation these others present, as well as the *private* mental models which they do not present. In other words, we do not just make inferences from what others say and do in public; we also try to re-construct other people's *privately* held beliefs, desires and emotions. We are able to do so because we can take the intentional stance (Dennett 1987) and attribute intent and other mental processes to others, using our mirror neurons (Gallese and Goldman 1998; Iacoboni 2009; Oberman and Ramachandran 2007) as well as our universal, cultural and personal background knowledge.

Our ability to make assumptions about others' *public* as well as their *private* mental models enables us to assess how people's public and private mental models are related to each other, and so to infer, for instance, people's manipulative intent (Németh T. 2008).

In a number of scenes in the British sitcom *The Office*, the tension between the public mental models which the characters display to the viewers, and their private mental models, as simultaneously re-constructable by those viewers, is exploited by the sitcom makers. The presentation aims to demonstrate how they "play with mental models" to create comic effects.

Lourdes de Leon

Affective stance in Mayan toddlers' refusals: Displays of anger in aggravated directive-response sequences (Contribution to *Affect, social action, and identity in adult-child and child-child interaction*, organized by Burdelski Matthew & Asta Cekaite)

Zinacantec Mayans socialize their children to express *k'ak'al* ("anger," lit. 'fire') in the earliest years of childhood. Mothers and caretakers intentionally arouse displays of anger through affect-laden interactions (e.g. teasing routines) that are meant to "strengthen" the child's *ch'ulel* ('spirit'). In the context of managing anger interactively children begin to develop the interactive skills they need to assert themselves, to manage conflict, and to display agency within the frame of Mayan notions of personhood (de León 2005).

In this paper, I approach anger in Mayan socialization as "a situated practice entailed in a speaker's performance of *affective stance* through intonation, gesture, and body posture" (Goodwin, Cekaite and Goodwin 2012:16). The study is based on longitudinal audiovisual recordings of naturally occurring interaction in everday family life. It is rooted in three decades of anthropological and linguistic research in the hamlet of Nabenchauk, Zinacantán in the Mayan Highlands of Chiapas México. I am particularly interested in examining toddlers' embodied practices to take up oppositional stances towards proposed courses of actions through multimodal and multiparty interaction.

In one example, the toddler ignores Grandmother's directive to stop playing with her mother's loom. As the directive upgrades the child responds with embodied vocal and bodily displays, which are met by Granma with detachment and silence. This action reorganizes the course of action and leads the directive trajectory to its compliance. In the second example, the toddler's affective stance towards a sibling's request is indexed through turn initial response cries (e.g. grunts) and loud crying that enact participation frameworks with nearby adults legitimizing his stance and subsequent defiant actions.

Overall, the toddler's affective stances reveal forms of agency that are socialized earlier in life through affect-laden interactional routines. These routines train the child to engage in oppositional stances that arouse anger, a culturally-cognized emotion in Zinacantec Mayan personhood. The paper builds on the premise that some "sedimented" interactional practices may hold links with sociocultural processes in the study of children's socialization (Schieffelin and Ochs 1996: 252; see also de León 2005).

Jan De Ruiter

Some notes on prosody, processing, and turn-taking (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)

One of the many roles that have been attributed to prosodic constructions in human dialogue is that they regulate and/or facilitate the cognitively complex process of turn-taking. The nature of this particular role of prosodic constructions in dialogue processing has been studied by researchers from computational linguistics, interactional linguistics, conversation analysis, phonetics/phonology, psycholinguistics, and developmental psychology. The involvement of so many different disciplines, each with their own

methodological approaches and background literature, contributes to making this a truly fascinating topic that fully deserves the increased attention it has been getting during the last decade.
At the same time, the different perspectives on this phenomenon can lead to mutual confusion and misunderstandings. In my contribution, I want to address and discuss, and hopefully clarify, a number of misunderstandings that I have repeatedly encountered since we published our controversial study on this topic in De Ruiter, Mitterer & Enfield (2006).
First, the fact that a number of experimental studies have provided converging evidence that prosodic constructions are not strictly necessary cues for a sufficiently early and accurate end-of-turn prediction in humans does not imply that prosodic constructions do not play any role in turn-taking or dialogue in general. The authors of these experimental studies are fully aware of this, and have even presented evidence for the multi-faceted role of prosody in turn-taking.
Second, in this area, the famous adagium that correlation does not imply causation becomes acutely relevant: a prosodic construction that temporally co-occurs with a turn-end does not automatically imply that this particular construction is in fact used by human interlocutors as a cue for predicting a turn-ending. Corpus studies tend to reveal temporal correlations between different cues and linguistic behaviours, but they need to be complemented by controlled experiments to study the causal role of these temporal cues in human dialogue processing.
Finally, the question whether the speech signal in natural dialogue contains cues that can be used in technical systems to enhance predictive performance is an important one, but different from the question which information is used in what way by human interlocutors in their on-line turn-taking processing. It is possible, even likely, that there is information in the speech signal (and in other communicative channels) that is useful for predictive purposes in technical systems, but is nevertheless not used in the human cognitive system.
I believe that discussing these potential misunderstandings explicitly with researchers from relevant disciplines will contribute significantly to our understanding of the role of prosodic constructions in dialogue processing.

Elwys De Stefani, Paul Sambre & Dorien Van De Mieroop

Note-taking as a collaborative achievement in a self-help group for people suffering from Chronic Fatigue Syndrome (CFS) (Contribution to *Constructing meanings through mediation: The use of objects and the body in healthcare settings*, organized by Ticca Anna Claudia, Isabel Colón Carvajal & Vèronique Traverso)

In this presentation we look at discussions among people suffering from Chronic Fatigue Syndrome (CFS), which is commonly described as an affliction characterized by severe, disabling fatigue and which can only be diagnosed by excluding other underlying pathologies. Sometimes described as a "debatable" (Tucker 2004) or "contestable" illness (Bülow 2004), CFS is brought into existence – as a valid, accountable diagnosis – by discursive, interactional means (Grue 2014a, Grue 2014b). As a result, many sufferers contest the diagnosis and organize themselves in order to campaign for recognition and research into the causes of their disease. On the basis of 7 video-recorded gatherings (3 hours each) of a Flemish CFS self-help group, we examine a specific recurrent practice, consisting in discussing particular topics in small groups of 5-7 persons with one participant taking notes. These notes are subsequently used for the general discussion with the entire self-help group. In this presentation, we analyze how such notes are collaboratively achieved in and through interaction. Drawing on the methodological tools developed by conversation analysis (Sacks, Schegloff & Jefferson 1974), we discuss the following points:

- How do participants exhibit the accountability of note-taking?
- How is note-taking sequentially organized?
- Which linguistic and multimodal resources are employed in this process?
- How are note-taking and participation reflexively accomplished?

As a matter of fact, note-taking is a genuinely interactive practice which serves purposes that go beyond the mere documentation of what participants say. In the transformation of interactional talk into a written object the participants a) negotiate what is “notable”, b) temporally and sequentially organize the “right moment” for note-taking, and c) orient to the purpose of the subsequent general discussion. The practice of note-taking thus entails not only more or less extended sequences of interaction, but also a reconfiguration of participation (Goodwin & Goodwin 2004). Practices of note-taking are thus a primary locus for observing the emergence of a collective, continuously revisable group-identity through the constitution of a material object. Consequently, this presentation contributes to recent research on how participants shape, use, transform, etc. material objects in a socially meaningful way (Nevile, Haddington, Heinemann & Rauniomaa 2014).

Carolin Debray & Sophie Reissner-Roubicek
Reconsidering culture in Brazilian workplace communication: An analysis of face and politeness in Portuguese and English emails (Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

Workplace communication in Brazil – which as the 8th biggest market in the world has a large range of foreign investors and an increasingly international workforce – has reportedly seen two significant changes in the last decade: a trend from oral to written communication and a shift from hierarchical to a more inclusive form of communication (Oliveira 2009). How this may be reflected in emails – now the default means of communication in the global workplace – has apparently not been explored, in keeping with a lack of empirical research on communicative strategies in Brazilian workplace communication generally. With a view to challenging the earlier deficit model of Brazilian workplace culture in comparisons with the USA discussed by Amado and Brasil (1991), this study set out to investigate the features of politeness strategies in Brazilian workplace emails sent to colleagues within, and clients outside, organisations. As research conducted elsewhere suggests that facework negotiations in emails can be risky even for native speakers (Byron 2008), and because English is increasingly used in emails as a business lingua franca, both emails written in Portuguese and emails written in English were collected. A naturally occuring data set comprising two categories of email, requests and giving information, was analysed to see what kind of politeness strategies (i.e. how individuals pragmatically modify the propositional content of utterances according to the context) were considered appropriate in emails sent vertically (to a superior or subordinate) and horizontally (to an equal), as well as those sent inside and those sent outside the participant's department. Salutations and forms of address (which are indexically associated with the social identities of interlocutors) were also compared across sub-categories and languages. The results shed light on self- and other positioning in Brazilian workplace emails, and how it contributes to constructing appropriate professional identities – emails being important sites for identity construction (Schnurr 2013). The discussion focuses on findings that deviate from existing assumptions about formality and indirectness in Brazil (Unterbäumen et al. 2010) and also particularly on negative/positive politeness strategies found in a comparison of internal and external communications. We consider possible interpretations in the light of the Brazilian cultural concept of 'house and street' (da Matta 1997) as part of the study's implications for intercultural communication in the global workplace.

Liesbeth Degand & Natalia Levshina
Just because: In search of an objective approach to subjectivity (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

Aims and theoretical background

It has been well-established since Sweetser (1990), that *because* can be used to express causal relations in the content, epistemic and speech-act domains. In other words, the connective *because* is a multifunctional linguistic expression that is underspecified for its contexts of use, while other languages like Dutch, French or German have developed so-called "subjective" and "objective" connectives, which may function as strong indicators of the subjectivity level of the causal relation at hand (Stukker & Sanders 2012). The connective *because* being uninformative in this respect, we aim at investigating whether it is possible to anchor the different uses of *because* in context (or rather, cotext), examining a large number of syntactic, morphological and semantic cues with a minimal cost of manual annotation. Therefore, we propose an innovative method making use of information available from an English/Dutch parallel corpus to distinguish between different uses of *because*. We chose Dutch because the division of labour between *omdat* (objective) and *want* (subjective) is uncontroversial (but see Sanders & Spooren 2013).

Data and procedure

The data comes from the Europarl corpus, accessed via the OPUS interface (Tiedemann 2012). The data set consists of a random sample of English sentences (about 2,000 instances) that contain *because* as a causal connector. Every instance of *because* corresponds to either *omdat* or *want* "because" in the Dutch subcorpus of Europarl. The English sentences are then parsed with the help of the Stanford Parser, which helps us extract the syntactic dependencies (de Marneffe et al. 2006) and part-of-speech annotation of the main and subordinate clauses connected by *because*. On the basis of this information, every English sentence is coded semi-automatically for approximately 30 contextual variables, such as the part of speech, number, person, semantic class of the subject, and modality, tense and semantic class of the predicate of the main and subordinate clause. Finally, we use a number of machine learning techniques,

such as logistic regression, random forests and conditional inference trees, to determine whether these contextual variables help predict which of the two causal connectors is used in the corresponding Dutch sentences, and which contextual features of the English sentences are associated with each of the functions of *because*.

Results and interpretation

The preliminary results based on a smaller sample show that the English sentences with such characteristics as the present tense, pronominal subject, active voice, presence of modal or mental verbs (e.g. *think* and *believe*), tend to correspond to the Dutch sentences with *want*, the more subjective connective. In contrast, the past tense, passive voice and lack of modal verbs increase the probability of observing *omdat*, the more objective connective. A multiple logistic regression model performs better than a baseline model with random prediction ($C = 0.75$). Although there is still room for improvement, our first results indicate that the more subjective and objective uses of *because* can indeed be anchored in immediate linguistic context with sufficient reliability.

Taty Dekoke

Investigating the maintenance of Kikongo and Tshiluba in the diaspora: A South African case study (Contribution to *Complex linguistic repertoires and minority languages in immigrant communities*, organized by Goglia Francesco & Susana Afonso)

Globalisation has been an important cause of population and language contacts which trigger the shape of multilingualism. In Africa, a new type of migration occurs when Francophone migrants move to Anglophone countries; and when multilingual migrants move into multilingual host communities. This is the case of Congolese migrants that move into South Africa.

In the DRC, French is privileged as an official language. Kikongo, Lingala, Tshiluba and Swahili are the national languages. These languages are divided into geographical areas where they are used as lingua francas and regional languages; and where they are in competition with 240 local tribal languages. From the colonisation era to Kabila's rule, the expansion of Lingala and Swahili have been favoured as languages of the army and politics, as well as the dominant language of Congolese music and popular cultural theatre (*maboke* or *théâtre de chez nous*), in the case of Lingala. Lingala was tipped to supplant all other languages as the main carrier of the prestige and the supremacy of the army and politics from colonisation to Mobutu's dictatorship. This situation has led several Congolese to be disinterested in the acquisition of tribal/local languages which have been regarded as 'village' languages, or carriers of 'villageois' identity. This complex situation has disadvantaged the development and expansion of Kikongo and Tshiluba and local tribal languages.

In fact, languages do not have equal status. Multilingual speakers will probably promote languages which carry the highest symbolic capital. Languages of low status could be perceived as not being important enough to be maintained and transmitted to the next generation. Consequently, in the Vaal Triangle Region in South Africa, Congolese migrants' language choices might result in dropping Kikongo and Tshiluba. This paper wants to tease out the drivers for the maintenance and / or shift of these Congolese languages in the South African context where they get the status of "minority" languages. The research method involves the use of a language history questionnaire and an interview that focuses on the motivations for the use or non-use of Kikongo and / Tshiluba in the selected sample.

Olga Denti

Authenticity and identity construction in tourism apps (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

The cross-cultural dimension of tourism appears self-evident. Tourism is cultural *per se*. Considering tourism as a cross-cultural dialogic process, on the one hand we find the traveller/tourist, who explores new territories and new spaces, enthusiastic to leave and conquer them, to encounter and to discover new worlds, new languages and new discourses. On the other hand, we find the promoters of tourist destinations who accompany them throughout this discovery by revealing peculiar aspects and patterns of their cultural identity (Denti 2012).

While in the past the communication flow from the industry to both the visitor and the visited was unidirectional and almost monological, today it has become more democratic and egalitarian. Power relationships have changed and all three participants to the tourist communication can act and counteract, in a dialogue which Dann (2012) even calls trialogue.

Therefore, the role of the traveler has changed, from a mere feedback provider to a real content creator. Anyone could be involved in content creation regardless of a predetermined rigid hierarchy and better associated with the developing organizational principles of social communities. The approach to expand user-led content creation perfectly matches the rules of Web 2.0 considered as a tool to engage with other users, sharing with them data and services through an easily accessible app located between the provider and the user.
This paper aims at investigating tourist communication through apps. First of all, it will highlight the characteristics of apps as a new web genre (Swales 2004; Catenaccio 2012; Campagna et al 2012; Lemke 2003, 2005, 2009). Then, a multimodal analysis will be carried out, focusing on the role of language and images in authenticity and identity construction, bearing in mind that apps bring the communication producer, the visitor and the visited much closer.

Arnulf Deppermann & Henrike Helmer

Definitions for all practical purposes of learning: Definitions in driving school lessons (Contribution to *Definition in interaction*, organized by Bilmes Jack, Gabriele Kasper & Richard Fitzgerald)

In driving school lessons, instructors often introduce expressions of a more or less technical nature (*B pillar, cruise control, sign-posting)* while instructing students. These expressions are needed because they serve as canonical expressions for referring to actions and objects which recurrently become relevant in the process of learning how to drive. Often, however, the student does not already know them or s/he does not exhibit sufficient understanding, making definitional activities on the part of the instructor necessary. In the paper, we will deal with the verbal and gestural resources teachers use in order to clarify the meaning of expressions which the student does not yet understand. Analysis takes into account the sequential and multimodal organization of definitions, how they are situationally occasioned, how they are negotiated and how indexical properties and processes figure in the activity of defining. The aspect of indexicality and the relevance of prior knowledge will be studied in more detail by looking at cases where several definitions are needed until understanding is accomplished. The main focus is on identifying the practices members use to define the meaning of the words they use being themselves part and parcel of the activities in which the words at issue are used. By now, we have identified four practices

- Ostensive definition using pointing gestures,
- Paradigmatic definition by producing lists of expressions, which make for a paradigm of semantic oppositions in which the expression at issue is located,
- Pragmatic definitions by explication of actions or the functioning of a referential object designated by the expression in question,
- Definition by using negative contrasts used as an additional means to clarify and constrain the local meaning of an expression.

Often, several practices are combined to define locally relevant meanings. One aspect of the study is to identify how the choice of a definitional practice depends on the kind of word to be defined, the properties of the referent and its practical relevance for situated action.
The study follows an interactional linguistic and multi-modal interaction analysis approach. It aims to contribute to the emerging field of an interactional semantics (Deppermann 2011) which studies the occasioned use of categories in interaction (Bilmes 2011). The data to be analyzed stem from a corpus of video-recordings of more than 70 hours of driving school lessons in Germany (2 instructors, 8 students, 2 cameras recording street view and participant view).

Colette Despagne

Indigenous and minority students learning EFL in Mexico or how to create pluralistic language learning strategies through linguistically and culturally diverse funds of knowledge (Contribution to *Multilingualism in tertiary education: Institutional communication and the (in)visible roles of standard and non-standard varieties*, organized by Smit Ute & Monika Dannerer)

This critical ethnographic case study deals with multicultural and bilingual indigenous and minority students and their process of learning English as a Foreign Language (EFL) in Mexico. The study specifically focuses on students who are enrolled in a higher education program called *A wager with the Future*. The aim of the study is to identify and understand contributing factors in these students' struggles with the process of learning English by focusing on factors that influence their investment in EFL. The research is framed by (critical) applied linguistics and post-colonial theories that favour the integration of an understanding of these students' socio historical context in their learning of English, and question

(unequal) power relationships between languages and cultures in Mexico. The methodology was designed to ensure trustworthiness by adopting multiple data collection techniques, and to decolonize the research process by using participatory methods that feature researcher/participant coanalysis of the data.
On a macro level, findings show that students enrolled in the program experience a relationship with their multicultural and multilingual context that is rooted in Mexico's colonial legacies, which has an impact on their subjectivities; specifically, they feel discriminated against in the EFL classroom. On a micro level, the programming adopted in the university's Language Department does not legitimate students' funds of knowledge in their indigenous cultures and languages which also shapes teachers' expectations with regard to teaching. Nonetheless, some indigenous students manage to invest in EFL by creating imagined communities, and appropriating English through the creation of autonomous pluralistic language learning strategies. This research shows the necessity to redesign language programs and policies in Mexico, that legitimate and support indigenous and minority students' culturally and linguistically diverse background knowledge in the learning of English.

Catherine Diederich

Adapting food descriptions to specialized and public contexts (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

It is clear that descriptions of food products serve different purposes, but in what way do individual sensory descriptors semantically adapt to different discourses? This paper focuses on the meaning and use of food descriptors in expert and lay discourse. Scientific descriptions of food perception require precise definitions and uniform usage to provide experts with a tool to achieve consensus on the terms used to analyze a product (cf. Diederich, in press; Lehrer 2009). Consequently, scientific food terminology is characterized by a degree of objectivity which is grounded in the scientific operationalizations to assess food. In contrast, food descriptions found in the public media (e.g., newspapers and magazines) capture different aspects of subjectivity, depending on the text type. For instance, recipes and reviews encode the hedonic aspects connected to food perception. In line with Fillmore's theory of Frame Semantics (2006, 1976) and Faber's Frame-based Terminology (2012; Faber et al. 2005) this paper presents a frame-based analysis of food descriptors with the goal of identifying lexical meaning construction in specialized and non-scientific food discourse. The material for the analysis includes scientific articles, as well as newspaper and magazine articles. By focusing on occurrences of such descriptors as *crispy*, *fresh*, *bland* and *astringent* in their semantic environment, I aim at identifying the knowledge representation that underlies the use of food terminology in various contexts. The frame analysis of the selected lexemes takes place on multiple levels, including the word's proximate linguistic environment and the broader textual surrounding. Findings show that the meaning of food-related adjectives varies depending on the function of the text type in which it occurs. This work sheds light on the adaptability of food descriptors to the function of the discourse in which they encode our sensory experience with food.

Mercedes Díez Prados & Ana B. Cabrejas-Peñuelas

Metaphor and evaluation in pre-electoral debates from a cross-cultural perspective (Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

That political discourse is rife with metaphors has been evidenced by many researchers (Lakoff 1992; Lakoff 1996/2002; Semino & Masci 1996; Musolff 2004; Cienki 2005; Charteris-Black 2006; Semino 2008); on the other hand, several authors have pointed out the evaluative potential of metaphors (Neagu 2013; Rodríguez 2007). Thus, the focus of the present study is to observe the role metaphorical expressions play in a sample of discourse whose evaluative charge has been already proven by applying two models to analyze evaluation in discourse: Hunton's (2000) model and Martin and White's (2005) Appraisal Theory. The corpus of analysis is the Rajoy-Rubalcaba debate, which took place before the Spanish General Elections in November 2011. No doubt, pre-election debates are prone to fulfilling an eminent evaluative function, since its main purpose is to defend one's position and attack the opponent interlocutor; the intended perlocutionary effect of such dialogical duel is of utmost importance: to gain access to power by bringing the electorate to side with the speaker.
The questions that guide this research are:
(1) What metaphors does each candidate use in the evaluative utterances of the Rajoy-Rubalcaba debate, both for self-enhancement and other-depreciation?
(2) To what extent is the world-view depicted by metaphor use equivalent to or different from that presented in American pre-electoral debates?

To answer the first question, the evaluative devices found in two previous studies (Cabrejas-Peñuelas and Díez-Prados 2014 and Díez-Prados and Cabrejas-Peñuelas forthcoming) have been examined to discover metaphor use. For the analysis, the Introduction of the Rajoy-Rubalcaba debate (where the general purpose of the debate is presented) and the Economy & Employment section, which is the only coincidental topic with American debates, are employed in the contrastive analysis. In order to answer the second question, the results of the present study for metaphors are contrasted with those gathered in previous studies of metaphor use, such as Lakoff (1996/2002), Musolff (2004) and, particularly, Neagu (2013), whose study analyzes metaphors in a corpus of similar characteristics to the present one.
Results on metaphor analysis show that, although Rajoy uses slightly more metaphors than Rubalcaba (83 versus 71) and also presents a wider range of targets than the latter (21 versus 17), the type/token ratio found in both debates is practically identical (0.253 vs. 0.239). Thus, it can be deduced that the candidates' metaphor use does not present sharp differences. Furthermore, in many examples, the linguistic evidence of the metaphor and the evaluative devices go hand in hand (i.e. there is a high degree of coincidence between evaluative devices and the linguistic expression of metaphors). Regarding the contrastive analysis, the results indicate that the world depicted is somewhat coincidental and partly different: only three coincidental target domains can be found in both the American and Spanish pre-election debates (economy, governing and politics). Also, metaphors are used by politicians in both debates to picture themselves as the ideal candidate and accuse the opponent of being a dangerous solution to gear the country if they win the elections.

Mark Dingemanse

An introduction to pragmatic typology (Contribution to *Pragmatic typology: New methods, concepts and findings in the comparative study of language in use*, organized by Dingemanse Mark & Giovanni Rossi)

The rise of conversational corpora and the availability of rigorous methods for analysing social interaction make it possible to take typology beyond the level of the sentence. This talk offers an introduction to the emerging field of pragmatic typology on the basis of comparative work on conversation across cultures.
Pragmatic typology is the comparative study of systems of language use and the principles that shape them. Like other flavours of linguistic typology, it singles out aspects of linguistic structure and compares them within and across languages. It shares some fundamental goals with other comparative enterprises: the collection of primary data from suitably diverse language samples; the identification of phenomena to be compared; the development of analytical methods for comparing these phenomena; and the search for mechanisms that can account for observed typological unity or diversity. At the same time, due to the dynamic and fleeting nature of its subject matter —language in use— pragmatic typology faces some special challenges, chief among them the availability of data and the achievement of comparability.
Data. Sound comparison requires reliable and representative datasets. Fields like phonological, lexical and syntactic typology have long traditions of sourcing their primary data from dictionaries, grammars and texts. Yet these traditional products of linguistic description rarely contain information on conversational structure, and elicitation-based techniques are notoriously unreliable when it comes to language use (our metapragmatic intuitions are limited, and our language ideologies tend to get in the way; cf. Silverstein 1981). Therefore, the primary data of pragmatic typology must be rich recordings of language in use. This data is increasingly familiar to linguists, yet for methods of analysis we have to look beyond traditional linguistics (Selting & Couper-Kuhlen 2001; Dingemanse & Floyd 2014).
Comparability. Typology also depends on the successful identification of phenomenona that can be compared across languages, and the development of analytical methods to carry out these comparisons. Many linguists have been brought up with the idea that conversation does not display systematic structure; however, decades of conversation analytic work on English has thoroughly refuted this idea. One of the aims of pragmatic typology is to apply the analytical insights of conversation analysis and interactional linguistics to the comparative study of conversational structure. I discuss this with reference to a large comparative project on other-initiated repair, the machinery that people use to address trouble and ask for clarification in conversation (Schegloff, Jefferson, and Sacks 1977; Dingemanse & Enfield 2015) .
Insofar as the challenges of data and comparability are met, the prospects of pragmatic typology are bright: a whole new area of language structure is awaiting careful exploration and systematic comparison. As pragmatic typology uncovers new typological generalisations and respecifies old ones, it will also contribute to the task of formulating formal and functional explanations of why languages are the way they are.

Christelle Dodane, Alessandra Del Ré & Aliyah Morgenstern
Humor in children's language: Pragmatic, cognitive and social implications
(Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

Humor plays an important role in children's socialization as it reflects the norms and values of the community in which it is grounded as well as cultural and linguistic specificities. It is tightly linked to social, linguistic and interactional practices transmitted by the parents and internalized by the children, as they grow older.

Apart from McGhee's important research (1979) in relation to Piaget's developmental stages (Piaget & Inhelder 1966), most of the work on typical children's humor has underestimated their early capacities for understanding, sharing and producing humor. Our aim is to contribute to a better apprehension of the development of children's production of humor, its pragmatic, cognitive and social implication and its relation to language acquisition.

In previous work we have identified the emergence of productions that trigger shared amusement when children barely start speaking. In the beginning of their second year, the children under study indeed seem to intentionally seek two-party or three-party amusement. This intentionality can be assimilated to what Bakhtine (1977) calls a "discursive project", without which it would certainly not be possible to attain humor. Indeed, humor can only be expressed and take on its meaning in interaction and in certain social situations.

In order to test this hypothesis we analyzed the productions of two adult-children Brazilian and French datasets. The children were recorded from the age of one year and eight months to four and are part of the databases of NALingua (Brazil) and CoLaJE (France). For each child, we selected the videos at 24, 30, 36 and 42 months and identified four components of the situations involving humor in our previous research: Intentionality of the speaker who produced humor, marks of amusement on the part of the interlocutor (laughing, smiling, verbal or gestural reaction), complicity between the conversational partners and a favorable context in which the children become aware of some discrepancy or incongruity. All the sequences were coded in EXCEL according to the coding grid we had constructed collectively in our preliminary study. Prosodic analyses were conducted using PRAAT on the relevant vocal productions (fundamental frequency, length, intensity) and analysis of actions, gestures, postures and facial expressions, gaze, using ELAN.

Our results indicate that beyond the intention to get the other to laugh, the children seem to want to have fun, to play with words for pleasure, to catch the others' attention or to make fun of them. Those specific features of the moments when children intentionally trigger shared amusement are part of an important pragmatic dimension of language and children can then redeploy them in other situations and build their linguistic identity as expert speakers.

The production of humor is therefore an excellent marker of the attainment of new cognitive levels with the assistance of multimodal language and of "good-enough" scaffolding. The analysis of humor can provide important landmarks of children's meta-pragmatic knowledge of language use as it indicates whether they discriminate relevant and acceptable productions in context.

Elena Dominguez-Romero
See/hear-say: A contrastive approach to reportive evidentiality in English and Spanish (Contribution to *Evidentiality, modality and stance in discourse'*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

The last decades have seen numerous classifications of Reportive Evidentiality (Willet 1988; Plungian 2001; Aikhenvald 2004, among others). It seems to be clear, though, that quotatives prioritize the perspective of a secondary speaker whereas reportives support the main speaker/writer's proposition on the basis that s/he only has indirect access to the reported information (Boye 2012; Diewald and Smirnova 2010; Mortelmans and Vanderbiesen 2011). Reportive Evidentiality relates to indirect information while access to direct information is expected to be visual, auditory, or contain other sensory information (Whitt 2011). This corpus-based study examines See/Say as a complement to conventional Hear/Say markers of Reportive Evidentiality in English and Spanish. The aim is to contribute to the field of Evidentiality showing that an expression of perception in the immediate context or co-text of a reporting verb contributes to the validity of the reported propositions by means of facilitating a higher witnessing authority to the speaker/writer. The data analyzed in order to unveil this so-called See/Say complement by which perception contributes to support the validity of the evidence of report have been taken from two corpora, written and oral, in English and Spanish.

Gonen Dori-Hacohen

The use of footing in adjacency pairs to achieve negative stance: Evidence from Hebrew (Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)

The "conditional relevance" organizes the sequence (Schegloff 1968). The adjacency pair and the relations between its parts received much attention. Heritage and Raymond (2005) showed that the composition of the SPP vis-à-vis its FPP achieve epistemic stance, and Clift elaborated on their work with regard to reported speech in second assessments. My goal is to illustrate how changes of footing in the adjacency pair structure deliver negative stance between participants. Thus, the mechanics that were described before are resources for achieving stance. Whereas recent CA work focuses on epistemic stance, I relate to affective stance, following Du Bois's (2007): the stance participants take towards objects, actions, and triangularly towards each other.

I use a single Hebrew interaction in a car at night. Much of the friction can be traced back to a pivotal moment, a request sequence to go dancing.

11. Gali: baa?
Are you coming?
12. Dorit: ° ani baa. ° aniBAa.
° I come. ° IcOMe.
13. Ani agid lax sheani baa,
I 'll+tell to+you that+I come
I am going to tell you that I am coming
14. vemaxar aniarimelayi:x telefon,
and+tomorrow I I'll+pickto:you te lephone,
and tomorrow I will give you a call
15. tish/me'/i:: oded ye/a/le::v.
'll+listen+you: Oded 'll+be+hu:rt.
listen *my Boyfriend* will be insulted.

During this sequence, many changes of footing occur, the central of which happen during the rejection: Dorit moves from whispering to shouting (1:12), and uses reported speech of her preceding talk (1:13) and then future pseudo-reported speech (1:14). This segment illustrates the tight relations between changes of footing and dispreferred actions, which create discord - negative affective stance between the participants.

Excerpt 2 presents a request for driving direction.

2. Dorit: at zoxeret lehagid li le:an liso'a?=
you remember to+tell me where to+drive?
3. Gali: anaxnu lo yo:dim lean anaxnu nos'im.=
we no know where we drive.=

In this rejection (2:3), there are various changes of footing (compare 2:2 to 2:3) which achieve a high level of creative dialogic syntax (Nir et al. 2014). Later, in accounting for the rejection, Dorit changes footing to refer to Gali in the third person to alienate her.

I plan to show other instances illustrating the relations between the adjacency pair, footing, and negative affective stance. On top of specific actions, the FPP-SPP structure achieves affective stance-taking as a meta-action (cf. Nir et al. 2014) via footing changes.

Paul Drew

Action construction and management: Pragmatics and CA (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

At the heart of the pragmatics of language is *action* - when people speak, they are *doing* something to one another, they are conducting some form of (social) action in interaction. This is perhaps most familiarly captured in Austin's *doing things with words*, and Searle's concept of *speech acts*. It is also reflected in Levinson's adage that 'language delivers action, not meaning'. In whatever way one conceptualises 'action', and whether or not one adopts a 'speech act' approach to talk in interaction, it is clear that when we use language, we are not simply describing the world, but 'acting' in it. CA research has been concerned to a great extent with responsive actions, with responses to requests for instance (grantings or rejections of requests), partly through our adherence to a view about responses as some kind of 'proof procedure' for mutual understanding and the intersubjectivity of talk; and partly also as a result of our inquiries into the preference organisation that is so germane to social solidarity and cohesion in interaction, according to which certain more 'positive' or affirmative responses are preferred (in a technical sense) to those responsive actions that are less affirmative and tend to compromise social solidarity. This focus on responses has tended to overshadow our understanding of the preceding 'initial' actions, for instance of requests. Conversation analysts have quite recently begun to focus to a greater extent than previously on how actions such as requesting, complaining, inviting etc. are conducted in

interaction. These more recent inquiries into 'initial' actions have explored the ways in which certain actions are designed or constructed (e.g. their lexico-syntactic formats) and managed (sequentially); hence we are now focusing more closely on *action construction and management*.
I will outline how it is that action is central to our understanding of the pragmatics of language use, and this historical concern of CA with responsive actions. I will discuss how and why the focus has shifted towards the construction and (sequential) management of so-called 'initial' actions, and illustrate the results of some of the research that has emerged, particularly relating to requesting and offering. I will develop this by considering in more detail how *complaining* is conducted in conversation. Complaints about third parties (i.e. to persons outside the interaction) do not fit neatly with what might be regarded as the usual adjacency pair model of action; there is rarely a clear 'initial' complaint, and responses are more diffuse than can easily be captured in the notion of 'second pair parts'. I will conclude with some observations about the significance of action construction and management for pragmatics.

John W. Du Bois
Dialogic pragmatics: From resonance to inference (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)
If pragmatics proposes to account for language in use, surely one of the most important ways we use language is to engage with others in joint projects of meaning-making. Thus a pragmatics of discourse must come to terms with the use of language in the dynamic environment of dialogic engagement. For this we need corpus-based evidence of naturally occurring language use, encompassing such interactional discourse types as everyday conversation, service encounters, business meetings, and task-related talk, as well as writing-mediated interactions such as exchanges of emails, chat, texting, comments on blogs, and so on. The study of naturally occurring dialogic discourse presents a number of challenges for pragmatics which are easily overlooked in isolated sentences, isolated utterances, monologic discourse, and invented or idealized dialogues. But along with the challenges, dialogic engagement offers a host of new opportunities for gaining insight into why languages are as they are, and why people use them as they do.
In this paper I present a first look at a dialogic pragmatics, building on the theory of Dialogic Syntax (Du Bois 2104). A key concept is dialogic *resonance*, defined as the catalytic activation of affinities across utterances. Among the pragmatically salient affinities activated by resonance, some are derived from inference, especially those building on the structural analogies afforded by syntactic parallelism. Consider the following exchange (about a recovering alcoholic):

(1) (*Deadly Diseases* SBC015: 703.380-708.860)

1	JOANNE;	yet he's still ^healthy.
2		He reminds me [of my ^brother].
3	LENORE;	[He's still walking] ^around,
4		I don't know how ^healthy he is.

The second speaker's decision to selectively reproduce aspects of the first speaker's utterance yields a syntactic parallelism, but with a twist. Affinities—both similarities and differences—are activated which carry analogic relevance. In the following *diagraph* representation, the resonances are highlighted by vertical alignment:

(2)	1	JOANNE;	yet	he	's	still	**^healthy**	.
	3	LENORE;		he	's	still	**walking ^around**	,

The juxtaposition *he's still: he's still* sets up a framing resonance which then motivates the structural alignment of the focal resonance *healthy*: *walking around*. Here the affinity is understood to define a relation of contrast, inviting a situated interpretation of *healthy* and *walking around* as two distinct values on an ad hoc scale of health. Thus *walking around* implicates less than full health. This and similar cases motivate a principle of Resonance-Based Inference (RBI):

(3) Parallel form invites the inference of parallel function.

In sum, dialogic pragmatics builds on the structure of dialogic engagement to show how interlocutors draw inferences from resonance. Dialogic pragmatics recruits from general cognition the processes of structure-mapping (Gentner 1983) and analogy (Gentner & Christie 2010), and situates them in an environment of interactional engagement. Dialogic pragmatics thus makes important contributions to the emerging field of distributed cognition (Hutchins 1995; Clark 2008). The argument is supported with examples drawn from the author's database of several hundred diagraph analyses of dialogic resonance, as found in naturally occurring discourse in the Santa Barbara Corpus of Spoken American English (Du Bois et al. 2000-2005).

Cynthia Dunn
Reported thought and emotional expression in Japanese public speaking narratives

(Contribution to *Bonded through context: Rethinking language and interactional alignment in situated discourse*, organized by Ide Risako & Kaori Hata)

This paper examines how reported thought is used in Japanese narratives to shift frames between a narrating voice (deictically anchored in current situation) and a narrated voice (deictically anchored within the story world). I argue that reported thought in Japanese narratives serves the function of communicating a direct expression of affective stance in ways that would not otherwise be appropriate in the narrating situation.

The data for this analysis come from a public speaking course for native speakers of Japanese. The three-month classes culminate in a speech contest in which graduates give speeches about what they learned from taking the course, often producing narratives explaining how the speech classes allowed them to make positive changes in their workplace or family lives. Both reported speech and thought are extremely common in these narratives and instructors encourage students to recount in detail "what you saw, what you thought, and what was said." I focus here on the functions of reported thought in these narratives and how reported thought permits emotional expression in a formal public speaking context.

The functions of reported thought in these narratives include:

Drawing contrasts between what was thought and what was (not) said.

Juxtaposition of the emotional enactment of inner speech with more objective description.

Creation of a vivid, emotional appeal within the constraints of the public speaking style.

Providing opinions or conclusions without directing the illocutionary force of the utterance at the narrative audience.

Because reported thought purports to give direct access to the speaker's internal thoughts and reactions, it can be a powerful way of expressing affect and creating intimacy with the audience—even in speech situations where such intimacy would normally be precluded. This may be particularly important in languages such as Japanese where the speaker's stance towards the addressee is overtly marked in the grammar. Framing responses as reported thought allows the speaker to momentarily shift frames without disrupting the conventions of the speech situation or challenging established roles and relationships. More generally, reported thought allows speakers to perform various speech acts while at least partially escaping responsibility for the illocutionary force of their utterances.

Marta Dynel

Merging covert and overt untruthfulness: On deception and figures of speech

(Contribution to *Theoretical pragmatic and philosophical linguistic insights into irony and deception*, organized by Dynel Marta)

Irony and deception are two notions hotly debated by language philosophers, yet they constitute independent research strands and show distinct research traditions. Only intermittently are the two notions brought together, primarily only in the form of brief comments indicating that irony needs to be distinguished from lying (Garmendia 2011; Kapogianni 2013) or that lying is a notion markedly different from irony (Chisholm and Feehan 1977; Stokke 2014; Meibauer 2014). Typically, however, the researchers focused on one of the two phenomena do not fully appreciate the complexity of the other phenomenon, which is not the focus of their attention.

This paper aims to elucidate the difference between irony and deception, inclusive of lying, with reference to Grice's (1975, 1978) notions. It is argued that this differentiation can be made based on the nature of untruthfulness, notably its (lack of) availability to the hearer, related to the non-fulfilment (cf. Mooney 2004) of the first maxim of Quality. Deception resides in covert untruthfulness promoted by the violation of the first maxim of Quality (which may be also implicit, being the consequence of violating or flouting other maxims in the cases of deception other than lying). By contrast, irony is characterised by overt untruthfulness consequent upon the flouting of the first maxim of Quality (which may be implicit when it involves other floutings in the case of irony based on truthful what is said or when irony is intertwined with other figures). Importantly, besides irony, Grice (1975) lists other figures of speech which centre on flouting the first maxim of Quality: metaphor and hyperbole, which also involve overt untruthfulness. However, each of the figures shows its distinctive features, with irony necessarily carrying evaluative implicature.

Secondly, attention will be paid to the cases of combinations of overt untruthfulness and covert untruthfulness. This happens when deception deploys irony (Simpson 1992; Meibauer 2005, 2014), hyperbole/similes (Meibauer 2014), or metaphor (for a different view, see Saul 2012). In the case of any of these figures, deception stems either from the covertness of the figure of speech or, alternatively, from its covert absence regardless of the speaker's intention to communicate it. This can be explained as deceptive "making as if to say" or "what is said", which are covertly meant to be otherwise: "what is said" or "making as if to say", respectively. On the other hand, a deceptive utterance, may be couched in a

Quality-based figure of speech, with overt untruthfulness being used in the service of covert untruthfulness, yet being distinct from the latter. In other words, overt untruthfulness consequent upon a genuinely used figure of speech need not be the immediate source of covert untruthfulness, albeit being ultimately conducive to the deceptive meaning.

Maria Egbert

The impacts of English as a language of international publication on 100 articles using transcripts of interactional data (Contribution to *Glossing and translating non-English data in conversation analysis*, organized by Nikander Pirjo & Maria Egbert)

In pragmatics, as in all sciences, English has become the lingua franca of international publication. The impacts of this state on pragmatics research are examined based on a meta-study of 100 recent articles with transcripts of audio- or video-taped social interaction, published in Journal of Pragmatics. The research questions were: 1. What are the languages studied? 2. What practices do authors use for specifying the language of the data base? 3. What transcription notation systems are used? 4. How are non-English data represented?

While the data base is too limited to generalize, the analysis yields a trend that the more different the language of the data is from English, the less it is visible and accessible. More detailed results are: English is studied more than any other language. 45% of the articles which handle only English data do not refer to the studied language at all. In contrast, 94% of the authors publishing on non-English data signify the language. There is disparity in transcription conventions, which carries over into glossing, translation and/or transliteration. For languages using non-Roman writing systems, the original is rarely displayed, and for languages using a system with a writing direction other than left-to-right, the original is never shown. There is great diversity in the degree to which the original non-English language is preserved, how accessible it is, and how readable the transcripts are. A grouping of the 62 non-English transcripts yields eleven patterns, based on the transcribed talk only. When multimodal features are included, there is too much diversity to group transcripts into patters.

In order to find solutions to these problems, three overarching goals are identified: 1. a more balanced treatment of English and non-English data, 2. a better preservation and accessibility of non-English data in transcripts, and 3. a greater awareness of the political, theoretical, methodological and practical issues in preparing transcripts of non-English data.

A move towards these goals could be the development of a framework for a standard. This presentation proposes that the scales be tipped towards a better preservation and accessibility of the original data. Examples of best practices used by authors of the 100 articles published in Journal of Pragmatics serve to illustrate that it is possible to design transcripts of complex data which are clear and accessible, even when multimodal features are represented.

Maureen Ehrensberger-Dow & Daniel Perrin

Multi-semiotic writing in the newsroom (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

In our globalized and mediatized world, news programs are becoming user interfaces for content management systems, for databases of journalistic stories, and for multilingual public storytelling. This development is unstoppable, similar to the shifts of black-and-white giving way to color photography, of silent movies being pushed aside by the "talkies", and more recently of letter writing losing relevance with the advent of instant messaging.

The research on professional practice in the newsroom (e.g. Quinn 2005; Brannon 2008; Tunstall 2009; Perrin 2011) shows that mastering this change requires a multi-semiotic and multimodal mindset, which includes three key competences: using multiple systems of signs (multi-semiotic), writing on all channels (multimodal), and finding emergent solutions in (multilingual) teams. This has consequences for writing contexts such as newsrooms as well as workflows – and curricula in journalism education.

The presentation will focus on multilingual teams engaged in multi-semiotic writing on all channels by 1) explaining its relevance from theoretical and practical perspectives, including those from audiovisual translation, 2) grounding the findings in empirical data from two decades of writing research in the newsroom, and 3) discussing its consequences for the design of work and educational environments.

Analyses of large corpora of news items and text production processes (Perrin 2013) show that, first, every media item and all its components can be mapped with a multi-semiotic notation system that resembles a musical score. Second, there is empirical evidence that journalists who master tools of multimodal writing tend to design more clearly organized media items, switch between modes, media,

and languages more easily, and exploit the strengths of all the resources more flexibly. Third, practitioners' subjective theories of multi-semiotic writing can benefit from research-based knowledge.

Susan Ehrlich

Doing empathy in courtroom discourse: Rape complainants and the production of "empathetic" questions (Contribution to *Dealing with distress: Conversation analysis of the management of interactions with vulnerable people*, organized by Antaki Charles & Marco Pino)

Previous work on the management of emotions in institutional discourse (e.g., Hepburn and Potter 2007; Ruusuvuori 2007) has characterized *empathetic* responses to the affective displays of clients as those that communicate an understanding of clients' distress through a formulation of this distress or an expansion/further development of it. This work, however, has generally been conducted within institutional contexts where turn-type pre-allocation is not as constrained as it is in the courtroom. In courtroom interaction, as is generally known, the turn-taking system restricts lawyers' turns-at-talk in direct and cross-examination to the asking of questions. Given these constraints, is it possible for lawyers to display empathy when their own clients recount distressing and traumatizing events during testimony? And, if so, how do such displays of empathy interact with other kinds of institutional imperatives in the courtroom? In this paper, I attempt to explore these questions using data from a 2005 American rape trial, *Maouloud Baby v. Maryland*.

The following excerpt from direct examination of the complainant (i.e., the woman who was allegedly raped) in this trial

1 SL: Okay .hh (.) and (.) then (.) after that happened (.) can you tell us wh-
2 what happened next Jewel.
3 JL: .hhh (0.2) um:: hh (1.0) .hh-hh I kept telling him that I w- (0.2) that
4 (1.2) I just- (0.2) tell- kept telling him " no " and I told him (0.5) ° my ten
5 minutes ° were up (0.3) and then I said (0.4) I wasn ' t that- (.) I- (0.3) I
6 wasn't that type of person like I wasn ' t gonna do (it) hhh (1.7) .hhh and
7 (1.0) Maouloud told me to (0.4) stand up to see how (1.4) fat my ass was
8 (2.6) ° and ° (2.0) an::d (3:6) ((sniffles))
9 SL: Did- did um: (0.7) did someone take your pants down, Jewel.
10 DL: Judge ( ) (1.5) I ' m objecting ( ) leading.
11 SL: Just a little latitude.
12 J: I- I ' ll sustain this ( )
13 SL: Did any parts of your clothing (1.0) ((Jewel sniffles)) a- wh- what
14 happened to your clothing Jewel.

In lines 3-8, after being asked by the prosecuting lawyer (i.e., the state lawyer) "what happened next", JL (Jewel), the complainant, begins to cry as she is describing the accused's disregard for her various attempts to resist his sexual aggression. In response to JL's emotionally-distraught description, the state lawyer asks the question in line 9, "Did- did um: (0.7) did someone take your pants down, Jewel." This question is ruled as 'leading' by the judge and the state lawyer in lines 13-14 attempts to reformulate the question; after aborting one attempt at reformulation, "Did any parts of your clothing", she ultimately produces the question "What happened to your clothing Jewel." Following Heritage's (2010), we can say that the state lawyer's reformulations of the question objected to in line 9 become increasingly steeper in terms of epistemic gradience. That is, the lawyer's original question, "Did- did um: (0.7) did someone take your pants down, Jewel", suggests that the lawyer has greater knowledge of the events being recounted than her ultimate formulation, "What happened to your clothing Jewel", which suggests that the lawyer has little knowledge of whether items of clothing were even removed. And, in projecting further into Jewel's own epistemic domain with the question in line 9, I am proposing that the lawyer's original, so-called leading, question communicates a greater understanding of Jewel's distressing experiences than her ultimate formulation in lines 13-14.

In sum, then, this paper investigates (1) the relationship between empathetic displays and the epistemic gradience of questions in courtroom interaction, and (2) the extent to which institutional constraints may thwart expressions of empathy.

Volker Eisenlauer

Social media and social action – on the social and technological bias of new online genres (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

The omnipresence of computers and mobile devices in people's daily lives together with the persistent access to diverse online spaces provide ample opportunities for users to communicate and interact in new ways. Making use of software-supported text generation tools, Social Media platforms introduce non-

expert users to online publishing and have brought forward a variety of new action patterns and online genres. Emerging generic and linguistic features particular to new online genres evolve partly from the particular design of the sites, but are likewise affected by the discourse communities who colonize these new online spaces. As such, Social Media operate between the medium, i.e. Internet-compatible networks of computers, and the text, i.e. the user's motivated linguistic choices. Though not tangible like a computer or a book, Social Media environments originate in information technology and emerge in the contextual embedding of the text, i.e. field, tenor and mode (Halliday 1985). As a heuristic category that surfaces exclusively in text-external configurations, such as number of participants, temporal embedding (synchronic/asynchronic) and/or direction of communication (monologic/dialogic), the concept of Social Media is comparable to what Holly (1997) and Jucker & Dürscheid (2012) have referred to as 'form of communication".

Drawing on the concept of 'form of communication' as well as on established approaches to genre research, my study will investigate social and technological features of genre formation in different Social Media environments: In what ways do medially specific configuration of different environments facilitate and/or delimit the emergence of particular schematic structures? In what ways do Social Media repurpose and remediate (Bolter and Gruisin 1999) representational conventions of preceding media their text types? In what ways is the interpretation of established online genres absorbed and intermeshed within Social Media biased by its surrounding discourse? Data from Facebook and Twitter shall serve to assess the communicative purpose(s) of different Social Media types and to disclose the ways how these communication forms simulate and transform structural and functional conventions of preceding genres and service types.

Maria Eklund Heinonen

Identity construction in tutorials with L2 students in higher education (Contribution to *Managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction*, organized by Nelson Marie, Sofie Henricson, Catrin Norrby & Camilla Wide)

This paper explores focus on students' future identities as academic writers in teacher-student interaction. The last two decades have seen a dramatic change in the student groups in Sweden due to the official agenda of widening participation in higher education, like in many other countries. This has led to much more diversified student groups, which brings along new challenges for both teachers and students. One of the challenges concerns meeting the needs of students who have not had access to the written and spoken discourses of the academia (Northedge 2003), for instance students with Swedish as a second language (L2 students).

L2 students often report lack of confidence when it comes to expressing themselves verbally (Robertson et.al. 2000). However, so far most research has focused on how to support L2 students in academic writing. According to an *academic literacies* approach, academic writing is seen as part of a more general academic meaning making (Lea & Street 1998; Lillis 2001; Lillis & Scott 2007), including spoken as well as written academic discourses. These activities are seen as social practices, where the social dimensions of power and identity are taken into account. In this respect, developing academic literacy involves developing an identity as an academic writer (Lea & Street 1998; Ivanič 1998). In order to develop these social practices it is important to identify oneself as a member of the discourse community where these social practices are used (Gee 2012; Ivanič 1998). Students thus need to develop an identity as an academic writer, which includes developing a voice and agency within the academic discourse community (Lillis 2003).

The present study focuses on how identity is expressed in teacher-student interaction in tutorials about written texts, in a qualifying course in Swedish. The purpose is to identify when and how the teacher focuses on the students' future identities as academic writers. The data was collected from tutorials where the students' written texts were discussed and consists of approximately 6 hours of audio and video recordings. The recordings were transcribed and analyzed by means of an inductive, qualitative analysis, and sequences were collected where the students' identities as writers were made relevant. In addition, a retrospective interview with the teacher was undertaken, in order to reflect over and verify the interpretations. The analysis shows that the teacher focuses on the students' identities as writers in various ways, a pedagogical practice that may support the students' development of academic literacy. By focusing on the students' future identities as academic writers, the teacher includes them in the academic discourse community, which also may contribute to an inclusive and empowering learning situation.

Anna Ekstrom & Ali Reza Majlesi

Baking together – the coordination of actions in activities involving a person with

dementia (Contribution to *Interaction in dementia*, organized by Plejert Charlotta & Camilla Lindholm)

This study is about interaction and collaboration between people with dementia and their spouses in relation to the performance of household chores among which we have chosen to study a baking activity. Dementia is a syndrome that affects not only people's memory, but also other cognitive functions such as communicative abilities, the ability to take initiative as well as to plan and execute tasks. For people with dementia to be able to partake in everyday activities, it is often required that someone else plan and supervise the activity (Vikström et al. 2008). It has previously been shown that the use of instructions is of great importance to facilitate people with dementia to take part in activities and undertake chores (Hydén 2014). Assigning specific tasks formatted to fit a person's specific abilities, dividing a task in smaller and simpler tasks, and formulating and structuring tasks in correspondence to an individual's cognitive recourses are some examples of how instructions can be used to enable people with dementia to be part of everyday household activities.

Using video recordings and by adopting ethnomethodological conversation analysis (Garfinkel & Sacks 1970), we analyze the detailed sequential and temporal organization of actions oriented toward the accomplishment of the joint task of baking. In the analyzed material, we show the specific ways the participants use available multimodal resources to coordinate actions with each other (cf. Goodwin 2013; Mondada 2014). The analysis shows how synchrony of collaboration is calibrated through talk and gesture, and how the person with dementia exhibits his competence and skills in keeping the trajectory of the activity intact. Even though the driving force of the collaboration seems to be a series of directive sequences only initiated by the 'healthy' partner throughout the baking activity with very few gaps in between those sequences, our analyses highlight affordances in interaction within the familiar environment where the person with dementia displays his ability to take part in the activity. The analyses also uncover how the distribution of labor is practiced in interaction through which the person with dementia, treated as a responsible party, orients himself in the kitchen, handles kitchenware and bakeware, and accomplishes the instructions. He thus makes opportunities not only to accountably carry out the instructed actions, but also to be observably an active collaborator in the procedure of the activity.

Monika Eller

User-generated content: From letters to the editor to online comments on news sites (Contribution to *The digital agora of social media*, organized by Johansson Marjut, Sonja Kleinke & Lotta Lehti)

Heralded by some as the biggest revolution of the Internet, with great egalitarian and democratic potential, *web 2.0* and *social media* are frowned on by others as sites where users constantly compete with each other to take centre stage, more often than not by sharing everyday banalities, thus flooding the web with "tedious piffle" (Witchall 2010). While it is true that it has never been so easy to put in your two cents' worth, the concept of *user-generated content* – one of the buzzwords of today's participatory web – can look back on a long tradition in newspapers, where letters to the editor have always been a highly popular way for readers to make their voices heard in public. In their move online, most newspapers added comment sections to their websites, thus taking readers' letters to the digital level and providing the basis for the present comparative analysis.

This paper studies socio-political discussions on the websites of *The Guardian* and *The Times* from a genre perspective by comparing a corpus of 1,000 online comments to a comparable corpus of letters to the editor written to the same newspapers. The goal of this synchronic study is to uncover those basic language activities, i.e. moves (Swales 1990; Upton and Cohen 2009), that both genres share and to highlight and account for the most striking differences on the functional level. First, a quantitative approach is used to identify the greatest points of convergence and divergence, before a small number of selected moves (e.g. *relating personal experience*, *claiming expert status*, *criticising*) are analysed qualitatively, revealing their make-up and functionality in greater detail. In order to ascertain the underlying causes for the similarities and differences encountered, special attention will be devoted to meta-comments about the values and norms of the community of practice, as well as to the communicative conditions and the influence exerted by the different affordances and constraints of the two media. According to Herring (2013), web 2.0 is characterised not only by *user-generated content*, but also by *social interaction* –a fact thatis also reflected in the data of the present study. Yet increased interactivity is not the only or even the major aspect in which the two genres differ. Landert and Jucker (2011) have argued that more and more private topics are entering the public sphere via online comments, suggesting that changes are also taking place on the content level. The approach of the present study is designed to test these hypotheses on the basis of two larger corpora and to sketch the most striking generic differences and similarities between comments on news sites and letters to the editor. With more

and more media sites closing down their comments sections in reaction to aggressive and anti-social behavior among contributors (Terbush 2013), the question of how people make use of the right to speak their minds is not only of relevance to those investigating communicative practices and media usage, but also to those interested in social behaviour at large.

Tomoko Endo

Independent experience, empathy and affiliation: Ah in Japanese talk-in-interaction (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

Adopting the methodology of Interactional Linguistics, this study investigates the Japanese interjection *ah* in natural conversation. Through the quantitative and qualitative analysis of video- and audio-recorded natural conversations, it aims to demonstrate that *ah* works as a resource for taking a certain kind of epistemic stance. Namely, using *ah*, a speaker claims understanding that is based on the speaker's own experience and thereby achieves empathic affiliation with another participant. This kind of epistemic stance contrasts with those expressed by other interjections such as *hee* (Mori 2006), *huun* (Tanaka 2010) and *eh* (Shimotani 2005; Hayashi 2009).

In descriptive Japanese grammar, the interjection *a* is characterized as having the function of "registering new information" (Takubo and Kinsui 1997), but the distinction between *a* (one mora) and *ah* (two or more moras) has not been made in previous studies. While both *a* and *ah* can be described as a change-of-state token (Heritage 1984, 2002), these two forms differ in the epistemic stance they express. The analysis of collocating items reveals that *a* is often followed by expressions that convey the K^-, relatively unknowing status of the speaker (Heritage 2012), such as *soo nanda* 'it is so (I didn't know)'. By contrast, *ah* is often followed by K^+, knowing expressions, as in the example below.

> (ex.1) (B asked who are the members of the club that A belongs to, and A mentioned a couple of people.)
> A: *ato wa … Miyake-kun.* 'And…Mr. Miyake.'
> B: *ah Mikke ne.* 'ah, Mikke.'

Ah is followed by *Mikke*, a nickname for Miyake-kun 'Mr. Miyake', with which B indicates that he knows the person independent of the current conversation.

Examining the environments in which *ah* is used, we find that *ah* is used in informing sequences and repair sequences, especially when displaying understanding is highly relevant. In informing sequences, *ah* is used in situations where conflicting opinions between participants become apparent. After one participant gives a detailed explanation about a matter, the other participant utters *ah* to display his or her understanding. In repair sequences, *ah* is used when a repair is made and a participant comes to understand what was meant by the other participant. After *ah,* the speaker continues speaking about what has not been told regarding the topic, thereby displaying his or her independent knowledge regarding the topic.

Finally, the study examines prosodic features and bodily behaviors. While *ah* is produced at a relatively low pitch when the speaker is making an empathetic reaction to an informing of a bad news, *ah* is produced at a high pitch when the speaker is displaying surprise or excitement. The latter is commonly observed in repair sequences. Quickly pointing toward the other participant often accompanies *ah* in repair sequences.

Based on these findings, this study claims that, using *ah*, speakers display understanding from their own experience, thereby conveying empathy and affiliation. *Ah* thus works as a resource for establishing intersubjectivity between participants.

Christina Englert

Complaints and affiliation in elderly peer group meetings (Contribution to *Age and language use*, organized by Englert Christina)

Previous conversation-analytic studies of the discourse of elderly tend focus on interactions taking place in care-giving institutions or home-help contexts between the elderly and their caregivers during care activities. Too little is known about the *everyday* communicative activities of elderly people. The study I will present is part of a larger research project where I investigate how elderly people establish their peer group meetings through talk and how this interactional activity shapes and reflects their age-based cultural identity. The data are eleven hours of video recordings of organized group activities (e.g. having lunch, playing games, or doing handicraft work) of two peer groups of autonomously living elderly. The data are transcribed and the analysis draws on the theoretical and methodological framework of conversation analysis.

A substantial part of the talk in the peer groups is about complaints. The research questions I address in this talk are 1) how is the telling modality 'complaint telling' interactionally organized?, and 2) what are the features and functions of this telling activity that are typical for this particular interactional setting? I will focus first on the descriptive practices the participants use to describe a state of affairs as a complainable matter. Subsequently, I will distinguish between different types of complaint sequences -- based on whether complainants tell about their own experiences, about troubles of members of their social network, or about publicly available events that may be known to other members of the group as well. I will then describe the practices used for initiating a complaint sequence and focus on the consequences of this set-up for various ways of involvement, co-telling, evaluation and affiliation. Each type of complaint sequence set-up provides different opportunities for shaping recipiency. Finally, I will show how the participants orient to age in order to index the complaints tellability and assessability.
This study contributes to the existing body of discourse- and conversation-analytic research on the interactional construction of elderly identity and to our knowledge about the overall structural organization of larger activities in talk.

Takeshi Enomoto

Voices of metacommunication: Interdiscursive (co-)construction of scalar hierarchy in and across classrooms (Contribution to *The social organization of learning in classroom interaction and beyond*, organized by Ohlhus Sören & Friederike Kern)

Although the learning in classroom seems to depend upon different sets of contiguity between or among speech events, the indexical significance of each set is by no means monolithic. The aim of this lecture is to demonstrate (1) how different aspects of one speech event are extracted and re-embedded into another speech event within and across classrooms, and (2) how achievement of such processes allows a student to jump from one ground of activity to another.
To closely examine these, the lecture traces one female student (H), and analyzes data from two Eikaiwa (English conversation) classes at a Japanese public high school, using the concepts of *interdiscursivity* (Silverstein 2005), *de/recontextualization* (Bauman 1996; Bauman & Briggs 1990), and *scale* (Blommaert 2010).
The initial focus is a series of classroom interactions which happened in April, 2009, where H and other students interviewed a young male guest from Wales, UK. The analysis first points out how H strictly followed a ritualistic self-introduction procedure to gain her right to ask questions. After reviewing this gate passing, the analysis takes up the way in which the teacher formed a comment about the unfavorable content introduced by H's reply to the guest's answer. The metapragmatic representation constructed by the teacher blurs the social-indexical aspect of H's utterance, thereby reframing it within the educational norm shared at school.
The second focus is a written task following the interview, where H had to write about what she and other students had found about the guest. In this highly genred activity, H simply listed the denotational contents of the guest's answers. Such practice involves the creation of interdiscursivity by decon-textualizing denotational texts from the interview and recontextualizing them into the written task. As a consequence, H is turned into a subject who is graded and recorded based on grammatical and propositional correctness.
The third focus is a metapragmatic discourse about the interview which happened in September, along with which H forged questions for a similar interview activity with their new assistant teacher from the US. As she tried to come up with interview questions in a group, she and other members recalled and talked about what happened in the interview in April, and also discussed whether the same question would bring about the same interactional consequence. Obviously, what is at issue in this discourse is not the denotational content of the interview, but the pragmatic effect of the question. That is to say, H and other group members are trying to calibrate the key of their engagement in the class activity based on their own judgment on the significance of the Eikaiwa course, and act accordingly.
Thus, the lecture illustrates how one student is involved in meshes of different kinds of event-to-event connections in and across classrooms, as well as how such processes are anchored onto different spatiotemporal frames. A tentative conclusion drawn from the study is that interdiscursivity within and across scales is one of the fundamental elements underlying the learning processes in classrooms.

Ann-Carita Evaldsson & Johanna Svahn

Character play in girls' fight stories: Staging aggression and enacting normative femininities (Contribution to *Affect, social action, and identity in adult-child and child-child interaction*, organized by Burdelski Matthew & Asta Cekaite)

In this study, we trace an unfolding story telling event of young girls in a multiethnic peer group who take actions against a girl who have insulted them, demonstrating how the girls stage aggression and enact contested characters in the midst of interactions escalating into fights (cf. M.H. Goodwin 2006; Evaldsson & Svahn 2012). When examined in detail, it is found that social aggression is staged through embodied stancetaking in the midst of story telling moves, by use of dramatic voice contours, pejorative person descriptions, exaggerated facial expressions, and rapid physical movements across spaces. The staging of aggression provides rich interactional resources for the girls to intensify the excitement and seriousness of the event while animating and contesting characters, and taking future actions against the target of offense, simultaneously also strengthening social alignments and showing affiliation with displays of verbal and physical aggression.

Building on M. H. Goodwin's work (cf. 2006; M.H. Goodwin & Alim 2012), we conceptualize the girls' staging of social aggression in the realm of story telling as interactively organized affective stances that indexes the participants' embodied alignment toward one another within shifting forms of multiparty, multimodal participation frameworks. In addition, C. Goodwin's & M.H. Goodwin's (2004) theoretical and analytical development of Goffman's (1981) concept of footing provides ways of exploring how the girls animate and enact multiple characters in the midst of their story telling, by use of verbal and vocal resources, the body, and available features of the material and spatial environment. Drawing on the outline given above, combined with the ethnomethodological principles of CA and related methodology of members' understanding of social categories (MCA) we conceptualize and analyze the constitutive effects of the affective embodied enactments on girls' gendered identities (Evaldsson 2007; M.H. Goodwin 2012). Through the staging of aggression, normative gender behaviors are implicitly inferred, through emotionally charged actions and categories associated with assertiveness, toughness and excitement, while characters associated with physical and emotional vulnerability, and cowardice are contested. The findings underscore the need to account for the ways by which forms of verbal and physical aggression figure into the enactments of normative femininities in girls' peer language practices.

Michael Ewing

Fixed expressions with tahu 'know' in Indonesian conversation: Prefabs to open-choice (Contribution to *Fixed expressions as units*, organized by Helasvuo Marja-Liisa & Ryoko Suzuki)

This paper investigates epistemic fixed expressions or "prefabs" in a corpus of conversational Indonesian by focusing on the verb *tahu* 'know'. Two fixed expressions stand out as the most frequently occurring collocations with *tahu* : *nggak tahu* 'NEG know' and *tahu nggak* 'know NEG'. Evidence that *nggak tahu* , the most frequent collocation with *tahu*, is a prefab includes that it regularly occurs alone in an intonation unit – or maximally with pragmatic markers – forming a turn-constructional unit (TCU), and, while bearing no person marking, is almost invariably understood to imply a first person experiencer, thus 'I don't know'. *Nggak tahu* is often used in response to a question and here has its most literal meaning, claiming not to know something. It can also occur as a prefab element within a larger, more complex TCU (Example 1) where it functions intersubjectively as an epistemic hedge to soften disagreement or commitment (cf. Kärkkäinen 2003; Scheibman 2000; Weatherall 2011). The phrase *nggak tahu* is also used in open-choice (non-fixed) constructions (see Erman and Warren 2000), for example with an explicit experiencer or theme; here it loses both its preferred association with first person experiencer and its hedging function.

The second most frequent collocation with *tahu* is the prefab *tahu nggak* 'know NEG'. Also bearing no person marking, this is almost invariably deployed as a (rhetorical) question with an understood second person experiencer: 'Do you know or not?' Although intonationally and grammatically understandable as a question, interactionally it tends to serve as a negative politeness softener of another substantive question, or to focus attention and elicit hearer response (Example 2). Again, as with *nggak tahu* , when the phrase *tahu nggak* appears in a more open-choice construction, it has a more literal reading and loses its association with second person.

A comparison of these two high-frequency prefabs with each other and with other epistemic collocations illustrates varying degrees of fixedness along the continuum from prefab to open-choice construction. *Nggak tahu* is more readily deployed as a prefab than *tahu nggak* in that it is phonologically more fused, has a tighter internal structure, is more frequent in discourse, and is more frequently deployed as a stand-alone TCU. Both forms are also shown to be more readily deployed as prefabs than other, much less frequent, epistemic collocations based on verbs meaning 'guess', 'understand', 'think' and 'feel'.

Finally, other conventionalised uses of the word *tahu* 'know', without negation or other modification, are examined. Bare *tahu* is also frequent in discourse with functions such as establishing alignment, drawing attention and as a question marker. These examples also show a coalescence of *tahu* with conven-

tionalised experiencer, construction type and function. Prefabs are commonly defined as at least two words which form a preferred combination for speakers (e.g. Erman and Warren 2000; Bybee 2010), but the evidence from Indonesian *tahu* raises the question of whether a single word, fixed in distinctive and frequently occurring matrices of conventionalization might not also be considered a prefab.

Examples

Example 1:

Amru:	*Yang*	*temen*	*ada*	*nggak*	*yang*	*punya*	*AutoCAD?*	..	*ngedit.*	
	REL	friend	EXIST	NEG	REL	have	AutoCAD		ACT-edit	
Asmita:	..	*Ada*	*sih.*	*Nanti*	*aku*	*pikirin.*	..	*Tapi*	***nggak***	***tahu***	*sih.*
		EXIST	PART	later	1s	think		but	NEG	know	PART
	...	*udah*	*diedit*	*apa*	*nggak.*						
		already	PAS-edit	or	NEG						

Amru: Do you have any friends or not, who have AutoCAD ... for editing.
Asmita: Sure I do. I'll think about it. But I don't know ... have they edited with it or not.

Example 2:

Febri:	*Aku*	*teh*	*pengen*	*ini,*	***tahu***	***nggak?***
	1s	PART	want	this	know	NEG
	Ya=ng	*Glow*	*itu,*	*apa*	*sih?*	
	REL	Glow	that	what	PART	
Dewi:	..	*Oh*	*ya.*			
		Oh	yeah			
Febri:	..	*Apa*	*sih*	*namanya?*		
		what	PART	name-DEF		

Febri: (describing smart phone apps) I want this, do you know or not?
The "Glow" one what is it?
Dewi: Oh yeah.
Febri: What's it called?

Sônia Fachini

The "turbulent children" at school: Listening to the teacher's discourse about them

(Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)

In the realm of the Public Health Care in Brazil, whenever resistant problems in speech have to be faced and clinically treated, it is not difficult to conclude that an empiricist approach takes place either in diagnostic, or in therapeutic procedures, in other words, the medical reasoning envelopes the whole speech therapy process. A clear consequence has to do with language itself, more specifically, with the nature of evaluation tests widely applied. It can be easily seen that abstract linguistic descriptive instruments acquire the status of concrete empiricist instruments to "measure" and quantify the amount and types of performance mistakes made by the patient. The aim is to circumscribe representative patterns of symptomatic speeches. In fact, according to the mentioned medical reasoning, language is nothing but speech, that is, it is reduced to its supposedly observable, sensible facet. Surprisingly enough, linguistic categories cannot describe symptomatic speech since they were built to represent steady well-formed regularities in a language. In other words, a categorical descriptive approach does not grasp "(dis)adaptabilities". Thus, such an empiricist drive can be renamed as "a blind application" of descriptive linguistic instruments, attesting, above all, that relevant data are left out of therapeutic procedures and/or analytical considerations. Therefore, whenever phonological tests, morphosyntactic tests or semantic-pragmatic tests are applied, they nullify heterogeneity, i.e., important singular aspects of the other-subject-language relationship. That kind of reasoning transcends the Public Health realm and finds place in the Education field, where children are evaluated in the same manner. Moreover, medication is extensively prescribed for "turbulent children" (Wallon's 1879-1962), those who show difficulty in acquiring reading and writing skills or who fail at school. It is important to say that among them are children who have barely acquired their mother tongue, i.e., autistic and psychotic children, for example. Brazilian laws state, since 1999, that these children and others with different types of difficulties ought to be accepted and educated in the so called "regular school system". There is a bet on the positive effects of inclusion strategies and on some provided special education support services (SESS), which include specialized teachers who, not only give support to children, but also to teachers in the classroom. The concept of language assumed here considers Saussure's theoretical achievement (la langue) and its further development put forth by authors like Jakobson, Benveniste and J-C Milner. Thus, the reflection sustained in this work is far away from an empiricist point of view and close to De Lemos's reflections on the subject-language relationship, which adopts a psychoanalytical perspective concerning the "subject". The present study discusses its author's experience as a "specialized teacher" in a nursery class with two autistic children. The teacher's utterances about those two children are privileged in the discussion, since it is presupposed here that they shape the teaching practice, the expectations regarding

children's education and social possibilities of social/educational inclusion and the dialogue format carried on with them. Indeed, speech is never neutral, it affects the other and it is always a reply (Novaes, 1995) Speech affects both speaker and listener. In fact, the teachers' queasiness is easily felt when they have to deal with children who are immune to social ties; who show no curiosity for knowledge and who stay apart from the established social system of relationship and exchange. It is argued here that discussing the traditional pedagogic practice from the alternative theoretical proposal advanced in this study opens possibilities for changes which benefit children and teachers.

Branca Falabella Fabricio

Gendered texts on the web: Text trajectories and complexes of adaptation

(Contribution to *dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

Digital spaces are said to "provide a new arena for the enactment of power inequities such as those motivated by sexism, racism, and heterosexism" (Herring et al 2002: 371). As circulation increases discourse friction, the more sensationalist and polemic the content of texts in motion, the more flourishing their ramifications – entertaining, recreational and flaming ones. The latter – known as trolling – has to do with individuals insistently seeking to disrupt online conversations with arguments intended to insult, provoke and aggravate. Considering the central role advertising plays in contemporary consumer culture and the way ads and commercials are made available online, rapidly disseminating through blogs, microblogs, social platforms, video sharing sites and so forth, the aim of this paper is to approach a viral cyber-phenomenon involving several chained, though discontinuous, communicative events generated by a polemic lingerie campaign, starring Gisele Bündchen. It focuses on one specific moment of that "journey" which took place on YouTube, by examining the commentary YouTubers have posted and zooming in on the trolling activity of some participants. Moreover, it seeks to observe how textual mobility entails constant sign modulation and adaptation to new surroundings , a resemiotization process which simultaneously changes form and generates novel forms. This simultaneous movement of deterioration-transformation is used as a metaphor to bring together the concepts of *communicability* (Briggs 2005), *adaptability* (Mey 2009) and *plasticity* (Malabou 2009) in the characterization of contemporary meaning-making as complexes of adaptation.

Ingrid Lossius Falkum

Acquiring metonymy (Contribution to *Understanding metonymy: Context and cognition*, organized by Chen Xinren)

In modern pragmatic theory, metonymy (e.g., *The first violin* missed the rehearsal today) is often seen as a referential shorthand device, whose function is to economise processing effort in identifying a referent (e.g., Nunberg 1979). While metonymic uses by adults are common, little research has investigated the possible role of this referential device in the language of young children. However, developmental studies of categorisation, symbolic gesturing and lexical innovation, such as denominalisation and compounding (e.g., Acredolo & Goodwyn 1988; Clark E.V. 1982; Clark, Gelman & Lane 1985; Rosch et al. 1976) have attested to the presence of an early ability to exploit salient associations for the purpose of communication.

In this paper, I suggest, based partly on diary data from the early referential productions of a one- and a two-year-old, partly on evidence from a recent study on metonymy production in preschool children aged three to five (Falkum, Recasens & Clark, revised and resubmitted), that metonymy may serve a useful communicative function in the language of young children. In the earliest stages of acquisition, metonymy may provide them with a strategy for compensating for vocabulary gaps and/or limited expressive ability, and later, a short-hand strategy for making reference to things that lack proper names or a ready-made category label, often in cases where use of a fuller referring expression might be more demanding in terms of syntactic and/or conceptual complexity. Together with other available lexical innovation processes such as compounding and denominalisation, metonymy may be part of children's early repertoire of referential strategies. This, I suggest, has implications for a theoretical account of metonymy (see the contribution by Deirdre Wilson in this panel).

Chiara Fedriani

Negotiating identity in Latin comedy. Pragmatic markers as gender-sensitive traces

(Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

This paper investigates pragmatic markers related to the negotiation of different identities in a corpus of Latin comedies and addresses issues concerning the social and cultural positioning of the self in the local context of interaction (specifically, research questions number 1, 2 and 4 of the Call for Papers).
Several studies have claimed that a set of linguistic traits can be distinctive of male vs. female speech at several levels in different languages. As is well known, for instance, women are more prone to use polite forms, to soften their requests and, generally speaking, to use a more "indirect language" (see, e.g., Trudgill 1974: 90ff.) and this holds also for Latin (Gilleland 1980; Ferri 2008). To cite a case in point, the rude attention-getter or turn-giving device *quid ais?* "what are you saying?", "tell me…", has been shown to be particular to men in Plautus (Lech 2010). If we consider the category of politeness markers, further distinctions can be made. For instance, Adams (1984) reports that the politeness marker *amabo* "please", lit. "I shall love (you)",is typically used by women to mitigate order and requests, while *quaeso* is predominantly spoken by males, thus suggesting the existence of gender-oriented pragmatic strategies, opposed to equi-functional forms which however were gender-insensitive, like *sis* (Dutsch 2008: 53). Evidence for gender-determined pragmatic phenomena comes also from interesting remarks made by ancient authors. Aulus Gellius, for instance, asserted that the oath *hercle* was typically uttered by men in Plautus and Terence, whereas *ecastor* was preferred by women (Gell. XI, 6, 1–6); similarly, Donatus (Ter. Eun. 656.1) argued that vocatives featuring the possessive adjective *meus* and *amabo* characterize terms of address and polite requests spoken by women:*'mea' et 'mea tu' et 'amabo' et alia huiuscemodi mulieribus apta sunt blandimenta* (see Fögen 2004: 228–230 for a discussion).
Interestingly, however, a detailed inspection reveals some less typical cases in which pragmatic markers do not correlate with the expected character's gender: these cases will be the focus of the present study. *Amabo*, for instance, is uttered in Plautus' comedies by women 81 times, but by males in 7 cases. Crucially, in these contexts the male character undergoes some kind of identity negotiation. To cite an example, in Plautus' *Asinaria* (691–714) two slaves make fun of their master, the young lover Argyrippus, in a scene of horseplay with homosexual suggestions. Since Argyrippus is subjugated to the two slaves, he is totally deprived of his male identitary traits (power, freedom). This reversal of roles is linguistically achieved by Plautus through the insertion of a female expression like *amabo* in Argyrippus' speech, which signals the transition and the negotiation of a new context-bound identity.
Drawing on the corpus of Plautus' and Terence's comedies, as mimetic evidence of orality, this paper concentrates on the "marked" use of pragmatic markers as in the case illustrated above, and aims to explore
(i) how Latin comedians could build different characters' identities through linguistic means in the local context of interaction – with a focus on the expression of gender variation;
(ii) which forms were particularly relevant to position different "selves" both socially and –to extent more difficult to capture – culturally, and depending on what contextual, pragmatic and sociolinguistic factors;
(iii) what is the overall import of gender-specific communication in conveying identity negotiations in Latin comedies.

Cesar Felix-Brasdefer

Pragmatic variation in U.S. English service encounters (Contribution to *Pragmatic variation and pragmatic variables*, organized by Schneider Klaus P. & Andreas H. Jucker)

Although phonological and grammatical variation has been examined in U.S. Midwest Englishes (Ash 2006), little has been done at the pragmatic level. This presentation has two objectives: 1. it examines intra-lingual pragmatic variation (macro-social variation) in service encounters in two regions of Midwest English; 2. it looks at the manifestation of the pragmatic variable at both the speech act (request variants) and discourse (request-response sequence) levels. The framework of Variational Pragmatics (Barron & Schneider 2009; Schneider 2010) was adopted to examine intra-lingual pragmatic variation in these varieties with regard to the sequential structure of requests for service (actional [request for service] and interactional levels [request-response sequence]). For the analysis of the pragmatic variable, I used a revised framework proposed in Schneider (2010) and Terkourafi (2011, 2012). Following previous research in service encounters (Aston 1988; Callahan 2009; Kerbrat-Orecchioni & Traverso 2008; Merritt 1976; Placencia 2008), this study focuses on the transactional dimension with regard to pragmalinguistic variation of the customer's request for service and the clerk's response. The natural data for this study were audio-recorded in two regions of U.S. Midwest English, namely, Indiana and Ohio at the deli section of two supermarkets. The 400 interactions (200 in each setting) were analyzed according to the request type (direct or conventional indirectness), internal modification (conditional, politeness forms, hedges) and the sequential placement of the request (request-response sequence) (Blum-Kulka, House, &

Kasper 1989). Results show similarities and differences in the realization of requests for service in each region. Both groups displayed variation in the use of nine request strategies. Regional differences were also noted in the degree of tentativeness in the requests for service (internal modification). Differences are discussed with regard to the socioeconomic levels in each region, politeness orientations, and the frequency of interaction in each setting. Finally, the concept of the pragmatic variable (Cheshire 2005; Schneider 2010; Terkourafi 2011, 2012) will be addressed to examine pragmatic variation at the discourse level. Variation by gender and methodological issues in data collection for the analysis of pragmatic variation will be addressed with regard to the presence and contributions of both the customer and the vendor.

Rebecca Feo & Amanda LeCouteur

Dealing with third-party complaints and caller distress on a solution-focused helpline

(Contribution to *Dealing with distress: Conversation analysis of the management of interactions with vulnerable people*, organized by Antaki Charles & Marco Pino)

In this paper, we focus on sequences of interaction in calls to a men's solution-focused relationship-counselling helpline in which callers explained their reasons for calling. A routine pattern in the helpline data involved callers presenting their problems in the form of complaints against a third party (e.g., their current or ex-wife/partner). Using Conversation Analysis, we show how counsellors typically managed the delicate task of attending to these complaints, and the emotion displayed within them, whilst upholding the helpline's institutional goals of providing practical solutions to men's problems.

Callers were seen to achieve a number of interactional tasks in and through their complaints, such as portraying another's behaviour as blameworthy and morally reprehensible; describing their emotional response to this behaviour , often done through displays of anger and indignation; and eliciting affiliation from counsellors. In turn, these actions served to legitimise the presenting problem as worthy of a call to the helpline. However, these complaints presented challenges for counsellors tasked with providing solution-focused help. By portraying another as blame-worthy, callers positioned someone else as responsible for causing their relationship problem and for fixing it. As such, callers did not routinely frame their calls in a way that made them hearable as requests for advice. Nonetheless, given their institutional role, counsellors must attend in some way to these complaints – and particularly to the emotional distress routinely produced in delivering them.

We explore how counsellors attended to the distress that callers expressed when 'doing complaining', whilst also adhering to a solution-focused model of counselling. We show that, although counsellors did not attempt to shut down callers' complaints, allowing callers the opportunity to express their troubles at length, they also did not collaborate in the production of such complaints by aligning with callers' stories as 'complaint-worthy'. By avoiding such explicit collaboration, counsellors skillfully managed the delicate interactional contingencies and tensions involved in dealing with men's complaints about their relationship partners and their expressions of emotional distress, while attending to the institutional objectives at hand.

Lucía Fernández-Amaya, María de la O Hernández-López, & Pilar Garcés-Conejos Blitvich

A contrast between expected and experienced politeness in English-speaking contexts

(Contribution to *Understanding traditional and mediated service encounters*, organized by Fernández-Amaya Lucía, María de la O Hernández-López & Pilar Garcés-Conejos Blitvich)

Our research focuses on customer/hotel receptionist interaction. More specifically, we are interested in Spanish customers' expectations of politeness at the reception desk of hotels and in what features, in their view, make that interaction polite or impolite (Brown & Levinson 1978, 1987; Locher & Watts 2005; Arundale 2006; Bousfield & Locher 2008). Although there is extant literature on hotel service encounters (Bunzel 2007; Truong & King 2010, among many others) receptionist-guest communication has not yet received much attention. Furthermore, we believe it is of paramount importance for im/politeness scholarship to delve into manifestations and assessments of im/politeness in less researched genre practices such as the one under scrutiny.

Given the pervasive and multifaceted nature of politeness, it is becoming more and more necessary to explore what interlocutors understand and perceive as polite or impolite through various data collecting instruments, rather than just relying on the analysis of stretches of talk. To that end, 180 Spanish participants who had recently stayed at Spanish and English-speaking hotels completed a 55 item questionnaire which elicited, on the one hand, their relational expectations with receptionists, and on the

other, their perceptions of politeness after their stay abroad. The results show that a) there are very specific expectations regarding what constitutes appropriate receptionists' communicative behavior; b) travelers' expectation regarding politeness may not necessarily be met; and c) travelers' perceptions and expectations of politeness are based on a balance or tension between some solidarity factors (such as expressions showing friendliness and interest in the customer's well-being) and elements that index deference (such as apologies and formality terms of address). Results strongly indicate that assessments of im/politeness are genre/practice based and that overarching generalizations about cultures' preferences for certain interactional styles (i.e. solidarity versus deference) are not accurate.

Luciane Ferreira

Social-status as a persuasion strategy in talking metaphorically about urban violence in Belo Horizonte, Brazil (Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

This study deals with metaphor and metonymy as a strategy of persuasion in the discourse produced by focus groups' participants as they engage in talk about urban violence in Belo Horizonte, Brazil. Social status seems to be determinant in shaping systematic metaphor use in the interactions among Brazilian participants. We are interested in questions such as: (i) how social status motivates some vehicle terms, (ii) how they emerge in interaction, (iii) to what extent social status deliberately shapes social empathy among participants.

This qualitative study follows the methodological procedures set out in Cameron et al (2009) and Cameron & Maslen (2010). We focus on the systematic metaphors/ metonymies used in discourse. Eleven voluntary participants, students at undergraduate level at Federal University in Belo Horizonte, took part in the study about urban violence in May 2012 and the impact such phenomenon has caused in their lives. Data were collected from a structured focus group discussion. The transcribed data (13,880 words) were subjected to metaphor-led discourse analysis. Identification of metaphor vehicles followed an adapted version of the MIP (Metaphor Identification Procedure) adopted by the Pragglejaz Group (Pragglejaz 2007). The analysis identifies some recurrent metaphor vehicles, which describe the informants' beliefs and ideas about the role that social status has played in shaping their attitudes towards urban violence and its agents. We could also identify SOCIAL LANDSCAPE METAPHORS, in which society is seen as a composition of groups co-located in a landscape (CAMERON 2010).

Participants spoke of the fear of being robbed as playing roles using the systematic metaphors *FEAR OF VIOLENCE IS PLAYING ROLES* and they spoke of the restrictions imposed by urban violence using the systematic metaphor *URBAN VIOLENCE IS A CONSTRAINING FORCE*. We will be presenting some evidence for those systematic metaphors in the data, which work on both sides of the social status scale. The talk of the victims reflects the relationship between physical appearance and social status and its role in Brazilian society.

In conclusion, the systematic use of metaphor in the focus group discussions reveals how metaphor plays an important role in talking about their traumatic experience and their values. It also shows how this is assimilated in the victim´s discourses. We claim that marks of social status in discourse function as a persuasion strategy to foster social empathy with the perpetrators in the focus group discussion on urban violence experienced by the Belo Horizonte participants.

Also social status appears between the lines as an important factor mentioned by victims when they talk about their experience with urban violence in Brazil since they refer to the appearance and location of the perpetrators. However, social status might appear in different contexts of use.

Anita Fetzer

Quotation, meta-data and transparency of sources in mediated political discourse (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

The goal of this paper is to show that quotation is used strategically in mediated political discourse to achieve the following goals: (1) to intensify the force of an argument, (2) to demonstrate ideological coherence / non-coherence and thus target credibility, and (3) to express alignment. On a more global level, quotation contributes to the construal of interdiscursitivity by beckoning the addressees out of the on-going discourse into a more or less specified prior discourse, which is assigned the status of being relevant to the present discourse, and back again.

Quotation has been defined as metarepresentation, making something explicit which has been said / written before. Generally, it is not only the content of a discursive excerpt, which is meta-represented but

also its source and the context in which the original excerpt has been embedded. What is quoted, who is quoted and where the quoted has been uttered is adapted to the contextual constraints and requirements of the quoting discourse, to the communicative goal of the quoter, and to the perlocutionary effects. Consequently, quotation displays a higher degree of explicitness as regards content and force than the original representation, as is reflected in meta-data, which refer to the original participation format and physical, temporal and discursive setting, contextualize them and adapt them to the contextual constraints and requirements of the quoting discourse. Furthermore, the fact that a discursive excerpt is quoted assigns that piece of discourse the status of quotability (Clayman 1995).

The communicative function of a quotation depends on its source, the quoter and her / his attitude, the quoted content and the discursive context: "Paper-based citations attempt to keep the reader within the article, while providing the address of where the source material resides for the highly motivated researcher, On the net, hyperlinks are less nails than invitations. (…). They beckon the reader out of the article" (Weinberger 2011: 113). This particular function also holds for mediated political discourse. However, unlike beckoning the addressees and audience out of the article to consult further information, the strategic use of quotation is adapted to the contextual constraints and requirements of mediated political discourse.

In political interviews, quotations may be employed to secure common ground between the media frame and the audience, and they may be used to challenge the argumentative coherence and credibility of a politician (and her / his party). In PMQ, quotations tend to have only an adversative function: they are used strategically to challenge and deconstruct the argumentation and credibility of political opponents while at the same time supporting the argumentation of self and their party.

Carolina Figueras Bates

Evidentiality and narrativity in different subgenres of illness narratives (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)

The stories we create about ourselves and about our experiences give cognitive and emotional significance to our existence. Personal narratives provide the tools to articulate and to negotiate social identity, while contributing meaningfully to shape our actions and our memory of live events. For each person, there are many different stories that are likely to be told from singularly different perspectives or stances. The context in which these stories are produced, the distinct functions and purposes that the telling is fulfilling, and the social and cultural frameworks in which narratives are communicated, constraint and give form to their structure and their content.

In the realm of psychopathology, narratives of severe mental illness can be regarded as the efforts of a healthy self to find the words that best describe the altered experience. The personal struggle to make sense of what went wrong is projected on the task of narrating the self and its transformation over the course of the illness and through the process of recovery. By undergoing a reflexive introspection, the autobiographical narrative aims to restore a sense of self that has been disrupted by the illness. The narrating self is thus an emergent structure that rethinks and interprets the phenomenological world. In this process of discursive self-construction, reassessment of information sources and reevaluation of the perceptual, inferential and reported data become a critical aspect. Evidential modalization is, therefore, an essential component in the discursive articulation of the self.

Considering the relevant role played by evidentials in boosting self-construction, the aim of my presentation is to show the different patterns of evidentiality that can be identified in three specific subgenres of illness narratives: narratives of eating disorders, narratives of borderline personality disorder, and narratives of chronic fatigue syndrome. These three illnesses share some common features: they are associated with social stigma, they force the narrator to question and to rebuild her sense of self, and they pose the challenge to offer a culturally understandable account of the illness experience to the lay audience. The narratives comprising the sample were collected from the Internet. As it has been stressed in the literature, unsolicited online narratives constitute a rich source of qualitative data to study the illness experience.

The analysis of the evidential mechanisms in each of these three illness narratives reveals that some evidential sources, such as visual perception, are more prevalent in eating disorder narratives; others, such as indirect referred evidence, are more regularly found in chronic fatigue syndrome narratives; finally, in borderline personality disorder narratives internal emotional states operate as the source of the evidential meaning. These initial results indicate that some regularities or patterns appear to be attached to the distinctive subgenre of illness narrative, and that evidential strategies develop particular discursive functions in each of these genres.

Anna Filipi

Language switching as an epistemic resource in an Italian as a second language lesson (Contribution to *The micro-capture of transitions in second language learning lessons*, organized by Filipi Anna)

In interaction, participants have access to the existing "epistemic domains" outside the immediate context of their interactions (Stivers & Rossano 2010) that enables them to align with a speaker's epistemic status (Heritage 2012). This paper describes the resources that both teacher and students draw on from the "epistemic domain" of foreign language learning to build their understanding and participation in an Italian as a foreign language lesson. Students have access to this domain through exposure and the experience of learning the language. It includes knowledge about how language practice is achieved in the classroom, how transitions in the lesson are organized as well as how understanding of a foreign language is accrued over time. As language is central to meaning making for language learning, discussion will focus on how both languages, English and Italian, are deployed as part of stance-taking.

The 50 minute class to be analysed was composed of about 26 twelve year-old students in their first year of high school in an Australian public school. The students had been learning Italian as a foreign language for nine months approximating 130 hours of instruction. The lesson focused on language as content in which the teacher immersed students in Italian as much as possible. This pedagogical stance provided an excellent opportunity to analyse the "division of labour" (Cromdal 2004) with respect to the ways in which the languages were alternated.

While findings in this study are consonant with previous findings about when and why language switching occurs, particularly interesting are two findings. The first is the ways in which language switching is used to ascribe "expected" knowledge states to students as a class and to students as individuals. The second is how students avail themselves of opportunities present in the context to build understanding of Italian as the language of instruction so that they can successfully answer teacher questions or follow instructions without having to admit that they "don't know" what is being asked of them.

I conclude by arguing that analysing epistemic stance alignment through the ways in which the languages are distributed in sequences provides a particularly powerful lens through which to view language learning and comprehension as it unfolds in the moment.

Giuliana Fiorentino & Maria Rosaria Compagnone

TripAdvisor and tourism: The linguistic behavior of consumers in the tourism industry 2.0. (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

In a decade TripAdvisor has profoundly changed the touristic industry, and in a special way it has affected the habits of consumers. Customer reviews of touristic sites and attractions are going to become part of the communicative micro-system established between customers and tour operators. The reviews seem to deeply affect the way tour operators communicate on their official web pages.

We aim to analyze the linguistic dynamics of this aspect of touristic communication. We propose to first analyze textual features of both customers reviews and the official websites of a sample of Italian hotels and restaurants. We then consider the reciprocal influence between the official pages of touristic infrastructures and the reviews that they receive on TripAdvisor.

Despite the warnings of Jakob Nielsen on the abuse of a promotional language on the web and the suggestion for adopting an "objective" language, i.e. a neutral language (Nielsen 1997) first results show the tendency of many official websites to indulge in strong self promotion. This is - as pointed out by Dann (1996: 15) - a language that "sells" rather than informing. The vocabulary used is often heavily connoted as positive. The vacation is "an incredible pleasure", the food "is very good" and the night "is a long party": the language through lots of adjectives and reformulations tries to persuade potential customers to 'buy' and results in what - according to Kerbrat-Orecchioni (1998) - becomes a 'discours de célébration'. By removing the superlatives you get texts of greatest impact with sentences which are more assertive and less emotionally connoted and therefore more objective.

Customer reviews, in turn, are affected by this climate. Those who assign the highest rating to hotels and restaurants, adopt a language which is very similar to the language of the official websites. While TripAdvisor should report *the truth of direct experience*, very often its texts are characterized by non-genuine reviews: overly positive comments are probably posted by hotel staff or by companies that sell pre-packed reviews to attract customers. The analysis will shed light on these dynamics in a theoretical framework of linguistic analysis and textual analysis.

Kerstin Fischer & Helena Larsen

Final particles in English anchor utterances in argumentative common ground

(Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

Recently, we have begun to investigate systematically a function which we believe to be constitutive of German modal particles, namely to relate the current utterance to an aspect of common ground (Clark 1996) and thus to mark an utterance as non-initial (cf. Diewald & Fischer 1998; Diewald 2006). That is, we take modal particles to either evoke a logical variant of a statement assumed to be common ground or to present the current utterance as a consequence of some aspect of the common ground. In order to understand this function better, we investigate what aspect of the common ground exactly is evoked by the respective modal particle. Our results show that, depending on the communication partner, aspects of the common ground evoked may be based on common co-presence in a given situation or previous dialog (Clark's personal common ground) as well as on (Clark's) cultural common ground, which serve as the argumentative background against which the current utterance is to be interpreted.

For particles in German, we furthermore find a systematic contribution of the grammatical construction in which a particle occurs; German modal particles thus always occur in the syntactic middle field, while many of their 'homonyms' can also occur in other positions, yet then with systematically different functions (e.g. Fischer & Alm 2013). Thus, German modal particles have a clearly identifiable form side as well as a clear function, which supports a construction grammatical perspective on German particles.

Now, applying this methodology to English, we have identified a broad range of items with a similar function as German modal particles, such as initial *and* (see Heritage & Sorjonen 1994); sentence-medial *indeed* and *rather*; and *too, already, alright*, and *then* in final position (cf. also Schwenter & Waltereit 2010; Haselow 2011). All of these items relate an utterance to an aspect of common ground. However, from a construction grammatical perspective, we need to ask whether the grammatical positions in which these items occur contribute to their interpretations. Here we find on the one hand that the different positions correspond to different aspects of common ground; in particular, initial particles are restricted to those aspects of the common ground that concern the framing of the utterance situation, i.e. discourse organizational or topic functions. In contrast, final particles all relate to aspects of the argumentative common ground (cf. Fischer 2007). On the other hand, there are currently clear sentence type restrictions for the final particles, yet not to so much for the medial particles. The sentence type restrictions observable for the final particles suggest that the phenomenon is relatively recent, as previous work on German has shown that such restrictions tend to disappear over time (Diewald 2008; see also Schwenter & Waltereit 2010). While the question whether English has modal particles depends on the respective definition of modal particles (cf. Degand & Cornille (eds.) 2013; Aijmer 1997, 2007; Fillmore 1984), the current study shows that English final particles anchor utterances in argumentative common ground just as has previously been suggested for German modal particles.

Susan Fitzmaurice

Sincerity and changes in norms of politeness in late 18th and early 19thc England

(Contribution to *Towards a diachrony of relational work: Factors behind sociopragmatic change in 18th and 19th century Europe*, organized by Paternoster Annick & Marcel Bax)

In this talk, I show that far from being a sequential set of meaning shifts, the history of *politeness* consists of parallel and simultaneous shifts, with several meanings co-existing and competing for pre-eminence in a period, each salient for a specific (different) set of speakers. This situation (of what I call contingent polysemy) is indexed in texts that comment on social norms of politeness, texts that seek to influence the way that social norms operate in society as well as texts that attempt to represent the practice and effects of polite behaviour that adhere or challenge these social norms on society. I will examine the establishment and interpretation of social norms in literary and metalinguistic texts produced and consumed in the last quarter of the eighteenth century and the first quarter of the nineteenth century in order to track the manner and impact of social change on people's behaviour.

I will argue that changes in such social norms might be understood in terms of the relationship of polite behaviour to politic behaviour. Sincerity—the identification of feeling with its avowal—plays a major role in the constant reanalysis and reshaping of how politeness is enacted within the context of prevailing social norms in the last quarter of the eighteenth century. Because the notion of sincerity itself is susceptible to variation, the consequence is a complex social, moral and linguistic set of behaviour. Politeness is thus simultaneously politic behaviour for some and polite behaviour for others even as it

serves as a mode of conduct, a philosophical system, a commodity for self-advancement, a theory of sociability, for different social actors within the same historical space.

Marion Flach & Monika Dannerer

Languages and varieties in (an Austrian) university – language policy, attitudes and verbal behaviour (Contribution to *Multilingualism in tertiary education: Institutional communication and the (in)visible roles of standard and non-standard varieties*, organized by Smit Ute & Monika Dannerer)

Due to globalization and academic mobility the number of nationalities and languages is augmenting in HEIs. Whereas the co-presence of different languages constitutes the multilingual self-concept and is regarded as a high value in official documents and central brochures of the university, academic practices as well as actual language management deviate from this picture. Beside the dominant national language in its standard variety they seem to favour global academic English which is used as lingua franca in contact with international students and pushed in English-medium instruction activities. The different standard and sub-standard varieties, which - together with the unacknowledged present languages other than English - create a complex heteroglossic situation, are constantly denied or devalued as non-academic language behaviour. But especially in a diaglossic context which is typical for Austria, varieties are difficult to grasp and their treatment might discover sublime forms of gate keeping as well as establishing and reproducing hierarchical structures.

The research project "Interwoven Analysis of Forms of Multilingualism Illustrated by the Example of the University of Salzburg" (OeNB Project Nr° 15 827), aims at investigating the complex relation between the heteroglossic reality and the 'monolingual habitus plus English' with respect to different languages as well as to different varieties. Using mixed methods the analysis will contrast the language policy of the university with participant / stakeholder attitudes (students, teachers and non-academic staff) and with recorded verbal behaviour in selected academic and administrative situations.

The presentation will deal with the theoretical framework and its methodological implications on the one hand, but it will also deliver insight into first findings: Which attitudes towards multilingualism are observable in interviews and surveys? How can overt and covert prestige of languages other than standard German and English be described and related to the language policy of the University of Salzburg?

Luisanna Fodde

Leaders and leadership in times of financial crisis: Agentiveness and accountability (Contribution to *The pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshragi, Rudi Palmieri & Marlies Whitehouse)

It is commonly assumed that crisis-related topics, when analysed with a critical approach, provide an excellent basis for examining issues like power and ideology (A. De Rycker & Z. Mohd Don 2013: 4; Fairclough 2005: 55). Those actors that seek to understand, interpret, predict and control crisis – the leaders and the experts – more than often are put to the test and forced to represent their views in novel ways. In a crisis context, the linguistic representations of the events, of the related actions, participants, and their diverse re-contextualizations can prove particularly significant to language scholars (Van Leeuwen 2008). This paper will attempt to analyse a certain kind of crisis participants – financial leaders and experts – and describe the pragmatic interplay between the various types of crisis discourse and interactions that are displayed in financial analysts' reports, as they represent one of the main sources of financial markets' public information. The linguistic strategies associated with this genre are geared towards reporting facts, assessing them and predicting future actions in a way that seeks to make the data and figures easier to understand for both expert and non-expert readership (O. Denti & L. Fodde 2013) . In particular, we will try to highlight how agentiveness and accountability are construed, how rhetorical strategies of power, subordination and exclusion are displayed in these documents by leaders and experts when they have to react under pressure, while at the same time they have to give specific information, reassuring advise and cautionary warnings (Piras et al. 2012; Fairclough 2010).

Charles Forceville

Decoding visuals? The case of traffic signs and brand logos (Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

Relevance Theory (e.g. Sperber and Wilson 1995; Wilson and Sperber 2012; Carston 2002; Clark 2013) aims to provide a theory accounting for *all* communication. Hitherto, one of its limitations has been that it

has focused almost exclusively on spoken face-to-face communication. In a series of chapters and papers (Forceville 1992, 1996 [chapter 5], 2005, 2009, 2014) I have made proposals for how to adapt the RT model so that it can cover mass-communication forms with a salient visual component. While by and large my findings have been encouraging, there remain some thorny problems to be solved. More recently, Billy Clark and I (Forceville and Clark 2014) have addressed one issue: Can pictures have only implicatures, or can they also have explicature? The point is the following: only a full-blown explicature can be a proposition, and hence be true or false. In order for visuals to play a role in argumentation, it would be helpful if we could say that a picture, or visual, as an "objective" meaning. Put differently, the meaning of the visual would have to be *decoded* (in a way that is similar to how some verbal utterances are decoded) rather than *inferred.* If visuals are not decodable, they can according to RT by definition only have implicatures.
In this paper I will further pursue this issue by analysing in more depth a group of visuals that could be labelled "pictograms" and that may qualify as being amenable to decoding. This group of visuals comprises traffic signs and brand logos. If the proposed analysis holds water, this provides an important step towards the claim that at least some type of visuals can have explicatures. I will give examples of communicative situations in which such pictograms play an essential role in the derivation of explicatures.

Maicol Formentelli

Managing interpersonal relations in Italian ELF lectures: A focus on direct questions (Contribution to *Managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction*, organized by Nelson Marie, Sofie Henricson, Catrin Norrby & Camilla Wide)

The internationalization of tertiary education through English-taught programmes is a well-established phenomenon in central and northern Europe, and is gradually making its way also into Italian institutions (Wächter/Maiworm 2008; Campagna/Pulcini 2014). The use of English as a Lingua Franca (ELF) in university courses poses new communicative challenges to Italian lecturers, as successful teaching in a foreign language entails a continuous monitoring not only of the subject contents presented in class and of the language in which such contents are delivered, but also and especially of the interpersonal relations arising in these communities of practice with participants from various linguistic and cultural backgrounds.
A set of strategies adopted in the management of interpersonal stance in Italian ELF courses has been recently identified and described, showing how institutional roles and personal identities are continuously negotiated at the macro level of discourse (Formentelli 2013). Little attention, however, has been devoted so far to Italian ELF lectures at the micro level, to assess how specific linguistic structures contribute to rapport management in class. The focus of the present paper is on the use of direct questions (wh-questions, polar interrogatives, alternative questions and comprehension checks – Biber et al. 1999), which have been found to be strategic rhetorical devices in lectures aimed at an international audience for the numerous functions they serve, such as structuring content presentation, involving students, and enhancing interactivity (Morell 2004; Bamford 2005; Crawford Camiciottoli 2008). The study is based on a corpus of ELF lectures from a master's degree in cooperation and development (ca. 50,000 words) carried out by five Italian lecturers (L1 Italian) to students from 13 different European and non-European countries, hence in a highly intercultural setting.
The results show a much higher frequency of questions in Italian ELF lectures than in lectures by English native speakers recorded in corpora of spoken academic English (i.e. the MICASE and the BASE corpus), which is interpreted as a distinctive trait of ELF exchanges in response to the additional communicative needs of intercultural interactions. The findings also confirm the prominence of direct questions in the management of interpersonal relations in ELF lectures, foregrounding the complex dynamics of power and social distance. Finally, the analysis of data uncovers linguistic patterns which diverge from native speakers' norms of usage and are accounted for in terms of transfer from Italian (e.g. response elicitors such as *clear?*, *agree?*), functional innovation (e.g. interjections as comprehension checks), and register hybridization (academic speech vs. casual conversation).

Barbara Fox & Trine Heinemann

Pondering syntax and interaction: An exploration of the syntactic design of requests in a shoe repair shop (Contribution to *Object transactions: Embodied encounters at the counter*, organized by Mondada Lorenza & Marja-Leena Sorjonen)

The literature on the syntactic design of requesting utterances has grown immensely in the last decade, covering a variety of languages and contexts (e.g. Wootton 1981; Lindstrom 2005; Vinkhuyzen and Szymanski 2005; Heinemann 2006; Curl and Drew 2008; Lee 2009; Galeano and Fasulo 2009; Kuroshima 2010a, 2010b; Rossi 2012; Antaki and Kent 2012; Zinken and Ogiermann 2013; Sorjonen and Raevaara to appear). As part of a larger project on the syntax of requests in local businesses in the US, we hoped to apply the findings of these prior studies to guide us in understanding the syntax of requests in a shoe repair shop. However, these prior findings, while tremendously helpful in getting us started, turned out to be a poor fit with our collection of requests (we attend here just to instances where the customer brings in an item for repair).

Common to prior studies is a focus on two syntactic formats and the interactional differences between them. For example, Curl and Drew (2008) focuses on *could/would you X* and *I wonder if X*, while Vinkhuizen and Szymanski (2005) investigates self-directed declaratives and other-directed interrogatives, Heinemann (2006) explores negative and positive modal interrogatives, and Zinken and Ogiermann (2013) focuses on interrogatives and imperatives. In our data, on the other hand, there is no neat binary set of syntactic options; we have interrogatives, but only a handful, and even within those few there is a wide variety of syntactic forms, as can be seen in (1):

(1)
a. *is it possible. to resole these.*
b. *can you look at this for me,*
c. *can I get you to do the same thing to this Crocs,*
d. *are these hopeless?*
e. *is there any way to clean this?*

And we have many declaratives, but here the syntactic variation is truly remarkable, with no single most frequent form predominating, covering both simplex and complex clauses, with first, second and third person subject--human as well as inanimate; we find verbs of wanting, needing, wondering, but also the copula/auxiliary with predicates of "trouble" (*broken, separating*); there are embedded questions, but even here there is variation, some with the subordinator *if* and others with *how much* or *what*, some with second person subjects and others with third person subjects, some even with embedded existential forms. A bit of the variation is illustrated in (2) below:

(2)
a. she wanted to know if you could like if you had moments to to glue to glue something
b. I had one of these fixed but now the other one is separating
c. I wanted to see if there's any way those can be repaired?
d. u::h my wife's needs a shoe glued?
e. I ↑wondered if you could do anything with these
f. °I'm just° looking to get (0.5) one more notch
g. I just wanna get these cleaned up and retapped on the bottom?
h. wonder what could be done

Through this bewildering syntactic variation we have been led to a striking conclusion: while there are of course some generalizations that can be made across small sets of requests, for the most part it appears that each utterance is unique and emerges through orienting to an extraordinary array of interactional considerations. That is, rather than manifesting the workings of a few interactional principles (such as contingency, entitlement, or rights), the requests in our collection appear to manifest participant orientations to a much wider set of interactional issues, including the embodied manipulation of objects, than have been described before—hence the greater syntactic variability in our data.

Maarten Franck

Translating sports news for the world wide web (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

Henry is a journalist writing for the sports section of a Belgian news site. When I asked him what he actually does for the news site, he jokingly told me that he looks at what Belgium's national press agency *Belga* writes about sports (in Dutch) and then presses Crtl+c, Crtl+v. Now, although Henry quickly followed up his remark by denying what he just said ('No. No.'), his initial response does reveal some underlying realization of (if not frustration with) the reality that a not so favorable view has been developed on what online news is supposedly all about, and about what journalism in general has become; that, as Nick Davies has argued, there is 'a simple perception that media stories are produced by corrupt and cynical journalistic puppets who just couldn't care less whether they tell the truth and simply dance to the tune of whoever is pulling their string.' (2009: 13)

Although it is not the ambition to change anybody's perception on current day journalism with this paper – whether that be positively or negatively, I do want to present a clearer picture of what news writers working for an online medium (with a focus on sports news) do and do not do. Do they really just copy and paste news from other sources? Do they create their own content? What kind of content? Do they translate? And what changes do they make while translating/copying source material?

By looking at a corpus of online news articles, focusing on events leading up to the 2012 Summer Olympics in London and its source texts (mostly stemming from Belgium's national press agency *Belga* and international agency *Agence France Presse*) from a linguistic pragmatic perspective (influenced by Translation Studies), as well as by conducting in depth interviews with journalists, I wish to discuss the above questions. Three sets of tags were used to annotate formal changes (mostly on the phrasal level) between source and target texts: 1. RE-actions; 2. Translation changes; 3. Pragmarkers. These tags did not only generate quantitative data, but were also a heuristic tool for further discourse analysis, focusing on the concept of framing. However, since (online) journalism is not limited to the practice of turning source texts into target texts, interviews with journalists were conducted to complete the picture.
For one, it will be argued that while online sports journalists have a plethora of tasks to fulfil, they have to do very little interlingual translating themselves. This is because of the intermediary role which Belgian national press agency *Belga* plays as a translator of news from international press agencies. As such Belga has a substantial influence on what we get to read online about sports and about the world in general.

Bruce Fraser
The language of insubordination (Contribution to *Researching and understanding the language of aggression and conflict*, organized by Sifianou Maria & Pilar Garcès-Conejos Blitvich)
Insubordination in the workplace occurs when a worker deliberately refuses to follow a legitimate order or when a worker engages in abusive language towards management, thereby challenging their right to direct the workforce. This paper reports on a study of the language used by workers which resulted in their being charged with the act of insubordination.
To do this, over 300 arbitration decisions were examined in which a charge of insubordination was brought against a worker, which resulted in an arbitration hearing. Awards from the private sector, the public sector, and the postal service were drawn on. In addition, Human Relations personnel from these sectors were interviewed to understand what guidelines they had established to differentiate ordinary use from insubordinate use of language.
There was a significant difference between what was tolerated as acceptable language as a function of the nature of the workplace (construction industry/hospitals/educational institution), and as a function of the gender, SES, and age of the parties. Also there was a great tolerance for abusive language towards management in some few industries.

Maria Fremer
Addressing the viewer in Swedish and Finnish film commercials from 1915 to 1975 (Contribution to *Address, variation and adaptability*, organized by Lappalainen Hanna & Jenny Nilsson)
In the late 1960s and early 1970s, Swedish address forms underwent a change from an intricate system of honorifics, titles and names, to a nearly universal use of the informal 2nd person singular *du*. The Swedish so called "*du*-reform" was more forceful than the corresponding processes of informalization that took place in other languages around the same time period, e.g. in Finnish (Paunonen 2010), English, French and German (Clyne et al. 2009: 7). Most studies on this subject have, however, been based entirely on reported usage. There are very few attempts at analyzing address forms in context, as they were used as the change took place. (For some examples and discussion, see Tykesson-Bergman 2006; Widmark 1994.)
This study compares how the viewer is addressed in film commercials, both across time (1915–1975) and as a comparative study of how viewers were addressed in Swedish and in Finnish. My data consist of short films tagged as commercials in the collections of the Swedish Film Institute and the Finnish National Audiovisual Institute.
The presentation focuses on the earliest examples of addressing the viewer with informal Swedish *du* and Finnish *sinä*. I show that certain contexts, like rhymes and songs, facilitate the use of informal address forms where formal address forms would have been expected. The Finnish data also suggest a difference between selling and informing. Formal address forms are used in commercials that aim to sell something, whereas we can find informal *sinä* when the major goal is to inform people (e.g. films from the 1940s about how to help war victims).

Thorstein Fretheim
Grammaticalization, polysemy and contextualism: The case of Norwegian "gjerne"/German "gern(e)") (Contribution to *Adaptability, contextualism, and the*

composition of discourse meaning, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

The Norwegian adverb "gjerne" and the corresponding, cognate German adverb "gern(e)" are used as desiderative markers which modify either a lexical verb or a modal auxiliary, offering the addressee the procedural information that the complement of V + "gern(e)"/"gjerne" represents an unfulfilled situation which is desirable to the referent of the subject NP. The desiderative meaning of "gern(e)"/"gjerne" is historically primary but a diachronic process of grammaticalization has caused increased attention to the repetitive occurrence of desirable states and activities and has led to a duality of meaning synchronically, no lexical split but a co-existence of two polysemous meanings. Speakers tend to behave so as to maximize the frequency of desirable events, so there is an essential cognitive link between the desiderative and the frequentative or generic meaning variants. Still, the two meanings are interrelated, and a consequence of this is that even if the addressee focuses on and selects one of the two lexical variants, the other meaning may also influence the overall pragmatic interpretation to some extent, sometimes in the form of an implicature. The same lexical polysemy is found in Scandinavian cognates, in Danish, Swedish, Icelandic and Faroese, though I shall concentrate on German and Norwegian data. Using the Oslo Multilingual Corpus (OMC), a bi-directional translation corpus, I am comparing the use of "gern(e)" and "gjerne" in source and target texts with their counterparts in English source and target texts, English being a language with no lexical equivalent to "gern(e)"/"gjerne". It turns out that English translators of source-text passages frequently leave out these adverbs, trusting the reader to draw the right context-driven inferences to achieve a mental representation that matches the pragmatic effect of "gern(e)"/"gjerne" in the source text, and typically, when these words are translated, the translator"s choice is quite consistently either an unambiguous desiderative paraphrase that marks the singular proposition expressed as unfulfilled at the time of utterance or an unambiguously temporal rendition with an English adverb like "often", marking the truth-evaluable proposition as general. A contextualist approach that permits top-down "pre-semantic" inferences is required to account for the meaning of utterances with "gern(e)"/"gjerne" and their English correspondents in OMC, but pragmatic processing in Norwegian and German is guided bottom-up by the presence of "gern(e"/"gjerne" in conjunction with other linguistic indicators that are a cue to selection of either the desiderative or the frequentative/generic semantic variant, like the verb"s tense (present vs. past) and mood (subjunctive vs. indicative in German). "Gjerne" as desiderative marker is often left untranslated even in German target texts, but as frequentative marker it is translated into German as "oft", "meistens", "oftmal", mainly temporal frequency adverbs. This has convinced me that there is no maximally general, univocal lexical meaning for "gern(e)" and "gjerne". Speakers" inferential processing of these words takes their lexical polysemy into account.

Mineia Frezza & Ana Cristina Ostermann

"He isn't that idealized baby, but it's a condition which we've got a lot to do about": The optimistic perspective in the delivery of diagnosis of fetal malformation

(Contribution to *Dealing with distress: Conversation Analysis of the management of interactions with vulnerable people*, organized by Antaki Charles & Marco Pino)

Delivering and receiving bad diagnostic news about a child is one of the most distressing activities for both parents and professionals while addressing children's diseases (Seligman, Darling 2007; Gomes, Piccinini 2010). This study, which is a Conversation Analysis subproject of a larger study interested in investigating consultations in fetal medicine, describes how a geneticist deals with such distress by presenting "the bright side" or "the optimistic perspective" (Maynard 2003) in bad news delivery about the fetal development. The data comprise 33 audio recorded reproductive genetic counseling consultations that took place at a Brazilian public health system hospital. Maynard (2003) observes that when the news to be delivered is supposedly bad, the news bearers tend to end the interactions with some "good news", as remedy announcements, sequences that introduce the bright side of the situation or "optimistic projections" (Jefferson 1988). The geneticist physician whose interactions with patients were recorded for this study also uses this type of strategy in situations in which the news to be delivered is "bad". In fact, the analysis of the interactions reveals that there is a gradient evaluation of what is positive in each situation. For instance, when the news to be delivered is positive diagnosis to Down syndrome, but the fetus' heart exam shows to be "normal", the geneticist highlights the healthy heart as "the positive side". Following such gradient optimistic perspective, when the delivery of the news involves *both* Down syndrome positive diagnosis and some kind of heart disease or malformation, the availability of: (1) surgical treatment and/or (2) specialists to follow up and care for the child's health are the "positive sides" made salient by the geneticist. When the type of diagnosis of the health of the fetus is incompatible with life out of the womb – as when the fetus presents bilateral renal agenesis (i.e. both kidneys are missing) – the geneticist brings as news and highlights that that specific malformation is *not* a

consequence of a genetic disease, and thus its reoccurrence risk in future pregnancies is smaller – projecting this as an optimistic prognosis. The geneticist only does not provide any positive perspective in consultations in which the diagnosis is uncertain. Diagnosis uncertainty seems to operate as a straitjacket hindering the geneticist from offering any positive perspective to parents. Meanwhile, it seems to trigger more questions from parents. The data shows that the lack of diagnosis is dealt with by the participants as the worst news in this context, leaving the professionals with their hands tied, as the geneticist usually puts it to the patients. Nevertheless, even within the context of diagnosis uncertainty, the geneticist still offers the hospital services in case of future pregnancies and prescribes some basic actions a couple can take about pregnancy planning.We conclude that the geneticist's constant presentation of the "bright side", the optimistic perspective, or of anything the hospital can provide shows to be an institutional practice of dealing with distress in bad news delivery.

Maximiliane Frobenius

The development of video blogs as a genre (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

Since the founding of the website YouTube in 2005, users have filmed and uploaded footage of themselves talking into a camera. The availability of an online video sharing facility enabled the creation and implementation of a new genre which was labeled and recognized by its participants as *video blog* (vlog). Vlogs regularly feature spontaneous monologues characterized by their specific interactive elements, which are adapted to the environment of the website and the context of language production in general. This paper proposes a comparison of the use of these elements in a data set collected in 2010 with the use of these same elements in a data set collected in 2014. Thus, the development of this fairly young genre can be traced along a number of variables, offering a glance at the process of establishing genre conventions and the stability of these conventions.

Analysis of a vlog corpus of data uploaded to YouTube in 2010 has shown that the vlogging community displayed certain tendencies, but not fixed conventions, regarding language use in vlogs. Conversation analytic investigation demonstrates that many vloggers adopted opening and closing strategies that are reminiscent of conversation in that they use common elements such as greetings, terms of address, pre-closings, and terminal elements despite the absence of turn-taking that regularly determines the sequential structure of conversation. Some vloggers not only adhered to such a conversation-like structure, they even established fixed openings and closings by re-using the same words and phrases at the beginning and end of all of their videos, coining their own recognizable signature phrasings. Others, by contrast, start or end their videos in the middle of words or incomplete syntactic units, or they use written credits, music, or individual cinematic elements – options that make use of the editing potential of video as a medium. Still others start without any recognizably opening section by simply talking about their topic without further ado.

The comparison with data from almost five years later will show

a) whether the tendency to adopt conversational structures without an interlocutor's contributions has become stronger, weaker, or remained stable

b) whether vloggers have created and adopted new ways of openings and closing their monologues, for example by further exploring editing options or the contexual configuration instantiated by the technological affordances of the website

c) whether there seems to be a predominant tendency towards the use of a specific strategy that could at some point become established to such an extent as to be the norm the same way the obligation to talk in a phone conversation is suspended along a dominant pattern (Sacks Schegloff 1972)

With regard to the status of vlogs as a genre, it is important to consider various factors that are regularly involved in this discussion, such as the communicative purpose (Swales 1990), goal-oriented stages (Martin 1997), hybridity and variability. Vlogs as an emergent genre in a specific and ever changing online environment offer ample opportunity to study such notions.

Catalina Fuentes Rodríguez, María Elena Placencia & Maria Palma-Fahey

Regional pragmatic variation in the use of the discourse marker "pues" in informal talk among university students in Quito (Ecuador), Santiago (Chile) and Seville (Spain) (Contribution to *Pragmatic variation and pragmatic variables*, organized by Schneider Klaus P. & Andreas H. Jucker)

The discourse marker *pues* in spoken Spanish has been studied extensively in Peninsular Spanish (see, among numerous others, Páez Urdaneta 1982; Portolés 1989; Garcés Gómez 1992; Dorta Luis and

Domínguez García 2001; Serrano Montesinos 2001; Fuentes Rodríguez 2009) , and in contrast with other languages (cf. Stenström 2006). There is also a growing body of studies on *pues* in Latin American varieties of Spanish such as Colombian (Travis 2005) , Mexican (Vázquez Carranza 2013) and Peruvian (Zavala 2001) Spanish, as well as works focussing on the use of *pues* in bilingual contexts in the US (cf. Flores-Ferrán 2014). Less attention, however, has been paid to this discourse marker in Chilean and Ecuadorian Spanish (though see, for example, Poblete 1998; Olbertz forthcoming, respectively)
Taking a variational pragmatics perspective (Schneider and Barron 2008), we examine the impact of region in interaction with gender in the use of *pues* in informal talk among university students in Quito (Ecuador), Santiago (Chile) and Seville (Spain). Our analysis is based on a corpus of 60 role-play interactions within each location eliciting advice-giving and complaint talk in –SD (social distance) –P (power) scenarios.
The paper looks at variation in relation to form, including variants of *pues* in use (i.e., *f* and *ps* in Quito, *poh* in Santiago, and *po* and *pos* in Seville) and collocations (e.g. *ya pues/ya poh* in Quito and Santiago, respectively; *pos venga* in Seville); position and distribution relating to turns or sections of the conversations, with *pues*, for example, occurring more frequently in turn-initial position in Seville, compared to Quito and Santiago. Also, a distinctive feature of the Quito and Santiago corpora is that *pues* is nearly always postposed, whereas the opposite is true for the Seville data. Finally, the paper looks at the function of *pues* across data sets, noting its multifunctionality. Certain functions, such as supporting the speaker's opinion (i.e. often emphasizing it) and employing it in challenges to one's interlocutor, stand out across data sets, but with their own peculiarities in some cases. This study is thus intended to be a contribution to current work on discourse markers in Spanish and more widely, and to the study of regional pragmatic variation (Placencia 2011) across different varieties of Spanish.

Yoko Fujii

The theory of ba: The world is interrelated, connected, and continuous (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

Fujii (2012) and Fujii & Kim (2014) investigated Japanese, Korean and American interactions by using a problem-solving task discourse and found that the Japanese and Korean interactions are more interrelational, as seen in the language behaviors to induce the partner's responses, such as question forms, mono-clausal construction, repetition, and overlapping repetition. Response and feedback from the partner is needed at every step to confirm that the partner is following and agreeing. In the interaction, the Japanese and Korean participants situated themselves as if they were entraining themselves, and they resonated with each other. The boundary of self disappeared and merged as if they had one mind. On the other hand, the American participants' interaction was based on the idea of presenting themselves in a direct and independent manner. They situated themselves separately from their partner in the interaction, and a self-vs.-other relationship was observed.
The difference in how self and other are situated in interaction can be understood as rooted in culturally determined principles concerning how the self is situated in the field/*ba* of interaction. The Japanese and Korean interaction is very dependent on the field/*ba* of interaction as well as social and cultural norms and values concerning an interdependent sense of self. This great dependency on the interactional context, as well as the social and cultural context, is based on the Eastern and Japanese philosophy of self in the field/*ba*. I present the theory of *ba* to account for the way self and other are situated in languages like Japanese and Korean.
The purpose of this study is to present further dimensions of the theory of *ba*, which can explain the linguistic and interactional behaviors of East Asian languages such as Japanese, Korean and Thai in a relative framework. One phenomenon is that Japanese speakers tend to take an inside perspective, which motivates agentless and holistic types of expression, and another phenomenon is that the Japanese language emphasizes continuousness or non-separation from background and other entities in the field/*ba,* while the English language emphasizes individuum or separation from background.

Seiko Fujii

Pragmatics and (inter-)subjectivity of conditional constructions (Contribution to *A panel in honor of Charles J. Fillmore (1929-2014)*, organized by Petruck Miriam R.L.)

Fillmore's illuminating description of and original insights on "varieties of conditional sentences" (Fillmore 1987, 1990) remain influential to works exploring many (old and new) aspects of conditionals in various languages (Sweetser 1990, 1996; Dancygier 1998; Dancygier and Sweetser 2005; Nikiforidou 1990; Fujii 1993, 2004; Herforth 1994, *inter alia*). Inspired by Fillmore's path-breaking work on conditionals, this paper reflects on his insights on the pragmatics of conditional constructions, revitalizing

his efforts to uncover "[the] mysteries of Japanese conditionals" (Fillmore & Fujii 1988), and suggests our ways to live up to (and hopefully exceed) his expectations and prospects.

With this general goal in mind, upon reviewing some of Fillmore's major concepts and questions involved in conditional constructions, along with the types of conditionals delineated by Dancygier and Sweetser (2005), this paper explores the issue of subjective and inter-subjective nature of conditional constructions, paying particular attention to the sequential organization of utterances and constructions in discourse. Conditional constructions allow speakers to represent the contingency relations between antecedent and consequent — either subjectively as illustrated in (1) and (2) (i.e., the speaker projects the antecedent him/herself for the consequent within his/her mental space); or inter-subjectively as in (3) and (4) (i.e., the speaker refers to and draws on the antecedent situation projected by another speaker in the other speaker's mental space for the consequent stated by the speaker). Both subjective and inter-subjective conditionality can be expressed via biclausal conditional constructions explicitly laying out the antecedent clause fully (1, 3), as well as in mono-clausal conditional constructions (2, 4). Inter-subjective uses show that the speaker can either elaborate on the assumption 'given' by the interlocutor in the discourse context by using a biclausal construction with the clause-linker TARA 'if' (typically in its nominalized form) , or as in (4) can simply point to the antecedent with the discourse marker *dattara*, 'then', combining the copula *da* with the linker TARA 'if'.

My corpus-based case study of the discourse marker *dattara* 'then' shows that the discourse marker *dattara* (out of 907 tokens examined) is frequently used intra-subjectively (57%) as well as inter-subjectively (43%), contrary to dictionary accounts and native-speaker intuitions (which take for granted their inter-subjective uses only). A further analysis of preceding utterances, however, reveals that, for 40% of intra-subjective uses, what precedes the utterance-initial discourse marker are confirmation/ clarification questions or other types of utterances inviting the addressee's responses. In other words, speakers can use conditional discourse markers to refer to the addressees' *virtual* responses rather than to their own confirmation or clarification questions, thereby constructing inter-subjective conditionality through the sequence of a grammatical construction that assumes and evokes the addressee's (virtual) response and an utterance-initial discourse marker.

To conclude, the question of subjective vs. inter-subjective construction of conditionals is by no means a matter of speaker turns; instead, it is a matter of the pragmatic alignment of sequential organization of constructions in discourse. Speakers construct subjective or inter-subjective conditionality in the sequential organization of grammatical constructions in discourse, across utterances and often (but not necessarily) across speakers, by appealing to pragmatic functions of certain constructions, such as interrogatives, imperatives, confirmation request, display of understanding, etc. in addition to discourse markers. Such sequential organization of constructions capturing conditionality across utterances should be recognized as larger units of conditional constructions.

Selected Examples

(1) The field of pragmatics would not have been what it is today if there had not been the contribution made by Chuck's research.

(2) The field of pragmatics would not have been what it is today without Chuck's research. (Ostman 2014)

(3) H: *asu* *san huransisuko de kaigi.* *zyapan taun de tabeyoo kana.*
tomorrow San Francisco in meeting Japan Town in eat-VOL PAR (wonder)
I will have a meeting in S.F. tomorrow. I'm thinking about having dinner in Japan Town.
S: *san huransisuko ni iku n' dattara* *kinokuniya de hon* *katte kite kurenai?*
San Francisco togo NMNL DATTAR Kinokuniya in books buy come BEN (give)-neg
If you are going to San Francisco , would you please buy a book in Kinokuniya and bring it back?

(4) H: *asu* *san huransisuko de kaigi.* *zyapan taun de tabeyoo kana.*
tomorrow San Francisco in meeting Japan Town in eat-VOL PAR (wonder)
I will have a meeting in S.F. tomorrow. I'm thinking about having dinner in Japan Town.
S: ***Dattara*** *kinokuniya de hon* *katte kite kurenai*
DATTARA Kinokuniya in books buy come BEN (give)-neg
Then (If so), would you please buy a book in Kinokuniya and bring it back?

Takafumi Fujiwara

A study on causative HAVE through a pragmatic perspective (Contribution to *Discourse and discordance: Linguistic, pragmatic and sociocultural strategies for accordance*, organized by Takekuro Makiko)

When the speaker finds what this panel calls "discordance", i.e., inconsistency between the real-world and his/her expectation, he/she is apt to utter causative constructions using the causative verbs of make, have, and let to realize his/her expectation that is not being carried out. This paper deals with causatives, specially focusing on have, and will recapture the habitat segregation of the verbs from a pragmatic perspective using the following two axes (i) whether they focus on the causative construal or the result, i.e., the passive construal, of the causative act and (ii) when they focus on the causative construal, in which side of "discordance" the speaker puts focus on. In the literature, causative verbs, make, have, and

let are one of the most studied grammatical items. Many previous studies have argued that they differ in the force speakers exert on the addressee; in (1), it is often argued that the speaker of (1a) conveys the strongest force, while (1c) conveys the weakest force but the strongest force of the person being talked about, i.e., Mary. (1) a. The teacher made his students read three articles. b. The teacher had his students read three articles. c. John always lets Mary do as she likes. (Kuno and Takami 2005: 148) However, this explanation falls short in the following two respects; (i) there are let-causatives that expresses the strong will of the speaker, the speaker of (1c) may be the father who has a strong will of not interfering with the children, hence differentiating the causative verbs according to the force of the speaker cannot grasp the whole picture of the verbs, and (ii) among those verbs, have is always explained relatively as "the middle" and scarcely defined on its own. This paper will recapture the whole picture from a pragmatic perspective of "discordance" besides explaining have on its own. As for the "habitat segregation" between make and let, we will argue that the notion of "discordance" is useful in explaining the differences; in both sentences the speaker recognizes an obvious "discrepancy", but differ in that make is used when the speaker wants to convey the expectation-side of the "discrepancy", while let is used when the speaker recognizes the gap but wants to convey the real-world-side of the "discordance". Looking have on its own, Washio (1993) points out that "I had my hair cut by Mary" (Washio 1993: 46), can be interpreted into two senses; one is that the subject ordered Mary to cut the hair (causative), and the other is that the subject did not intend Mary to cut the hair (passive). From the above observations, we will see causatives include two construals, i.e., the event (action) and the outcome of the event, and only have, which lost specific meaning and gained a comprehensive meaning, can denote the whole event of causatives. In other words, we can say that have does not focus on either side of the discrepancy but will focus on the cause and effect of causational acts. Summarizing, using the "discordance", this paper recaptures the "habitat segregation" of the causative peripheral verbs and argues that they differ not according to the force of the speaker, but have differs from the two in that it expresses the whole event of causation, while make and let both focuses on the causative construal but differ in which side of "discordance" they put focus on.

Cristiano Furiassi

Pragmatic borrowing: Phraseological Anglicisms in Italian (Contribution to *Linguistic and pragmatic outcomes of contact with English as foreign language*, organized by Peterson Elizabeth)

"Pragmatically borrowed items carry signals about speaker attitudes, the speech act performed, discourse structure, information state, politeness, etc." (Andersen 2014: 18). Starting from the notion of pragmatic borrowing, the aim of this paper is to assess the "pragmatic salience" (Errington 1985: 294; Næss 2011: 322) of "phraseological Anglicisms" (Pulcini, Furiassi & Rodríguez González 2012: 13) in Italian; particular attention is paid to phraseological Anglicisms encountered in Italian newspaper language, such as *(and) the winner is …, last but not least* , *on the road*, and *take it easy*.

Notwithstanding that pragmatic salience is a concept typically related to speech, instances of phraseological Anglicisms used pragmatically are in fact found in the language of the press, likely because "newspapers employ a variety of text types or genres" (Jucker 1992: 3), thus also displaying features similar to spoken language, e.g. attention-getting devices. Therefore, data is extracted from the archives of the three best-selling Italian newspapers, namely *Corriere della Sera*, *La Repubblica* and *La Stampa*.

The frequency of phraseological Anglicisms is measured, the typical contexts in which they occur is described and the "illocutionary speech act" (Searle 1975: 355) performed is indicated. In addition to newspaper archives, both quantitative and qualitative analyses are carried out by means of lexicographic resources – including the *GDU* for Italian and the *Merriam-Webster* and the *OED* for English – and corpora – the *itTenTen* for Italian and the *enTenTen* for English, both accessible via the *Sketch Engine* .

It is worth mentioning that not only Anglicims but also "pseudo-Anglicisms" (Filipović 1985: 249) or "false Anglicisms" (Furiassi 2010: 34) may be encountered, such as *fly down*, En. fly low (*OED*), and *I know my chickens*, En. to know one's onions (*OED*). Finally, since some phraseological Anglicisms used pragmatically seem rather new whereas others are well-established in Italian, their chronological distribution is examined.

Despite the low quantitative impact of phraseological Anglicisms on the Italian language i n terms of both vocabulary and frequency, their attestation is a further sign of the influence exerted by British and (mostly) American cultural models. Due to its status of global lingua franca, English itself is undoubtedly the favorite donor language in the Italian media and the preferred choice in non-domain specific contexts, which indeed shows the adaptability of Italian to the pervasive presence of English in everyday usage .

Péter Furkó

The use of discourse connectives in English-Hungarian parallel corpora: Testing annotation schemes and identifying annotation tags (Contribution to *Discourse connectives across languages and modes: Challenges for discourse annotation*, organized by Zufferey Sandrine, Liesbeth Degand & Daniel Hardt)

The translation of discourse connectives (DCs) is a notoriously difficult task because of the very properties that (prototypical) members of the functional class of DCs share, including non-propositionality, context-dependence, extreme multifunctionality and a primarily non-referential (interpersonal or textual) function. As a corollary of such criterial features, DCs, for the most part, do not change the basic meaning of utterances but are essential for the organization and structuring of discourse and for marking the speaker's attitudes to the proposition being expressed as well as the processes of pragmatic inferences i.e. the hearer's efforts to find out what is not explicitly stated but is implied by a given utterance.

With reference to the differences between English and Hungarian in terms of linguistic means of marking discourse-pragmatic structure, Hervey (1998) states that, compared to English, DCs (in Hervey's terms, illocutionary particles) are somewhat less frequent in Hungarian, and the Hungarian language has a tendency for conveying discourse-pragmatic nuances through alternative linguistic means (1998, 17), rather than through intonation or the use of DCs. Moreover, Hervey formulates a strategy for translating DCs into Hungarian and suggests that the translator should "consider possible uses of sequential focus that might be appropriate" (1998, 19).

In the course of the proposed paper, my aim will be to consider the existence or non-existence of DC equivalence in parallel corpora of the two typologically unrelated languages with a view to testing existing annotation schemes, as well as identifying the relevant phonological, syntactic, semantic and discourse-pragmatic features of DCs.

Pilar Garces-Conejos Blitvich

Conflictual micro-strategies of identity negotiation: The Latino transnational identity and citizen discourse (Contribution to *Researching and understanding the language of aggression and conflict*, organized by Sifianou Maria & Pilar Garcès-Conejos Blitvich)

The aim of this paper is to analyze the role of conflict in the negotiation of a transnational identity, the Latino identity (de Fina 2013), in citizen discourse, namely in the comments posted on an on-line forum in response to CNN's two part documentary "Latino in America" broadcast on October 21-22, 2009. The internet has been referred to as a transnational public sphere and internet based forums, such as the one under scrutiny, are thus well suited for the detailed analysis of transnational identity negotiation (Thorn 2007; Chun 2013; Garcés-Conejos Blitvich & Bou-Franch forthcoming). Along the lines of Wodak et al (2009), Garcés-Conejos Blitvich et al (2013) identified six main thematic contents that discursively realize the social dimensions and relationships frequently associated with the Latino identity. This paper focuses on the processes associated with one of those dimensions: the conflictual aspects of identity negotiation between first generation immigrants and second and third generation, U.S. born Latinos and concomitant issues regarding legal versus illegal immigration. At the time of the compilation of the corpus on which this study is based, there were 794 comments posted in response to the question "What did you think about Latino in America?" posed by the documentary's host, Soledad O'Brien on CNN's webpage. The comments spanned a period of three years. Out of these, the first 400 comments posted (circa 63,150 words) were qualitatively analyzed in order to unveil the strategies used to negotiate identity. Results of the analysis show that far from being unproblematically homogeneous, as institutions such as the federal government or the traditional media represent the Latino identity, bottom-up negotiations of the identity realized in citizen discourse showed vast diversity and were based on complex processes of selective dissociation (Garcia-Bedolla, 2003) often realized through conflictual exchanges and micro-strategies associated with impoliteness (Culpeper 2005; Garcés-Conejos Blitvich 2010). The fact that complex selective dissociation - rather than simpler dis/affiliation processes routinely associated with the construction of social identities (van Dijk 1998) - is at play here seems to confirm the need for complexity in the study of culture and identity advocated by Blommaert (2013). This paper will also address the interplay between traditional and digital media as sites of identity construction and the fundamental influence of the former on the latter (Goode & McKee 2013) as well as the close interconnections between conflict and ideology.

Antonio García-Gómez

Emotional persuasion: Teen girls' performance of sexual identity in on-line conflict

interaction (Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

Leading edge research in the exploration of the interpersonal dimensions that characterise peer networks sheds light on the construction of girls' digital (sexual) identity and explores the potential impacts of the internet on teenagers' development of gender roles and socialization, the ways teenage girls both perform and negotiate their sexual identity on personal blogs or other on-line media, the offline problems that can occur when the online identity usurps the real identity, the dissonance between their virtual and non-virtual selves, and the alarming increase of destructive social practices such as cyberbullying. Interestingly, these studies give direct or indirect evidence of two social phenomena: the sexualisation of culture and girl's ladette culture. The latter points to girls' apparent laddish behaviour as their own code of communication, socialization and maintenance of social hierarchies. The former calls attention to a process of pornification which shows how depictions of pornography are gaining a presence in non-pornographic contexts. The present study suggests that both social phenomena are intertwined and highlights the discursive strategies of sexual aggression which British girls use in their online conflicts on Facebook. In doing so, this study not only uses a linguistic analysis to intertwine these two social phenomena, but also sheds further light on this general trend of gendered sexualisation and specific discourses that illustrate heterosexualised speech acts as an assertive strategy in teen girls' online conflict interaction.

Maria Rosa Garrido Sardà

Transnational articulation through situated practices: Localised retellings and embodiments of the Emmaus movement's founding story (Contribution to *Conversational narrative and (socio)linguistic ethnography*, organized by Relaño Pastor Ana Maria & Adriana Patiño)

This article investigates the transnational articulation of a social movement called Emmaus through the local appropriations of its founding story in two local contexts. Emmaus is a transnational movement dedicated to the (re)insertion of marginalised people through live-in "communities" that do voluntary recycling work. This analysis forms part of a larger sociolinguistic ethnography (2011-2012) of two Emmaus communities, one in Barcelona and another one in London. The data analysed here include fieldnotes, interview data, assembly recordings, photos and media appearances. In particular, I focus on the Emmaus *founding story* (Linde 2009), a shared narrative retold over time, across borders and by people who were not participants in the narrated events. Ethnography affords a privileged outlook on the situated character of transnational discursive processes that produce and negotiate a shared *cultural chronotope* (Agha 2007).

Ethnographic engagement is a window into the interconnections between situated retellings and local practices. In other words, it shows the dialogical relationship between the storyworld and the local practices in the Emmaus communities, which range from the storytelling events, informal conversations to a general disposition among informants. The Emmaus founding story, which narrates Abbé Pierre and Georges Legay's life-changing first meeting in 1949, draws on the Bakhtinian chronotopes of encounter and threshold (1981). This *timespace* cuts across local constructions of Emmaus, personal narratives and everyday communicative and affective practices. The founding story retellings include canonical fully-fledged narratives typical of interviews as well as minimal narratives and "narrative moments of orientation" (De Fina and Georgakopoulou 2008) in daily conversations. The common "origins" story shaped not only the stories told, with recognisable intertextual and chronotopic elements, but also the members' dispositions to reenact this narrative in the local communities daily. The chronotopes in the Emmaus founding story craft certain subject positions which not only are voiced in collective and personal narratives but are also embodied through affective labour in the community so as to constantly reenact the first encounter. The storyworld's personhood, moral message and exchange types contextualise the social relations and practices in the two sites. In fact, the chronotope engenders communicative practices such as assemblies where the story is both retold and embodied.

Departing from a social perspective on narrative, my ethnography has analysed the transnational articulation of a social movement through the situated appropriation and embodiment of the founding story. The two communities share the person-types marked by self-transformation, the moral worth of solidarity, and finding "reasons to live" in the encounter with others. At the same time, these chronotopic elements have different weight in the local constructions of the social movement. When the shared Emmaus founding story gets transposed across time and space, it is recontextualised, recycled and clasped (Gal 2007) with other situated discourses in local communities located in different nation-states. In conclusion, the Emmaus founding story has emerged from my ethnographic fieldwork as the main

element that manages diversity and creates unity both within local communities and across the wider social movement.

Laurent Gautier

Polyphonic storytelling in audio-guided visits – adapting a traditional genre to new technical possibilities? (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Scope and aims. Two co-occurring forms of knowledge transfer through discourse (Thurlow/Jaworski 2010) are nowadays available for tourists who want to discover a city, a museum or a single monument: next to conventional guided tours (*cf.* the studies in Costa/Müller-Jacquier 2010) most often operated by trained tourist guides, audio-guided visits have become very popular. The relation between both forms can be said to be particularly complex as the latter rely on a socio-technical tool that implies and/or encourages multimodality and offers new possibilities requiring an adaptation of the traditional formats (Nardi 2013). A audio-guided discourse can indeed be considered as a hybrid genre linking traditional storytelling sequences (including descriptions) with more and more dialogical components featuring real voices (experts, famous people), historical voices, or authentic texts from other genres (for instance, authentic documents such as diaries, letters, etc.) (Canals/Liverani 2011). This proposal will thus focus on the pragmatic dimension of this enrichment of the guided tour that was previously limited to a single voice and enunciative instance.

Corpus. The analyzed corpus, originally collected by Olivier Méric for his Ph.D. thesis under my supervision, is made of two audio-guides for outdoor visits: the audio-guide of the French city of Beaune that co-occurs with traditional tours and the one of the fortress of Belfort which represents the only offer available to visitors. The analysis starts from the text themselves – as they were produced by the writers – and takes into account the original recordings for the pragmatic settings: voices, music, number of sequences/duration.

Methodology. The methodological framework to the analysis is provided by cognitive text-linguistics with a particular focus on production processes as they can be traced back starting from the products themselves (van Dijk/Kintsch 1983). The analysis will focus on three aspects: (i) the linearity of the sequence types, (ii) polyphonic features of the storytelling (Bres *et al.* 2012), and (iii) the link with the traditional (written) comments and the extra linguistic context (deictic relation with what can be seen by the visitor).

Results. This proposal aims at answering the question of whether one can talk of a too systematic use of polyphony in audio-guided tours, which would also mean a too important adaptation to the possibilities of the socio-technical tool. Even if this research project does not currently extend to the analysis of visitor feedback regarding these tools , one can ask whether some sequences are realistic regarding the comprehension limits of the hear. In this context, linguists could also have an advisory role in improving the writing modus.

Jean Mark Gawron

Frames and argument structure: The case of reciprocality (Contribution to *A panel in honor of Charles J. Fillmore (1929-2014)*, organized by Petruck Miriam R.L.)

Consider the possibility of a transitive verb carrying a reciprocality entailment, compared with the possibility of the verb's occurrence in a reciprocal-group construction (RGC):

(1)	Transitive	Reciprocal Group construction
a.	John conversed with Mary.	John and Mary conversed.
b.	John embraced Mary.	John kicked Mary.
c.	John and Mary embraced.	* John and Mary kicked.

In (a), reciprocality is entailed; John conversed with Mary entails Mary conversed with John , and the RGC is not only possible but equivalent. In (b) reciprocality is at best a default; nevertheless, the RGC is still possible. John embraced Mary does not entail Mary embraced John but we may still have John and Mary embraced. In (c), the RGC interpretation of the conjoined sentence is impossible. The question of interest is: Can we draw a principled distinction between the optional reciprocality of examples like (b), which licenses the RGC without entailing reciprocality, and (c), which forbids the RGC? Other optionally reciprocal predicates include collide, kiss, talk , and dance , as well as nouns like friend and enemy .

This work proposes to account for the variation in (1) through the interaction of frames (Fillmore 1982) with argument structure , as conceived of in Dowty's 1991 account of thematic roles. Frames play a well-understood role in our accounts of conceptualization of the regularities of scenes. However, frames are distinct from argument structures , because argument structures profile or perspectivalize elements of

frame structure: A frame may be perspectivalized in different ways, leading to distinct linguistic realizations (Fillmore 1976; Gawron 2011).
We assume obligatorily reciprocal predicates like converse exploit a conversation frame with a conversers frame element (FE) restricted to groups, which is intrinsically reciprocal. Thus, the FE conversers is filled truly by any group whose members converse with each other. The perspectivalization of conversation used in (1) is called reciprocality and is defined only for frames with such intrinsically reciprocal group roles:
(2)

```
                        reciprocality
| CONVERSATION          ==>          |RECIP-EVENT
| conversers   [1]                   |   theme  subset-of [1]
                                     |   partner  subset-of [1]
```

One constraint on the mapping is that the theme and the partner are among (subset-of) the conversers; because the converser FE is obligatorily reciprocal, we get reciprocality entailments. A simpler perspectivalization which realizes the reciprocal group FE as one argument is responsible for the RGC. Consider (1b), where reciprocality is NOT an entailment. The transitive sentence (1b) can not utilize the above perspectivalization, because embrace has no intrinsically reciprocal FE. However, it must access the RGC perspectivalization. We propose an alternate prototype embrace frame which adds a reciprocal group role (an embrace is prototypically reciprocal), formalized as an addi- tional non-total perspectivalization (mapping only the subset of embraces matching the prototype). The kick frame doesn't qualify for the same treatment because it lacks a reciprocal prototype.
This example and others discussed in the presentation show that perspectivalization operations provide important components of lexical meaning. Perspectivalization may split FEs (conver- sation), merge them (embrace), and add entailments (reciprocality). Fuethermore, the in- dispensable role notions like prototype and default play in licensing perspectivalization show that cognitive and pragmatic constraints are a critical part of the story.

Annette Gerstenberg & Catherine Bolly

Functions of repetition in the discourse of elderly speakers: The role of prosody and gesture (Contribution to *Age and language use*, organized by Englert Christina)

Cognitively speaking, repetition can work as a facilitator for both the planning and the understanding of spoken language. It can work as a cohesive and interactive device or, at a higher-level function of discourse, to engage in interaction by creating interpersonal involvement: repetition always conveys altered meaning, as it has to be re-interpreted by the interlocutor "in light of the accretion, juxtaposition, or expansion" (Tannen 2007: 62). Repetition is thus useful for the building of shared representation and organization of discourse, especially in the elderly's speech where it may serve as a glue to engage in social interaction (Davis & Maclagan 2014).
In this line, the aim of our talk is to determine whether self-repetitions fulfill a specific function in the elderly's discourse. To reach this goal, corpus-based analyses will be carried out based on multimodal (audio and video) data taken from CLARe's corpora (Corpora for Language and Aging Research) consisting of face-to-face conversations in French, between a young adult and a very old speaker.
First, we will give an overview of the types of verbatim self-repetitions (affirmation/negation, false starts, word retrieval, anaphors, intensifiers/mitigators), comparing older and younger people's speech (CLARe corpora *vs.* C-ORAL-ROM and VALIBEL corpora).
We will then have a closer look at the role of prosody in the discourse of elderly speakers (LangAge/CLARe corpus). It has been evidenced that prosody plays an important role for the interpretation of repetitions (Couper-Kuhlen 1996; Curl, Local & Walker 2006). While this was examined for dialogues, we will focus here on monological sequences of verbatim self-repetitions with a personal meaning (e.g., *et qu'on avait faim \ et qu'on avait faim * 'we suffered from hunger'). The phonetic-prosodic analysis shows that there are minimal differences in the original and the repeated elements, which leads us to argue that the repetitions reinforce the position of the speaker, instead of contributing to the (dialogical) discursive flow of the interaction.
Next, the multimodal approach will explore the function of repetition in gestures (CorpAGEst/CLARe corpus). In line with form-based approaches to gesture (Müller, Bressem & Ladewig 2013), relations that exist between speech and nonverbal resources (including hand gestures, facial displays, gaze, head, and shoulders) will be investigated. We will highlight recurrent cases combining repeated word-sequences and clusters of nonverbal parameters (e.g., *l'amour* ' love ' [gaze towards the interlocutor, eyebrows raising, wide opening of the eyes] */ en un mot l'amour surtout* ' in one word love above all ' [repeated head turns] */ l'amour* 'love' [repeated head turns, head leaning]). The focus will thus be on self-repetitions that have an expressive or a self-adapting function (Ekman & Friesen 1972: 382), which are linked to the affective and intimate component of communication.

Such prosodic and gestural phenomena, which contribute to the subjective expression of the self and to the speaker's stance taking in discourse (Du Bois 2007) will give new insight in the way elderly people actually engage in dialogues in a context-sensitive manner.

Rachel Giora, Shir Givoni & Ofer Feiin

Default interpretations: When context pales (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

According to the Graded Salience Hypothesis (Giora 1997, 1999, 2003, 2012), **default** interpretations are "salience-based". They are derived compositionally, based on the coded, salient meanings of the utterance components, irrespective of (non)literalness. Such default interpretations are expected to be activated unconditionally, regardless of contextual information to the contrary; they should therefore interfere with and slow down nonsalient interpretations (such as noncoded sarcasm) even when contextually appropriate.

According to the View of Default Nonliteral Interpretations (Giora et al. 2010, 2013, 2015), the default interpretation of some negative constructions is "nonsalient". It is not based on the coded, salient meanings of the utterance components; instead, such negative constructions convey noncoded nonliteral interpretations **bydefault**. Such nonsalient interpretations are expected to be activated unconditionally, regardless of contextual information to the contrary; they should therefore interfere with and slow down salience-based (e.g., literal) interpretations even when contextually appropriate.

To test these views, affirmative and negative sarcastic remarks were tested in contexts equally strongly supportive of their nonsalient (sarcastic) and salience-based (literal) interpretations. Results argue in favor of the resistibility of default interpretations to (strongly supportive) contextual information. Specifically, **default** salience-based (literal) interpretations reigned supreme when compared to **nondefault** nonsalient affirmativesarcasm (slowing down sarcasm interpretations; see also Fein et al. 2015; Giora et al. 2007). Similarly, **default** nonsalient (sarcastic) interpretations enjoyed priority compared to **nondefault** negative literalness slowing down salience-based literal interpretations; see also Giora et al., 2013, 2015, in prep.). Additionally, **default** nonsalient negative sarcasm superseded **nondefault** nonsalient affirmative sarcasm. Default interpretations, then, are not that pliable; they do not easily adapt to or unconditionally comply with contextual information, no matter how strong. At least, initially, they resist adaptability.

Cliff Goddard

"Ethnopragmatic perspectives on conversational humour (with special reference to Australian English)" (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

This study seeks to answer two related questions, using the ethnopragmatic approach developed by researchers in the NSM approach to language (e.g. Wierzbicka 1996; Goddard ed. 2006; Goddard/Wierzbicka 2014). The first question is: What are the meanings of key English expressions -- such as "funny", "amusing", and "humour"? These terms are of course used by native speakers of English in everyday talk and thus, if appropriately analysed, can help reveal their insider perspectives on "humour". Equally, however, such terms are also used by researchers as descriptors and analytical categories across languages and cultures, thereby risking both definitional unclarity and Anglocentrism. The second question is: How can we understand and "culturally contextualise" some favoured Australian "humour practices", hinted at by terms such as "sarcasm", "irreverence", and "deadpan jocular irony"? The analysis will take the form of a set of semantic explications and cultural scripts. Evidence comes from distributional facts about word usage, obtained from corpora, printed and online materials, and the like, from native speaker metapragmatic comments, and from cross-cultural commentaries and comparisons.

Francesco Goglia

Complex linguistic repertoires in the immigration context: The case of Igbo-Nigerian immigrants in Padua (Italy) (Contribution to *Complex linguistic repertoires and minority languages in immigrant communities*, organized by Goglia Francesco & Susana Afonso)

The Igbo-Nigerian community in Padua, in the north-east of Italy, is one of the eldest immigrant communities in Padua and part of a wider Igbo immigration, especially to North America, Europe, and Australia; the so-called Igbo Diaspora, which started in the late sixties as a result of a brutal civil war for independence and which has continued until the present day mainly because of an economic crisis.

Igbo-Nigerians are multilingual with a complex linguistic repertoire. In Nigeria, all Igbo-Nigerians who have received formal education after primary school are bilingual in Nigerian English and Igbo, or even multilingual if they speak Nigerian Pidgin English and/or other Nigerian languages. In Padua, this already complex linguistic repertoire is enriched by Italian and Veneto, the regional minority language.
This paper presents a discussion on how Igbo-Nigerians use these languages in the immigrant context and some initial indications on their maintenance. In particular, the Igbo language, as a regional minority language in the immigration context, is prone to be abandoned in favour of Italian and English. However, the fact that Igbo is also a very important marker of Igbo identity means that the community is still using it, even if mixed with the other languages of the repertoires, and is partly passing it to the second generation. Nigerian Pidgin English is widely used even by educated speakers as a marker of 'Nigerianness' and as a lingua franca to communicate with other Anglophone African immigrants. Veneto is used, but perceived as a 'local language' not useful for wider communication.

Lili Gong

Identity construction via teasing in Chinese entertaining TV interviews: A positioning perspective (Contribution to *Interpersonal pragmatics of social interaction in Chinese*, organized by Chang Wei-Lin Melody & Michael Haugh)

This preliminary study explores how teasing, which is initiated by the interviewer targeting at the interviewee in Chinese entertaining TV interviews, is employed for the speaker's identity construction from a positioning perspective. The topics, sequential features and strategies of teasing, which are found related to the process of the speaker's identity construction, are examined. In light of Positioning Theory (Davies & Harré 1990) , the analysis reveals that the interviewer deliberately positions himself/herself in different ways, which contribute to construct his/her identity in the local interactions (as particular topic or sequential feature are concerned). The study further addresses the issue of cultural and institutional specific factors in influencing the participant's interpretings of face and identity in local interactions.

Veronica Gonzalez Temer & Richard Ogden

A multimodal analysis of the Mm token in Chilean Spanish interaction (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)

What are the interactional outcomes of the use of nonverbal and verbal behaviour in combination? We answer this by looking at how *Mm,* a token with minimal lexical content, is used in the context of assessing food from a multimodal perspective combining interactional linguistics and the study of gaze and facial expression.
The uses of *Mm* have been widely studied in English (Stubbe 1998; Wiggins 2002; Gardner 2001; Gardner 2010) and are said to range from response to non-response tokens, with prototypical prosodic shapes that vary in length and intonation contour. We pay attention to the degustatory *Mm* (Gardner 2001; Wiggins 2002), and *Mm* used as a weak acknowledger, as a continuer, and as a weak assessment (Gardner 2001, 2010). Although these uses provide the basis to build off from, in face-to-face interaction, embodied action also plays an important role that has been widely neglected.
The data was obtained through an innovative experiment where six pairs of Chilean participants were audio and video recorded for twenty minutes as they sampled British foods unknown to them. They tried each food at the same time and discussed what they thought of it. Finally they came to a joint ranking of these products to produce sequences of agreement and disagreement as this data was gathered for a larger project on the role of gaze in the production of assessments.
We used a combined methodological approach including the sequential techniques of Conversation Analysis (CA) to identify instances of *Mm,* their sequential location and their sequential positioning within the larger evaluative practice. We used the phonetic techniques of impressionistic observation and acoustic analysis to measure prosodic features. Finally we used the GAT2 (Selting et al. 2011) transcription system to capture the detail of talk-in-interaction, the temporal and sequential order as well as the multimodal details of embodied action.
Some of the main findings are that *Mm* is used to display a positive evaluation of food, and as an assessment that aims at mobilising a second assessment from the interlocutor when intensified with gaze. *Mm* also displays a negative stance in food assessments with a distinctive prosodic shape, head movements and facial gestures. In other instances *Mm* expresses acknowledgement or agreement, matching what Gardner (2001, 2010) has described. Particularly interesting findings position *Mm* as marking incipient speakership when eating gets in the way of talking.

The findings of this research improve our understanding of language as multimodal, proving multiple channels (prosodic features, visible actions, the management of sequence organisation and interactional relevancies) contribute to the construction of meaning in a language that has not been subject to this kind of study and to the way some interactional practices work in different languages.

Victorina Gonzalez-Diaz

Punctuation and parentheticals in Jane Austen: A case-study (Contribution to *The pragmatics of punctuation: Past and present*, organized by Kytö Merja & Claudia Claridge)

Previous scholarship has provided insightful accounts of the exploitation of punctuation in literary texts. The dash appears to be one of the marks with a well-established stylistic value in the Late Modern English period (Moss 1981-2: 195ff; Price 2001; Barchas 2003). Another one — and the one that will be studied here — is the round bracket (see Lennard 1991, 1995; Parkes 1992).

In a previous corpus-based study (González-Díaz 2012), I examined the distribution of (paired) round brackets in Jane Austen, with a view to determining whether her work could have been influenced by the stylistic reappraisal of the punctuation mark(s) in contemporaneous poetic theory (see Adamson 1998). The results were stylistically inconclusive; however, they recorded a gradual but steady shift in the pragmatic functions of round brackets throughout Austen's career. To elaborate, whereas in Austen's early work round brackets were most frequently used in their 'conventional' role as markers of attribution of speech (e.g. "*(he said)"*), in her mature novels they seemed to be preferred for the introduction of kinesic parentheticals in conversation (e.g. *"Well (smiling), I hope ..."*).

The present paper is a follow-up to this work. Drawing mainly on an analysis of *Emma* (Lamont 1996), it explores the competition between round brackets and other punctuation marks (such as dashes and commas; see Chapman 1933) as delimiters of kinesic parentheticals in Austen's dialogue (see (1)-(2) below).

> (1) **"** To be sure,**"said Harriet, in a mortified voice, "**he is not so genteel as real gentlemen." (Jane Austen, *Emma* , Vol. i, ch. 4)
>
> (2) "My dear Jane, say no more about it. The thing is determined, that is **(laughing affectedly)** as far as I can presume to determine anything without the concurrence of my lord and master." (Jane Austen, *Emma* , Vol. iii, ch.33)

The initial results indicate that, linguistically, round brackets are preferred over other punctuation marks in cases where the kinesic parenthetical is not introduced by a reporting clause and takes the form of an -*ing* clause (e.g. *laughing affectedly*). Stylistically, the data show (a) that kinesic parentheticals are amenable to an interpretation along Mahlberg's (2007, 2012) distinction between 'contextualising' and 'highlighting' textual functions, and (b) that 'highlighting' functions appear to be textually more prominent when the kinesic information is introduced by round brackets.

Furthermore, in line with one of the workshop's main themes, the paper provides an example of how punctuation can contribute to textual structuring at the diachronic level. Austen is known to have disliked parenthetical attributions of speech (Toner 2012). In this connection, the paper tentatively suggests that the increase of rounds brackets as kinesic parenthetical markers in her work may partly be the result of Austen's stylistic experimentation with ways of avoiding the attribution of speech parenthetical pattern.

Adriana Gordejuela

Metatextual devices in "Notorious" (Alfred Hitchcock, 1946) (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

Discourses have the capacity of reflecting on themselves ―the way they are constructed, the form they take, etc.―, and so happens with the language of film. Moreover, this ability is one of the devices which helps cohesion in a given filmic discourse (Janney 2010). An excellent example is found in Alfred Hitchcock's filmic work, which shows the director's particular artistic universe, characterized by its great coherence. This unity is achieved, among other ways, through the metatextual devices ―filmic discourses draw attention to themselves and their form― that Hitchcock employs. More specifically, in *Notorious* (1946) Hitchcock establishes a series of parallelisms between different shots and scenes which echo one another (Rothman 2012): those in which drinks have a special presence; the diverse 'tunnel shots' that show one of the character's point of view; the scenes in which the ascending or descending of the staircase in the house becomes significant; etc. This correlation between motifs doesn't take place only within the story of the film, but is also developed in the field of intertextuality. It is possible to recognize formal connections in Alfred Hitchcock's work as a whole and, therefore, to speak of a uniquely hitchcockian universe. Furthermore, the repetition of these features ―in *Notorious* as well as in other films― makes it possible to interpret them under the same pattern; that is, each film offers a key for

understanding the discourse it builds, although always in relation to the context in which it is integrated. In other words, the interpretation for each motif is not a 'closed' one and, therefore, always identical, but it starts from common coordinates which are applied —adapted— to each case, and it is from this relation that the reading of the motif emerges (Rothman 1988; Walker 2005).
In light of this, the paper will test the validity of several tools coming from Discourse Analysis, Text Linguistics and Pragmatics in the study of the structural and communicative properties of Hitchcock's filmic discourse —mainly in *Notorious*—. In particular, as suggested above, we will show how the analysis of filmic meaning(s) and discourse may definitely benefit from the application of notions such as *reflexivity, metatextuality, coherence, cohesion, intertextuality* and *pragmatic adaptability*.

Cynthia Gordon
"Most 'evidence' that people post has nothing to do with 'clean' eating": Metadiscourse and negotiating "(un)clean" foods--and appropriate thread participation--online (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)
This paper investigates how metadiscourse -- or communication about communication for pragmatic purposes (see Verschueren 1999; Craig 2005) -- is used in a thread about "clean eating" that unfolds in an online discussion board affiliated with a popular smartphone-based weight-loss application. In the thread, participants attempt to identify research studies that compare the efficacy of "clean" (roughly, "whole food") diets versus "unclean" (roughly, "processed food") diets for overall health and weight loss, and discuss the relationship between these and other well-known diets (e.g., low-calorie, vegetarian, Paleo). Using computer-mediated discourse analysis (Herring 2004), I identify six primary strategies that accomplish communication about communication online, and show how participants use metadiscourse not only to define (and contest, and adapt the meanings of) "(un)clean foods" and "(un)clean eating," but also to negotiate the appropriateness and usefulness of posts to the thread. Metadiscursive devices and strategies I discuss include quotation marks (as seen in the title of this abstract, an extract from a post that uses quotation marks around "evidence" and "clean"), deictics, rhetorical questions, speech acts, speech act labels, and paraphrase; uses of these are facilitated by the "persistence" of online communication (see Herring 2004) as well as other affordances of the medium, specifically cut-and-paste, the board's quotation function, and hyperlinks. The analysis contributes to studies of communication about food (e.g., Gerhardt et al. 2013) and the discourse of online communities (e.g., Stommel and Koole 2010) by demonstrating how metadiscourse serves as a resource for constructing the dynamic adaptability of (1) terms and concepts -- such as "(un)clean foods" -- that, while central to an online community of dieters, are ambiguous and not easily defined, and (2) guidelines for online participation, including how to identify authoritative sources of information, and adequately support claims made and opinions given regarding food choices. The study thereby reveals how metadiscourse facilitates the construction of shared meanings and norms of interaction. In so doing, it not only demonstrates the prevalence and utility of metadiscourse online, but also adds to our understanding of online communication about food and eating practices.

Jan Gorisch, Emina Kurtic, Ella Page, Bill Wells, Guy Brown & Laurent Prévot
Prosodic matching and turn competition in multi-party conversations (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)
Prosodic constructions used to compete for the speaking turn in conversation have been widely studied (French & Local (1983), Kurtić et al. (2013)). Usually, turn competition arises in overlapping talk between at least two speakers. Coordination between participants in their prosodic design of talk (Szczepek-Reed, 2006) and social action (Gorisch et al. 2012), as well as entrainment in more general terms (Levitan et al. 2011), is well established in the literature. Nevertheless, previous studies on turn competition and overlap do not investigate the prosodic design of turn competitive incomings in reference to the orientation of the speakers to each other. Rather, they assume that prosodic constructions are used for turn competition regardless of the co-participants' design of the turn. In this paper, we ask whether the prosodic design of turn competitive talk is co-constructed between two participants talking in overlap. More specifically, we investigate whether the prosodic design of one participant's in-overlap talk is developed with respect to the interlocutor's prosodic features during the same portion of overlapped talk, and whether this prosodic matching can discriminate between the overlaps that are competitive and those that are not.

Our analyses are based on two-speaker overlaps drawn from a corpus of multi-party face-to-face conversation between four friends recorded in British English (Kurtic et al. 2012) . 3407 instances of two-speaker overlaps have been extracted from 4 hours of talk. Two independent conversation analysts performed the interactional categorisation of overlaps into competitive and non-competitive for all these two-speaker overlap instances and achieved a good agreement of alpha=0.807 (Krippendorff 2004) as measured on a subset of 808 overlaps selected for our initial analysis. For the analysis of prosodic features we focus on F0 related features: mean, slope, span and contour, all of which have previously been shown to be used by each overlapping speaker separately for turn competition (Kurtic et al. 2009; Oertel et al. 2012) . We investigate the similarity in F0 mean, slope and span by correlating these features across the two participants. For F0 contour, a similarity coefficient is computed using dynamic programming method described in Gorisch et al. (2012). We consider the difference in F0 contour similarity in competitive and non-competitive overlaps as an indication of intonational matching being a turn competitive resource. We conduct these analyses for overlaps that are clearly competitive or non-competitive as indicated by inter-annotator agreement. In addition, we qualitatively explore those cases that annotators disagree on in order to investigate whether they reveal further important interactional or prosodic features of in-overlap talk.
Our preliminary results suggest that conversational participants attend and adapt to the interlocutor during overlap depending on whether they return competition or not. We explain our findings in relation to previous work on turn competition in overlap, discuss the quantitative method employed and also address the possible consequences of our results for the study of prosodic realization of other social actions in conversation.

Myrte Gosen & Tom Koole

Scopes of understanding in social interaction (Contribution to *The work of understanding in education*, organized by Gosen Myrte & Tom Koole)

A major and fundamental concern for participants in social interaction is intersubjectivity: shared understanding of the activity, the topic, the participants, etcetera. Following Schutz (1967) we have studied understanding not as a cognitive phenomenon but as the social phenomenon of establishing and maintaining intersubjectivity. In particular, we have studied the use of tokens that specialize in doing intersubjectivity work: verbal tokens such as “hm” and “oh” and embodied tokens such as head nods. We have found that they may be used to index different scopes of understanding. They indicate understanding of smaller and larger chunks of talk.
Our data are video recordings of explanation activities: institutional data in which a teacher explains mathematics assignments, and mundane data in which a friend or a family member explains for example the rules of a game. We have used conversation analysis to study the tokens of understanding in our datasets. .
We will show that explainees orient with their tokens of understanding to smaller and larger building blocks of the explanation. Students in the math classes use head nods and “hm” is the course of an explanation to indicate their understanding of smaller units while they use different tokens such as “oh yes” to indicate their understanding of the entire explanation. In the mundane setting we have seen explainees use different types of head nods to indicate their understanding of either smaller elements of a chunk of explanation or their understanding of the complete chunk.
Our findings suggest that participants in interaction differentiate between understanding as a process (being in the course of understanding) and understanding as a product (having understood).

Henrik Gottlieb

Shifting loyalties in Danish: From Germanisms to Anglicisms (Contribution to *Linguistic and pragmatic outcomes of contact with English as foreign language*, organized by Peterson Elizabeth)

It is a sobering thought that so much of what we now consider good old Danish must at one time have sounded like a bad translation from German. (Fritz Larsen 1982: 145)
No language is an island; languages have always interacted – sometimes as equals, though most often demonstrating a one-way impact in which one language, the receptor language (RL), is influenced by a donor language (DL). Interestingly, all languages have, or have had, the role of receptor language – even English – and minor languages that typically stay in that role often switch between a number of donor languages.
As a case in point, in concord with the changing status and power of the languages in Europe, Danish has, during the last millennium, changed from being a DL vis-à-vis English into being mainly an RL – maintaining a dominant role only in the Faroe Islands and Greenland. In the Danish Isles, since the

Middle Ages speakers and institutions have kept adopting and/or integrating lexical, phraseological, grammatical and pragmatic features from alternating dominant European languages: Low German followed by French, High German, and – throughout the last century – English.
This contribution presents a longitudinal study showing how – and to what extent – German loan words have been supplemented or ousted by English near-synonyms in Danish print media in the period since 1990. Using the 20-billion-word news archive *Infomedia* as a more-than-adequate ersatz for a major principled corpus of Danish, the different trajectories of partly hand-picked, partly randomly selected Anglicisms (established terms as well as neologisms) were drawn up and four types of English-inspired lexemes emerged: alternatives, consolidated items, cuckoos, and comet words . The only Anglicisms losing 'semantic market share' in direct competition with Germanisms were pre-WWII items which to the average Dane defy identification as Anglicisms.

Sage Lambert Graham

Beyond 'Gamergate': Impoliteness, aggressiveness, and conflict in female gamer interaction (Contribution to *Researching and understanding the language of aggression and conflict*, organized by Sifianou Maria & Pilar Garcés-Conejos Blitvich)

One area where impoliteness, aggression and conflict are prevalent is online gaming. In online games, aggression and conflict are an integral part of the games themselves, and players create game identities and characters that employ aggressive and sometimes violent behaviors in order to achieve success in the game. The gaming industry has received criticism in recent years for both high levels of violence within games and misogyny in game players, designers, and consumers. Anita Sarkeesian's 2013 video series 'Tropes vs. Women in Video Games', for example, notes that females are portrayed in most games as stereotypically disempowered recipients of male action. The misogyny prevalent in the gaming industry erupted in August 2014 in the 'GamerGate' controversy in which Sarkeesian and Zoe Quinn, a female game developer, received harassment, threats of rape, hacking, and even death threats. The threats of violence against female gamers and gaming activists that resulted from the GamerGate controversy indicates a clear gender disparity in which both female players and game designers struggle with acceptance in the gaming industry.
While the presence of females in the gaming industry (both as players and game designers) has increased, modern video games "both create and serve the needs of a mass audience of gamers, most of whom are (still) male" (Ennslin 2012: 3). Yet there has been little linguistic research on interactional strategies (including impoliteness and aggression) in computer gaming (exceptions include Masso's 2009 & 2011 and Ennslin's 2012 examinations of the games *Diablo* and *World of Warcraft*). Research on impoliteness and conflict is also limited (exceptions include Garcés-Conejos Blitvich 2009 and Bayraktaroğlu and Sifianou 2012) particularly in online environments (exceptions include Hardaker 2013).
Using a corpus of real-time interactions between male and female gamers, this study therefore takes an interactional sociolinguistic approach in examining impolite, conflictual, and aggressive speech in the MMO (Massive Multiplayer Online Game) *World of Warcraft* and the 'Shooter' game *Team Fortress 2* to determine 1) whether female gamers are subjected to aggressive or impolite attacks more frequently than male gamers once their gender has been identified, and 2) what interactional strategies (including adopting impolite/aggressive/conflictual language themselves) female gamers employ to gain acceptance on online gaming teams.

Luisa Granato de Grasso

Misinterpretation of speakers´ utterances in conversational discourse (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

This presentation examines meaning in casual conversations both from the perspective of discourse pragmatics and cognitive psychology. The aim of the study is to bring awareness to the difficulties interlocutors and analysts may face when attempting to understand meaning of lexical expressions, and how this can lead to misinterpretation of speaker's utterances in conversational discourse. The empirical evidence for this study is from ECAR, a corpus which consists of 60 casual verbal encounters between university students who speak a Spanish variety known as *Riverplate Spanish.*
The paper concentrates on recent views of context and meaning construction that have drifted the focus from the recipient's perspective to that of the speaker (Kecskes 2008; Kecskes 2014; Moeschler 2013), thus paving the way for a context-sensitive analysis of semantic content of lexical expressions. Recent cognitive approaches have made significant contributions to the field in understanding that the individual mind plays a crucial role in the construction of verbal communication (Van Dijk 2009; Assimakopoulos

2008; Colston 2008; Haugh 2008; Horton 2008). This perspective emphasizes the egocentrism of the speaker, thus demonstrating a divergent view concerning the role of common ground in interactive speech as held in previous models (Colston 2008).

In addition, Kecskes' (2008) Dynamic Model of Meaning (DMM) adds to the cognitive approach by highlighting the role of context and world knowledge in the construction of meaning and distinguishes *encoded private context*, created by prior experience, from *actual situational context*. He addresses a difference between *private* and *public* contexts: (a) a *private* component is the individual representation of the sociocultural knowledge; and (b) a *public* component is the core knowledge of linguistic expressions obtained through prior experiences, and therefore known to all community members. Moreover, Kecskes points out that the sociocultural experience may even differ between individuals within the same community. Concerning the meaning of words, Kecskes describes two values: 1) *coresense* originates from the interface between the linguistic and the conceptual levels, that results in generalizing meaning of words used in previous contexts; 2) C*onsense* exhibits variants depending on situational and private contexts.

Therefore, this study has investigated conversations in the previous mentioned corpus to analyze the problems that interlocutors and analysts may have in fully understanding the pragmatic meanings expressed as well as the effect that these problems may have upon the discourse. The results obtained have raised two points. First, interlocutors and analysts encounter different obstacles due to the aspects of meaning that each has difficulty in assessing. And this is a consequence from either being a participant in the interaction, or of working on it from outside. Secondly, the misunderstanding and/or lack of understanding of expressions may hinder comprehension not only at the local level of the utterance, but also at the meso, and eventually the macro levels of discourse.

Pedro Gras

Constructional pragmatics vs. inferential pragmatics: The a ver si-construction in spoken Spanish (Contribution to *A panel in honor of Charles J. Fillmore (1929-2014)*, organized by Petruck Miriam R.L.)

One of the main contributions of constructional approaches to language is to show that conventional pragmatic information is not only tied to (simple) discourse particles but also to complex (semi-)schematic patterns (Fillmore 1996). In this light, the Spanish fixed expression *a ver si* - 'let's see if' constitutes an interesting case study. This unit has been treated in the literature as a polyfunctional discourse marker that expresses several (un)related functions, such as polite wishes (1), requests (2), questions (3), expressions of fear (4) or meta-linguistic comments (5), amongst many other (cf. Santos 2003; Fuentes 2009).

(1) A ver si te va bien el examen ('I hope you pass the exam')
(2) A ver si puedes limpiar tú el piso ('Can you tidy the house?')
(3) A ver si está aquí ('Let me check if it's here')
(4) A ver si se va a hacer daño ('(I'm afraid) she could get hurt')
(5) A ver si me explico ('Let me explain myself')

The present work suggests that the pragmatic function of *a ver si*-constructions is not purely context inferential. Considering that *a ver si* is the substantive part of a semi-schematic construction (<*a ver si* + clause>) shows that the interpretation of *a ver si*-constructions derives from is related to morphosyntactic and prosodic features of the complex construction, such as tense-aspect-modality features of the clause and prosodic contours. At the same time, the precise illocutionary force of *a ver si*-constructions is related to preparatory conditions of satisfaction of speech acts, for instance, a directive speech act requires that the propositional content describes an action performed by the addressee in the future (Searle 1969), as in (2).

The present paper delineates and explains which aspects of the interpretation of *a ver si*-constructions are tied to precise formal properties (constructional Pragmatics) and which aspects can be explained by independent pragmatic principles (inferential Pragmatics), such as conditions for satisfaction of speech acts. The proposed analysis distinguishes three different constructions, each with its own morphosyntactic features that conventionally convey a semantic-pragmatic meaning: interrogative, optative and counterexpectation (displayed in Table 1).

Form	Conventional meaning	Situated meanings	Corpus example
<*a ver si* + clause [indicative form]>	The speaker is about to check whether a situation is true	Deliberative question, challenge, threat.	[The speaker shows a picture to the addressee.] *a ver si lo conoces /// ES MI NANO /// cuando me lo llevé a Inglaterra* 'Let's see if you know him /// IT'S MY BOY /// when I took him to England'
<*a ver si* + clause	The speaker	Wish, request,	[Family conversation. Talking about the dog]

[present indicative form]>	wants a situation to be true	command and invitation.	*SILVIAA/ a ver si lo puedes peinar*↓ 'SILVIAA/ can you comb its hair?'
<*a ver si* + clause [*ir a* + infinitive]>	The speaker considers that a situation could be true	Guess, fear, warning.	[Two teenagers have just switch their mobiles on.] *J02: a ver si te va a llamar justo Pedro en este momento* *J03: yaaa no creo son las dos y veinticinco ya* 'J02: I'm afraid Pedro could call you at this right moment J03: well, I don't think so, it's already 2.25am'

As shown in table 1, each construction pairs a morphosyntactic form with a conventional meaning. In addition, building from real examples coming from conversation corpora (Briz & Val.Es.Co. 2002; COLA), the analysis shows that each construction is strategically employed to serve interactional activities, such as signaling that the speaker is checking a situation, making an invitation or introducing an improbable state of affairs in common conversational ground.
This work demonstrates that a constructional approach to grammar-in-interaction facilitates identifying the formal features responsible for utterance interpretation, while acknowledging the general pragmatic principles at play in the process of situated meaning construction.

Tim Greer

Self-addressed receipt in forward-oriented repair (Contribution to *Sequential perspectives on forward oriented repair*, organized by Greer Tim)

During forward-oriented repair sequences speakers occasionally provide clues to the progressivity of a turn-in-progress by supplying an uptake token at an incomplete TCU, such as in the following excerpt:

01 C: I:? (0.5) un. (0.7) I think, (0.9) (the large)
02 campus i:s (0.2) not so good.

C begins her turn with an upward-intonated, vowel-stretched proterm (I::?) and then pauses while displaying a thinking face, after which she produces a Japanese receipt token ("un."). Since the remainder of the turn is not yet publically available to the other participants, it can be assumed that C's receipt at this point is acknowledging her own private formulation of the turn she is about to complete. While the turn ending is not yet publically available at this point, the speaker's acknowledgement of it is, and this provides recipients with information about the turn's progressivity.
This presentation will report on a collection of such cases based on L2 data taken from both Japanese and English interaction in institutional and natural settings. The analysis will focus on sequential and embodied aspects of this forward-oriented repair practice as a means of tracking interactants' orientation toward unfurling knowledge states within word search sequences.
In cases like the one above the uptake token projects a reasonably smooth conclusion to the turn; however, we will also examine cases where the self-addressed token does not accomplish receipt but instead points to trouble within the already-produced turn element and therefore enacts backward-oriented repair within the forward-oriented repair sequence. The study will also contrast these practices with instances in which another speaker provides the uptake token.
Ultimately such socially distributed cognition represents a public means of displaying the speaker's real-time formulation of the turn, and therefore affords the recipient with an epistemic window into the speaker's private thought process.

Iulia Grosman

How do French humorists manage their persona across situations? A corpus study on their prosodic variation. (Contribution to *Metapragmatics of humor: Crossing the boundaries*, organized by Ruiz-Gurillo Leonor & Larissa Timofeeva Timofeev)

Aim of the study: This empirical corpus study presents an analysis of stylistic variation on the temporal, pitch, stress and (dis)fluency level of eight French humorists' speech in four different speaking contexts (conversation, radio interview, radio show and live comedy show). It reveals which prosodic features and (dis)fluencies comedians use to adapt their speech to a specific audience and communicative situation. With this, it enquires whether specific prosodic cues and (dis)fluencies allow distinguishing between variations in *phonogenres* (shared representation of an oral practice) and *phonostyles* (acoustic style characteristic of an individual, social group or situation task) (Simon et al. 2010: 72).
Data & Method: The two-hour corpus consists of 24 samples from eight French comedians in four speaking contexts. The data was treated with Praat (Boersma & Weenink 2012) and processed with several tools. Segmentation and phonetic alignment were done with EasyAlign (Goldman 2008) while prosodic profiles of the samples were extracted using Prosogram (Mertens 2004). Syllable stress and categorization were done using Prosoprom (Goldman 2009) and additional Perl scripts. Finally, (dis)fluencies analysis results from manual annotation (Crible et al. 2015). Inspired by previous research

on communicative behavior and their variation through situational and contextual determiners (Koch & Osterreicher 2001: 586), the corpus structure allows to correlate the humorists' performance over three different axes: professional vs. non-professional speaking style, everyday private vs. public broadcasted situation and spontaneous vs. prepared speech.
Hypothesis: The study is drawing upon H&H theory according to which a speaker adapts his discourse production depending on the communicative and situational requirements (Lindblom 1990). The first hypothesis claims that public and prepared situations (radio and comedy shows) will incline speakers to produce discourse with (1) higher articulation ratio and speech rate (temporal features), (2) melodic excitation marked by a wide speech range (due to expressivity) but (3) fewer hesitations marks (filled pauses and lengthening). Secondly, we hypothesized that less experienced comedians will show more variety/adaptability in their performances than experts, as there is a conflation between show-persona and life-persona for the latter (Astésano 1999: 293-294; Fónagy & Fónagy 1976). The hypotheses of the study are twofold: between situation tasks and between speakers.
Results & Discussion: Corpus data confirm a decreasing continuum of hyper-articulation from prepared and radio situations to spontaneous and face-to-face ones. During shows and on the radio, this hyper-articulation serves as a strategy of proximity between the actor/presenter arising from a necessary effort to counterbalance the lack of shared contextual knowledge between speakers: if the comedian fails at communicating the pun, the legitimacy of his practice could be questioned; if the radio host doesn't manage to formulate a clear message, the radio audience won't have (at least directly) the chance to ask for additional information. Prosodic & (dis)fluency variation of humorist speech has a pragmatic and epistemological value as it carries an "identifying function" for the speaker (identity control in regard to a given genre) and the listeners (information and perception of the speaker's singular identity) (Attardo et al. 2011: 196; Goldman et al. 2009: 221).

Helmut Gruber

Genres, semiotic modes, and mediators. A re-consideration of basic genre theoretic concepts in the age of computer-mediated-communication. (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

Most genre theories view genres as members' (temporally) stabilized answers to recurring rhetorical (communicative) problem situations (e.g. Ehlich & Rehbein 1979; Miller 1994; Eggins & Martin 1997). The semiotic mode (oral or written) of genre realization seems to follow somehow "naturally" from the specific type of rhetorical problem the respective genre is used to cope with – if speakers are co-present oral genres will evolve, whereas in situations where speakers are not co-present, written genres emerge.
Multimodal social semiotics (Kress 2010) is the first approach that acknowledges that human actors have "modal choices" when they encounter a rhetorical situation, i.e. according to this view, rhetors design the most adequate message according to the affordances (Hutchby 2001) of different semiotic modes. While acknowledging the availability and significance of different semiotic modes in message production (i.e. the situated performance of genre use), this model's view of "genre" (at the abstract level of genre knowledge) is still in accordance with the one sketched above.
In my presentation, I will argue, that both of these approaches ignore the importance of new electronic forms of communication for the formation of new genres. Basing my considerations on Latour & Callon's Actor-Network-Theory (Latour 2005), I will argue that the new forms of communication cannot be viewed as (passive) configurations of media features which are chosen by actors/ rhetors in order to serve their communicative needs, but rather that they represent (active) "mediators" which are developed and marketed in order to attract users (and create revenues). In such a model, actors/ rhetors occupy a less central (and less active) role than in the classical approach. Their choices are not only guided by communicative needs but rather they are drawn by various (partly overlapping) offers which they may (playfully) try out. In this view, genres evolve as contingent configurations of communicative patterns which are not only shaped by users' needs and audience design considerations but also by the (competing) affordances of the form of communication in which they are realized. I will illustrate my considerations with examples from genres in the new media, especially from e-mail, and micro-blogging.

Anke Grutschus

Reported speech as a persuasive device: Evidence from religious sermons
(Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

Religious sermons seem to be characterized by a high degree of persuasiveness. This is especially true for evangelical preaching, the tradition of which originates in the "desire for the conversion of others" (Bebbington 1989, 10), thereby fitting the definition of 'persuasion' as a "human communication designed to influence others by modifying their beliefs, values, or attitudes" (Simon 1976; cited by O'Keefe 2002, 2).

Our contribution acts on the assumption that quotations constitute an important rhetorical device used by evangelical preachers when attempting to influence the beliefs of their audiences. Reported speech, which we define in the broader sense as a re-presentation of actual, internal, or imagined speech (corresponding to Tannen's "constructed dialogue", cf. Tannen [2]2010), has often been described as a "multiple-perspective construction" (Evans 2006), confronting (at least) the perspectives of the current and of the reported speaker. The current speaker may thus choose to express an evaluation of the reported utterance and thereby indicate attitudes towards it, ranging from agreement, through doubt, to rejection (cf. Spronck 2012).

A particularly salient rhetorical device in evangelical sermons appears to be the "misguided voice" as described by Ethelston (2009): the preacher represents a constructed voice expressing a contra-Christian point of view while using different features indicating negative evaluation, thus "alert[ing] the listeners to the misguided status of the voice" (Ethelston 2009, 698). Often, the misguided voice will be juxtaposed to a "wise voice", e. g. a projected 'voice of God', accordingly accompanied by markers of positive evaluation.

Our mainly descriptive analysis, based on a corpus of videotaped evangelical sermons in Spanish, will include three steps: we begin by determining the function (expressive, phatic, informative, structuring, persuasive, etc.) of every occurrence of reported speech. Subsequently, focussing only on occurrences classified as "persuasive", we identify the (para-)linguistic means reflecting the current speaker's evaluation of the reported message. This will lead us to reveal that besides lexical encoding, a great deal of evidence for said evaluation can be found in the acoustic speech signal itself, with valuable clues offered by prosodic means like pitch and voice quality. Finally, we will compare the functional ranges of reported speech in evangelical and catholic sermons, in order to determine to what extent the persuasive function of quotative constructions can be considered specific to the evangelical subtype.

Yueguo Gu

Time and language via living experience (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

This paper examines the interaction between time and language via living experience. Specifically it will break into three sub-tasks: (1) a study of time as living experience, (2) a study of language as living experience, and (3) an integration of the two.

From the very beginning we need to keep this road map of occurrence at the back of our mind. Time, language, and living experience all have a beginning. Time together with space , so physicists tell us, begins with a big bang. Life appears when an organism, a single cell one to start with, emerges into the scene. Living experience, if some degree of consciousness is required, occurs still later. Language, exclusively referring to human language in this monologue, is the latest comer of the three. That is, human living experience is prior to the emergence of human language.

It is the job of physicists such as Newton, Einstein, Hawkings to unravel the stories about time with a big bang, which goes far beyond the author's mental power. The time the author is particularly concerned with comes from a different conceptualization. ***Time is understood as a kind of universal force, viz. force to change***. For ease of reference, *Time as Force to Change* will be abbreviated as T_{FC} throughout. Beginning with the big bang, this time-force operates on everything on Earth, that is, all earthlings are exposed indiscriminately to T_{FC}, and all respond to T_{FC} in their own ways. For instance, the human earthling, due to its bio-physical make-up, gives rise to a living pattern called a lifespan for each of its species. The tree earthling, for another example, also gives rise to a living pattern of its own. The earthling carbon-14, in contrast, is found to react to T_{FC} in a very extraordinary way, and made useful to serve many human purposes. T_{FC} cannot be escaped from, but only reacted to.

This paper is concerned with the human species' response to T_{FC}. It is marked with continuously ***becoming*** nonstop. In plain parlance, humans from the moment of fertilization, become subject to T_{FC}, under the pressure of which they make changes all the time, until death. From womb to tomb there is a lifespan for each of the species' members. The lifespans of all the species members weave a lifespan of the species.

Lifespan is thus a duration which contains all the activities the human agent makes while confronting T_{FC}. The activity-filled duration is the lived time of the agent in question.

Mathilde Guardiola & Roxane Bertrand

Other-repetition as a display of alignment and/or affiliation (Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)

This work is part of a broader study describing the emergence and progress of convergent sequences in French conversation. By analyzing other-repetition phenomena, we discuss the notion of *similarity* and the relationship with alignment and affiliation as defined by Stivers (2008) in the Conversational Analysis framework.

Alignment is defined as a typical behavior matching with the participants' expectations (concerning the current activity). Gorisch et al (2012) have shown that similarity is a cue for *alignment*, but the present work assumes that the link between *similarity* and *alignment* is not a univocal one. That is, similarity can achieve different interactional goals, including, but not restricted to, interactional alignment. The notion of affiliation also appears to be an adequate candidate for the description of interactional convergence, in connection with alignment and similarity.

Affiliation (defined as the expression of a *congruent stance* from both participants) can only occur if *alignment* has been established in the interaction (Stivers 2008). This paper confirms that other-repetitions appear to be used as a typical way to display alignment, and then affiliation. But it also argues that other-repetitions, when disaligned, can still lead (after realignment) to affiliative sequences.

This question is investigated here by analyzing a collection of almost 400 other-repetitions (lexical similarity cues) that was constituted using purpose-built software (Bigi et al 2014) applied to the CID corpus (Bertrand et al. 2008).

Among the different functions of OR, *Ratifying listenership participation* repetition (Tannen 1989) is shown here to constitute a way of displaying the affiliative dimension of listenerparticipation. For the main speaker, it consists of ratifying-by-repeating an intervention by the listener. It then constitutes a cue for a high degree of convergence in the sequence, especially when the main speaker repeats *Echo Reported Speech* (Guardiola & Bertrand 2013), i.e. a reported speech occurrence produced by the listener in storytelling. In example 1, AB is currently telling a story and CM proposes a line of dialogue that AB integrates into her own story.

Otherwise, *Confirmation request* repetition appears to constitute a disaligned response in the sense that it deviates from the original script of the sequence. In some cases, this leads to other-initiated repair and, in other cases, to a proposition for an oblique sequence.

It is particularly interesting to consider cases in which both speakers agree to enter into a collaborative humorous oblique sequence. In example 2, LJ is telling a story and AP repeats "IRAA" slightly modifying it (IRA) for humorous effect (see Bertrand & Priego-Valverde 2011). This proposition for an oblique sequence constitutes a disaligned response since it does not support the current activity. But since both participants then co-elaborate a humorous sequence, (named "Joint fantasy" by Kotthoff (2007)) this results in a highly affiliative passage, in which the roles of speaker and listener become indistinguishable.

In conclusion, this work shows that interactional convergence cannot be reduced to lexical similarity. Depending on their pragmatic functions, other-repetitions can be used by participants for different goals in interaction, including, but not restricted to (dis-)alignment and affiliation.

Federica Guerini

Orthography as an identity marker: The case of bilingual road signs in Northern Italy (Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

For decades, sociolinguistic and sociopragmatic studies have focused on spoken language as the privileged object of scholarly inquiry: writing was considered to be "the imperfect graphic rendition of speech sounds" (cf. Coulmas 2013: 2), hence the study of how the language works ought to be based on the analysis of spoken data. In a number of recent studies, however, the focus has shifted towards written language, and specifically, towards the role that script and spelling choices have in indexing social and ethnic identities as well as in expressing the affiliation to (or disaffiliation from) certain social groups (e.g. Jaffe 2000; Sebba 2007, 2009 and 2012; Blommaert 2013; Maybin 2013). In accordance with the tenets of the classical variationist theory —i.e. the choice of a given linguistic variable, either above or below the level of awareness, can convey social meaning— the choice of a spelling variant or the use of a given graphic element has been shown to be indexically associated with the social identity of language users (Sebba 2012: 5-7). Writing is increasingly viewed as a powerful symbol of community identity, and this is especially true of any piece of written text displayed in the public sphere. The present contribution focuses on the introduction, at the initiative of some municipal authorities of the province of Bergamo (in Northern Italy), of road signs displaying both the Italian and the local Italo-Romance dialect

(Bergamasco) version of the place-names. I will argue that the very decision to consider the local Bergamasco dialect eligible for public display at the initiative of an official authority carries social and political meaning. Bilingual road signs will be shown to defy the traditional distinction between 'top-down' and 'bottom-up' items of the linguistic landscape (Landry and Bourhis 1997: 25). Through the analysis of the graphic solutions adopted in order to write a language presently used almost exclusively in spoken form (i.e. the local Bergamasco dialect), I will offer a few observations on the significance of orthographic variation and on the symbolic, identity-related value of spelling choices.

Maria Grazia Guido

Power asymmetries in ELF immigration encounters: Socio-political and ethical issues. (Contribution to *The use of English as an international lingua franca and as an interactional resource in service encounters with immigrants*, organized by Maryns Katrijn & Stef Slembrouck)

ELF used in immigration domains typically reflects the different cognitive and communicative processes as well as the power/status asymmetries involved in cross-cultural situations of unequal encounters between non-western supplicants (i.e., African immigrants and asylum seekers) and western (Italian) experts in authority (cf. Maryns 2006; Guido 2008, 2012). Such situations shall be here explored with reference to legal, social, health and religious contexts where the conditions for achieving successful communication through the use of ELF variations are biased against the participants' different native linguacultural backgrounds from which they appropriate English without conforming to native speaker norms of usage (Seidlhofer 2011). A number of case studies will illustrate the extent to which features of ELF usages may be perceived as formally deviating and socio-pragmatically inappropriate in intercultural communication – this being due to the participants' lack of acknowledgement of each other's ELF variations – thus giving rise to misunderstandings that often raise social and ethical issues about inequality and social justice. More specifically, the case studies will enquire, on the one hand, into the processes by which ELF users transfer typological, textual, lexical and logical features of their native languages and cultures to the domain-specific communication they are involved in, thus affecting their pragmalinguistic behaviours and interpretative strategies, leading ultimately to communication failure (Thomas 1983; Hymes 1996). On the other hand, some case studies will enquire into possible hybridization strategies of written reformulation aimed at making ELF discourse conceptually accessible and socio-pragmatically acceptable to immigrants and refugees involved in the interaction, by making it conform to their different native linguacultural backgrounds (Widdowson 1997; Kaur 2009), with the ultimate purpose of promoting the social inclusion of those among them who are marginalized as well as raising the awareness in intercultural mediators, operating in such situations of power asymmetry, of the possible discourse strategies that can improve mutual intelligibility through ELF. Finally, it will be argued that principled pedagogic initiatives aimed at making western experts aware of the strategies for achieving a 'mutual accommodation' of ELF variations could protect the social identities of the participants in unequal encounters and, at the same time, facilitate the conveyance of their culturally-marked knowledge, thus fostering successful communication in immigration encounters by developing a 'hybrid ELF mode' of cross-cultural specialized communication that can be acknowledged and eventually shared by both interacting groups.

Marianna Gulyaeva

I do not want to talk to you anymore! Communication avoidance in the situation of discordance. (Contribution to *Discourse and discordance: Linguistic, pragmatic and sociocultural strategies for accordance*, organized by Takekuro Makiko)

Why do people often choose to terminate or avoid communication instead of finding a compromise and using appropriate communication strategies for accordance? How does this behavior affect the further communication process? What influences the choice of maintaining or terminating the communication?

The work is based to a large extent on the elements of discourse analysis, which helps to reveal and interpret the intentions of participants of communicative actions, describe verbal (semantic and syntactic) and non-verbal (paralinguistic, kinesic, eye contact, haptic, procsemic) means of refusal as well as expose implicit and explicit meanings produced in the communication process. The research contains a deep analysis of reasons for refusal from communication in the situations of discordance. This is going to be the main topic of the conference paper.

The reasons are subdivided into several groups, where each of them is supported by an example (Unfortunately, the limitation in the abstract size does not allow to show them):

I. *The reasons stipulated by communicant's motives in the communicative situation*

A. Attempts to avoid a conflict
B. Face maintenance
C. Willingness to manipulate a communication partner

II. The reasons determined by the emotional condition of the communicant

When the refusal from communication is triggered by disappointment, offence, anger, rage, lovesickness and others.

– *And you, – I said to her. – I never want to see you again. You are dead to me* (E. Giffin. Something Blue).

III. *The reasons postulated by the relationships between communication partners*

Character of relationships between partners affects their behavior in the situation of discordance and their willingness to maintain the relationships. For instance, antipathy or repulsion between partners do not create a favorable climate for conflict de-escalation.

III. The reasons determined by communication process

People are not prone to communicate if they are not satisfied with the way of communication. These reasons cover the violation of cooperation principles (Grice 1978; Leech 1983), politeness, style of communication (i.e. rudeness, vulgar language, insincerity, arrogance), inappropriate nonverbal behavior (i.e. eye contact avoidance, lack of smile, posture, silence) (Ginsberg 2005), communicative misbalance (i.e. non-equal participation in the conversation, interruptions, over or under demonstration of communicative initiative) (Ekroth 2010; Sternin 2001; Vorontsova 2005).

The reasons under analysis demonstrate the sensitive nature of communication process, where the tiniest things may affect the willingness to communicate and be significant for communicants. Any situation of discordance creates a tense atmosphere with both partners in a vulnerable position and with especially sensitive perception, which requires maximum carefulness in the choice of communicative strategy on the way of effective communication.

The research is conducted in the context of communication studies and represents a complex description of the act of refusal from communication in the area of interpersonal relations. The work is based to a large extent on the elements of discourse analysis, which helps to reveal and interpret the intentions of participants of communicative actions, describe verbal and non-verbal means of refusal, strategies and tactics as well as expose implicit and explicit meanings produced in the communication process.

Material used for the research includes feature films and novels of 20th-21st centuries of any origin and author's records of oral speech.

Practical value is determined by the possibility of using the results of the research in theoretical and practical courses of communication studies and namely interpersonal communication and for effective communication trainings.

Susanne Günthner

From bi-clausal constructions to 'stand-alone'-conditionals – 'syntactically disintegrated wenn-constructions' in everyday spoken German (Contribution to *Emergent grammar and praxeological ecologies: Clause-combining and the organization of turns at talk*, organized by Maschler Yael & Simona Pekarek Doehler)

In this presentation on *wenn*-constructions in everyday spoken German, I will focus on real-time interaction and address questions of syntactic projectability (Auer 2002; Hopper/Thompson 2008; Auer/Pfänder 2011; Günthner 2011; Pekarek-Doehler 2011), bi-clausality, sedimented grammatical constructions (Hopper/Thompson 2008) as well as forms of 'insubordination' (Evans 2007).

Conditional *wenn*-clauses in German are treated as subordinate clauses, either preceding or following their matrix clauses. The word-order-rule for subordinate clauses which function as the protasis, is that the finite verb is placed at the end of the clause. Speakers in everyday spoken German, however, frequently use syntactically 'disintegrated *wenn*-clauses' with the apodosis showing the syntactic features of an independent main clause with independent clause word-order (Günthner 1999).

My data – based on naturally occurring German talk-in-interaction from various settings (informal face-to-face interactions among friends and family members, office hours at university, genetic counselling sessions, radio phone-in programs, as well as data from reality-TV series) – has shown that participants in interactions use these 'disintegrated *wenn*-clauses' as projecting devices, alluding to anticipated activities.

In addition to bi-clausal *wenn*-constructions, speakers also use *wenn*-constructions without an accompanying main clause. These 'stand-alone'- conditionals are used in particular activities such as requests, orders and suggestions.

Based on empirical data, I will argue that these seemingly subordinate conditional clauses manifest varying degrees of integration into their accompanying apodoses and that there are a number of devices (prosodic, syntactic, lexical etc.) used to contextualize this integration.

Lauri Haapanen

"Translingual quoting" in written journalism (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

Written news stories are replete with quotations. Direct quotations are generally defined as being more or less verbatim repetitions of original spoken utterances, although in actual practice this relation is much more complex (Haapanen frth. a; frth. b). In this presentation I focus on one particular practice of quoting, namely one in which the interview and the published article involve languages different from one another. I refer to this activity as "translingual quoting". In these instances, the original discourse on which the quotation is based is translated during the process of quoting.

My data consist of semi-structured interviews conducted with experienced Finnish-speaking journalists (for detail, see Haapanen 2011). In their daily work these informant-journalists quote from interviews they themselves conduct in a foreign language, and they also translate quotations from ready-made foreign articles that were published in Swedish or English. Because Swedish and English are typologically and genetically different from Finnish, they have very few similarities with regard to e.g. lexicon or syntax. Based on these data I answer my central research questions: How do the journalists process the textual material during the translingual quoting and which issues do they find problematic?

In general, translingually quoted material was said to be employed less often than other quotations and in less weighty narrational functions. The reported challenges concern, for instance, the quoting of proverbs and cultural- or region-dependent aspects. However, the journalists I interviewed had no problems with the idea of using foreign language interview material as a source for direct quotations written in Finnish. This is slightly suprising considering the fact that the "truthfulness of information" is one of the central requirement for journalism; it is mentioned, for example, in every set of Ethical Codes for Journalists in Europe (EthicNet). However, these codes do not take any stand on how to quote when the original and final discourses (i.e. interview vs. news article) are incomparable in the first place because they are in two completely different languages. In this light, the use of translingual quoting calls for ethical discussion, and therefore, in the end of my presentation, I will turn to that topic.

John Hajek, Catrin Norrby, Heinz L. Kretzenbacher & Doris Schüpbach

Meeting and greeting in World Englishes: Address and introduction at international conferences in three varieties of English. (Contribution to *Address, variation and adaptability*, organized by Lappalainen Hanna & Jenny Nilsson)

The way in which we introduce and address one another is crucial to how interpersonal relationships are formed and maintained in conversation. Previous address research has mostly concerned itself with address structure and conventions intraculturally, i.e. in one and the same language within a specific speech community, such as German in Germany or French in France to name two examples (see e.g. Clyne et al. 2009). Some research interest has also been directed towards address practices in intercultural communication, i.e. when speakers of different languages interact through the use of a lingua franca such as English. Our previous research demonstrates that speakers of languages other than English tend to accommodate to what is perceived as an "English" way of address (see Kretzenbacher et al. 2013). Typically, speakers of languages that make a distinction between a more formal V and a less formal T pronoun tend to use T-forms more frequently when the interaction takes place in English.

However, there has been less research focus on how address and introductions are performed when speakers of different (national) varieties of the same language come together (although this has also been a focus in Kretzenbacher, Hajek and Norrby 2013). In this panel contribution we focus on the preferred address and introduction routines in three main national varieties of English: American, Australian and British English. We draw on results from a large-scale survey of reported address and introductions at international conferences where English is used as lingua franca. While English lacks a T/V distinction to mark levels of formality, there are nevertheless differences between the three English varieties regarding what level of formality is perceived as appropriate for performing introductions in a conference setting. Our preliminary results show, for example, that contrary to popular belief Americans tend to favour more formal introductions than do the British or Australians.

The academic introduction and address behaviour reported in our survey can serve as a baseline for future empirical research into actual use.

Christopher Hale

Negotiating the "knower/novice" positions in teacher development contexts between

native and non-native speakers (Contribution to *Pragmatics of interaction: Identity and adjustment*, organized by Tanabe Kazuko & Chris Cart Hale)

Compelling research has emerged within the field of discourse analysis, and in particular institutional discourse, to suggest that students of a second language regularly assign a "knower" role to the more proficient students, and a "novice" role to the less proficient students (Hale 2011, 2012). This system mirrors that of non-native speakers engaged in classroom tasks with native speakers, where the native speaker is granted the "knower" position by default (Leki 1990, 2001; Vickers 2010; Watanabe 1993). In this research, participants engaged in pair-work perform communicative acts that signal their role assignment implicitly. In cases where two students expect to be granted the knower position, the negotiation of the role assignments can lead to conflict requiring intermediation by the teacher (Hale & Sudo 2014). Where the research is lacking is in the area of teacher education, where the non-native speakers are highly proficient in the second language they teach, and must interact with native speakers of that language. This research presents data from two English teacher-development encounters where one participant was a native English speaker, and the other was a highly proficient non-native speaker of English. Using conversation analysis (CA) to explore the encounters, the findings suggest that while the *knower/novice* negotiation was present in the interactions, the native speakers actually made moves to resist the assignment of *knower* position, and instead attempted to share the position, or even assign it to their non-native speaking partners.

Helena Halmari

Evaluation as a persuasive tactic in the 2012 Obama-Romney debates (Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

In October 2012, in the month before the November elections, three debates between President Barack Obama and Governor Mitt Romney took place. The first debate on October 3 turned out to be a disappointment for President Obama's supporters, as he was criticized for having seemed as weak and disengaged. The second debate, on October 16, however, saw a more engaged president. Political analysts reported that during the second debate he managed to send a stronger, more decisive message. What, then, made the second debate more of a success for Obama, in addition to the introduction of the town hall format? In this paper, I will compare the two debates (October 3 versus October 16), in search of what contributed to making Obama's language sound stronger during the second debate. I will focus on one simple linguistic feature: the candidates' use of *that's*, as in *That's the strategy you need, an all-of-the-above strategy, and that's what we're going to do in the next four years*; *that's what's going to keep gas prices lower* (Obama 10/16) and *But that's not what you've done in the last four years. That's the problem.* (Romney 10/16). The comparison reveals that the number of occurrences of *that's* went up from 81 to 112 during the second debate (including all instances). However, the distribution of *that's* was different for the two candidates: during the first debate, Romney had more occurrences of *that's* than Obama, but during the second debate, the number of the instances of *that's* used by Obama was twice as large as Romney's total. This paper emphasizes the overlap of evaluation and persuasion in the genre of political debates. *That's* introduces an evaluation, either of the opponent's turn or the speaker's own previous sentences. It concludes, summarizes, and evaluates. Its employment of the present tense makes it relevant to the here-and-now; it allows for summing up the reason (*that's why*), the action or the plan (*that's how*), and it allows negative evaluation of the content of the opponent's statement or agenda (*that's not*). The four-way comparison of the two presidential debates and the two candidates in the distribution of *that's* may help to explain why this simple linguistic technique could be employed as a strong persuasive strategy.

Mia Halonen & Aino Koivisto

Presenting money as an interactional resource in kiosk encounters (Contribution to *Object transactions: Embodied encounters at the counter*, organized by Mondada Lorenza & Marja-Leena Sorjonen)

Kiosk encounters are essentially a commercial activity: the client gets the products (s)he has come to buy and the seller receives money for them. This presentation focuses on the phase of payment and the ways in which the presence of money as a physical object affects the progress of the encounter from its very beginning. Based on 168 videotaped kiosk encounters in Southern Finland we will show how the routine-like activity of paying and receiving payment is accomplished by the participants.

We will discuss the ways in which "presenting money" is used as an interactional resource by the customer for example through the timing of placing the money on the counter. We will analyze the

following aspects of the process through which the money is transferred from the customer to the seller and the role of embodied actions in organizing the temporal and sequential trajectory of the encounter:
1) The client's ways of handling the money at the beginning of the encounter when she is approaching the counter and making the request: does she e.g. hold the money in her hand or start an observable search for it?
2) The timing of the handing over the money in relation to the announcement of the price by the seller: is the money handed to the seller early, on time or late?
3) The ways in which the customer hands the money to the seller: does she give it to the seller's hand or does she place it on the counter?
4) The spatial proximity and position of the participants in relation to each other.
We will show that making the money visible to the seller and the timing of the paying with respect to the seller's actions, as well as the ways in which money is handed to the seller, are multimodal resources for organising the interaction . In most cases, the client indicates her preparedness to pay from early on in the encounter but does not hand over the money before the announcement of the price by the seller. We will also show cases where the client actively steers the interaction towards completion by directing the money to seller "early", prior to the announcement of the price. When no preparedness for paying prior the announcement of price is shown, the seller may treat this as problematic by designing the request for money grammatically as a dispreferred action.
The paper demonstrates that the transfer of the concrete money organizes the encounter from the very beginning to the end (cf. Mondada 2007; Keisanen & Rauniomaa 2012). The grammatical design of the verbal action of announcing the price is aligned with the movements of the money (Halonen & Koivisto 2009; cf. Sorjonen & Raevaara (in press)). That is, the encounter is constructed through using temporally coordinated and synchronized multimodal resources (cf. Mondada 2009: 1983). Consequently, moving the money is a resource for, an index of and the ultimate goal of accomplishing the encounter in an orderly way.

Toshiko Hamaguchi

'You are still young compared to me': Manifestation of age, gender and power of the oldest old (Contribution to *Babies to Boomers and beyond: Age and gender adaptations across languages and societies*, organized by Matsumoto Yoshiko & Diana Boxer)

Growth of aging population in combination with the decrease in birthrate has been a prominent societal issue in Japan. This brings forth such assumption that intergenerational discourse at various settings has increasingly become prevalent as well as crucial. At the same time, the older adults may experience encounters with their age cohort--despite their reduced social contacts--at places like care facilities where growing number of people spend time ranging from a few hours a day to the rest of their life. Consequently, not only intergenerational talk between older and younger generations but also intragenerational talk among the oldest old should be paid attention as they provide a fruitful source for various linguistic research in cognitive, psychological, and sociological aspects.
The aim of this study has two folds. One is to illustrate how age and gender are referred both synchronically and diachronically in the discourse involving residents a geriatric hospital in Japan. I will analyze weekly interactional activities among the residents of the hospital (male and female in their 80s to 90s) and a clinical psychologist (female, in her 30s) who facilitates the activity. Each week, the clinical psychologist introduces a topic of discussion that is either something relevant to the day (e.g. seasonal or festive food) or something they can relate their past experiences to (e.g. travel). During this 30-minute interaction, reference to age is one of the most frequent discourse features for the residents. They not only talk about the current ages of the participants to identify who they are and justify how they are for their age, but also make comparisons with younger generations or describe how 'young people used to be.' In the same manner, gender is compared synchronically and diachronically often by comparatively describing present-day and traditional gender roles.
The second aim of this study is to demonstrate how power is interactionally negotiated between the residents and the clinical psychologist. On the surface level, the institutional role of the clinical psychologist in a lab coat asserts her certain degree of authority similar to that of a teacher who controls the turn-taking of the participants by acting as a moderator. However, in the society where respect for the elderly is the cultural norm, the residents' experiential privilege over the younger clinical psychologist put them in a collective teacher's role, who educate her in respect to historical events and ideologies that the younger speaker does not have access to.
In sum, this study analyzes intricate and dynamic nature of the discourse involving the oldest old and how such social factors as age, gender, and power are used as resources of their identity construction.

Miki Hanazaki & Kazuo Hanazaki

A study on negative questions as a pragmatic strategy for overcoming "discordance" (Contribution to *Discourse and discordance: Linguistic, pragmatic and sociocultural strategies for accordance*, organized by Takekuro Makiko)

This paper will deal with negative questions (henceforth Neg-Q's) and argue that Neg-Q's convey the existence of what this panel calls a "discordance", i.e., a discrepancy between what we expect and what actually happens, and using Neg-Q's referring to the situation is a pragmatic "strategy" (Gumperz 1982) for overcoming such "discorcdance". Neg-Q's have attracted some attention in the literature (eg. Leech 1983; Brown and Levinson 1987; Heritage 2002; Hanazaki 2007), but previous studies do not sufficiently provide answers to the following two aspects of Neg-Q's, i.e., (A) why is it that English Neg-Q's become impolite compared to a simple question, while Japanese counterparts seem to show the opposite effect; and (B) being a question, Neg-Q's express an incongruity between two propositions. What are the two propositions expressed in Neg-Q's. Let us see these two points with examples. First of all, as (1) and (2) show, Neg-Q is polite in Japanese, while a Neg-Q is not a polite strategy in English; (1) a. Mado - wo akete kure-mase-N-ka? Window-OBJ open give-HON-NEG-Q 'Won't you open the window?' (literal translation) b. Mado-wo akete kure-masu-ka? Window-OBJ open give –HON-Q 'Will you open the window' ((1a) > (1b)) ("A>B" indicates that A is more polite) (2) a. Won't you open the window? b. Will you open the window? ((2a) < (2b)) Also, many previous studies have argued that the two propositions expressed in Neg-Q's are two polar corresponding propositions (p and ~p) and the speaker leans towards one of those propositions. They claim that the two propositions uttered in (1a)/(2a) are you will open the window and you will not open the window, and the speaker of (1a) pretends that he/she expects the negative proposition more, while that of (2a) leans towards the positive one. Showing that the speaker expects the negative proposition more provides the addressee with the chance to decline the request, hence the Japanese Neg-Q's are polite. However, this explanation has at least two shortcomings; first it is hard to decide which proposition the speaker expects more, and secondly positing two propositions of p and ~p does not work for some Neg-Q's as (3); (3) a professor utters to a student referring to the book that they have been talking about a while ago but is in the student's bag now Don't you have the book? The negative proposition expressed in (3) cannot be you don't have the book, for the professor knows that the student has the book in her bag. This paper will argue that the two propositions expressed in a Neg-Q is (a)what the speaker expects and (b) what is actually happening, i.e., Neg-Q's convey the existence of "discordance"; the two propositions in (2a) are I expect that you will open the window and you haven't opened the window yet; those in (3) are I expect that you have the book and we cannot see it at the moment; Also, we will argue that Neg-Q's become impolite both in English and Japanese when they refer to the action not being carried out but non-impolite when they refer to the state, for referring to the un-performed action with a counter expectation will force the hearer to perform the speaker's expectation;(1a) is polite because kureru("give") makes it possible to refer to the state rather than action, hence polite, i.e., Mado-wo ake-mase-N-KA (1a without kureru) becomes impolite. Summarizing, this paper argues that Neg-Q's express that "discordance" exists and referring to the state rather than action is a pragmatic strategy for overcoming such "discordance".

Maj-Britt Mosegaard Hansen

Institutional interaction and pragmatics (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

Institutional interaction can be broadly defined as interaction that takes place within a specific institutional setting and serves a specific institutional purpose. While there is no clear dividing line between the two, patterns of speaking found in institutional interaction normally differ to a greater or lesser extent from those found in "mundane" conversational interaction, in ways that are motivated by the distinct goals of the former.

Many forms of institutional interaction are characterized by use of specialized vocabulary (e.g. legalese), and in some cases also peculiar syntactic patterns (e.g. some forms of religious discourse). However, pragmatics clearly plays a crucial role in constituting the particular institutional character of such interaction. Thus, as compared to conversation, institutional interaction (e.g. Heritage & Clayman 2010) frequently features particular pre-defined role relationships, special turn-taking rules, unequal speaking rights for participants, as well as constraints on allowable contributions, unusual forms of "footing" (Goffman 1981), and special constellations of the respective "discourse", "situational", and "transportable" identities of participants (Zimmerman 1998). Largely in virtue of such features, forms of institutional interaction often allow participants to make specific kinds of inferences when interpreting the contributions of other participants.

Perhaps the most central interface issue when considering pragmatics in relation to institutional interaction is thus the question of whether the latter is constituted primarily in a top-down or in a bottom-up fashion. In other words, have interactants internalized schemata for individual activity types, which act as the primary determinants of how they conduct and interpret institutional interactions (Levinson 1979)? Or are such interactions rather to be seen as achievements actively generated by particular ways of speaking (Heritage & Clayman 2010)? Additional interface issues include (but are not limited to) the viability of a notion of "literal" meaning (Hansen 2008), speech act types and their felicity conditions (e.g. Murphy 2014), as well as processes of meaning change and pragmaticalization (e.g. Pons Bordería 2006).

As a specific case study, this paper investigates the use of conventionalized thanking formulae in the closing section of British English service calls to a non-profit organization. Existing research has suggested that in contemporary British English, thanking in this type of context has been bleached of its original speech act value and has become pragmaticalized as a pre-closing marker (e.g. Aijmer 1996: 52ff). My data, however, show that several different and unevenly distributed patterns are found. Participants seem to orient to these different patterns as devices which may be used either to mark the preceding interaction as an instance of "business-as-usual" or, if such is not the case, to restore interpersonal harmony or index awareness that aspects of the preceding interaction have otherwise deviated from situational expectations. I will argue that while patterns of thanking appear to be sensitive to the specifically institutional nature of the calls, the formulae used do retain illocutionary force. At the same time, however, my data support Jucker & Taavitsainen's (2008) notion of speech act types as fuzzy categories, as certain patterns of thanking appear to convey an apologetic nuance in this context.

Holly Hansen-Thomas & Juliet Langman

Deictics and the construction of math and science knowledge in the secondary school classroom (Contribution to *The social organization of learning in classroom interaction and beyond*, organized by Ohlhus Sören & Friederike Kern)

In this paper, we examine the role of deictics employed in oral discourse in mainstream secondary science and mathematics classrooms with English Language Learners (ELLs). More particularly, we investigate how teacher and student use of deixis can support learning when understood as a collective and co-constructed process (Koschmann 2013), and further, how it can be an impediment to learning when it is not employed judiciously in the learning process.

One of the key features of oral discourse is the use of deixis. Deixis, from the Greek, has been called 'pointing with language' (Yule 1996). Deixis operates as a form of shorthand that makes language sound more natural; it is further built on the assumption of shared knowledge of reference among interlocutors. These ideas lead to the question, "To what extent does the use of deictics support or hinder the understanding of explanations of math and science processes and operations teachers provide in the case of struggling learners?" In other words, to what extent do teachers reflect on and gauge what counts as 'shared knowledge' in the math and science classroom?

In this presentation, we examine deixis as a potential learning tool in mathematics and science classrooms. More particularly, we look at the place of deixis in the sequential order of learning (Mehan 1979; Koschmann 2011) and how it supports or hinders learning. Drawing on a database of classroom discourse collected in 6 secondary classrooms, we analyze how a variety of types of deixis, employed during explanations are understood, or not, and are co-constructed – or not, between teachers and students in both whole group and small group interactions.

Drawing on this data we reflect on the role of teacher language awareness of the functions of pragmatics, and more specifically deixis, and implications for teacher training.

Hanna-Ilona Härmävaara

Functions of bilingual punning in interaction between speakers of closely related languages (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

This contribution discusses bilingual punning and its functions in conversations between Finns and Estonians. Finnish and Estonian are relatively closely related languages. They are mutually intelligible to some degree, but the related language is not considered as effortlessly comprehensible for a speaker of one of the languages (see Härmävaara 2014). The languages share basic morphology and syntax, but the biggest differences are found at the lexical level. In general, Finns and Estonians are quite aware of the relationship between the languages, and especially of the existence of so called *false friends*.

The fact that false friends and false cognates exist creates a fruitful ground for bilingual punning (see Frick 2013: 16, 64–67). In this study *pun* is defined as a humorous verbalization in which the humor is based on purposeful ambiguity of a word that can have two interpretations e.g. through homonymy, homophony or polysemia (Dynel 2009: 1289). Punning is bilingual when resources of two languages are combined for creating humor.

This study focuses on occurrences of bilingual punning where humor is created by playing with interlingual homophony or homonymy that is due to false friends or false cognates. The data of this ethnographic study consist of 12 hours of naturally occurring, multilingual multiparty conversations between Finns and Estonians (altogether 35 informants) that belong to a social network in which using both Finnish and Estonian as languages of interaction (receptive multilingualism) has a special status. Some of the participants are Finnish-Estonian bilinguals, but most of them are not. Hence, the participants have different access to the languages of the interaction. The data are analyzed by using the tools of conversation analysis.

The analysis of the data shows that apart from entertaining and bonding function bilingual punning can have a function in securing mutual understanding. In the data studied, bilingual punning is often used as a tool for managing the asymmetry in the participants' language skills. Bilingual puns can start a sequence where the two languages are explicitly compared and the different meanings of the homonymous lexical item negotiated. Such sequences can be initiated by the bilingual speakers when they take a teaching role and through metatalk give the non-bilingual speakers access to both the joke and the different meanings of the homonymous item. The presence of the two languages invites also the non-bilingual participants to make bilingual puns. Their puns are based on the perceived false similarity of the languages, which can be both entertaining and confusing for them. The bilingual pun can serve as a repair initiator or start a metatalk sequence where non-bilingual speakers take a learner role.

Yoko Hasegawa

FrameNet as an assessment tool for English-to-Japanese translation (Contribution to *A panel in honor of Charles J. Fillmore (1929-2014)*, organized by Petruck Miriam R.L.)

Professor Charles Fillmore was immensely interested in rhetorical differences in English and Japanese, and was au fait with most of the relevant works by Japanese linguists. For example, it has been said that (i) English uses transitive constructions more frequently than Japanese, (ii) the most favored English sentence structure is *actor-action*, whereas Japanese prefers to describe events as a chain of state-changes, (iii) English is an object (noun) centered language, whereas Japanese is an event (verb) centered language, and that (iv) English commonly attributes actions to inanimate subjects, e.g. a telephone can wake one up. Professor Fillmore was puzzled by many of such assertions because of their highly impressionistic argumentation that can possibly be "understood" only by native speakers of Japanese.

This paper exemplifies Professor Fillmore's approach to the r hetorical differences between the two languages by querying whether or not the concept of *frame* (a schematic understanding of types of events, situations, individuals, and things) as developed for English in the FrameNet project can also function as a common platform of comparison in English-to-Japanese translation. The hypothesis is that if the semantic structure of a source text is carefully analyzed in terms of the frames evoked by its constituent words and the ways in which the elements of those frames are realized, such frames and frame elements as well as their interconnections must somehow be preserved in the translation. The paper also demonstrates that in some cases where frames are seemingly not retained, the Japanese translations employ other frames that can systematically be linked to the original frames.

Gerda Hassler

Evidentiality and the expression of speaker's stance in journalistic texts: Differences between German and Romance languages (Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

I will focus on the relationship between evidentiality and the expression of speaker's stance in Romance languages and German. On the one hand, I want to show the overlap between the two categories, and on the other the similarities and differences of the way they are expressed in languages that do not have a specialised means of expressing evidentiality. The comparison here will be multilateral, but it will refer to an onomasiological starting point. The work is carried out on the basis of data obtained from GlossaNet (http://glossa.fltr.ucl.ac.be/), with some additional data from CREA (http://corpus.rae.es/creanet.html), CORDE (http://corpus.rae.es/cordenet.html), Corpus do Português (http://www.corpusdoportugues.-org/),

Digitales Wörterbuch der deutschen Sprache (http://www.dwds.de/), and Frantext (http://www.frantext.fr/) By the term 'speaker's stance' I mean the linguistic and non-linguistic forms and strategies that show a speaker's commitment to the status of the information that he or she is providing. Stance-taking indicates how the journalist's position with respect to a particular utterance is to be interpreted. We consider evidentiality to be a structural dimension of grammar, the values of which are expressed by types of constructions that code the source of information which a speaker imparts. Drawing a boundary between speaker's stance, epistemic modality and evidentiality presents problems that are difficult to solve. Even if we assume that there are linguistic elements which fulfil the original function of marking the source of the speaker's knowledge, this is contingent with the marking of the speaker's stance and epistemic modality. In journalistic texts the source is often marked by stereotypic and semantically vague means. I propose adopting a continuum of covert and overt means of expression of evidentiality, in which the possibilities of expression of the Romance languages and German are situated differently. At the one end of the continuum, means of expression are completely lacking. The fact that the speaker here is referring to a source of information has to be derived from the context and situation. The other end is made up of explicit evidential expressions, such as modal verbs used in evidential meaning and evidential adverbials. Between these two extremes of completely covert and/or overt expression of evidentiality there are a number of transitions, for example the expression of evidentiality with means of deontic or buletic modality or the complex expression of evidentiality and stance-taking with means which until now have not been described as modalising, such as the imperfect tense.

Kaori Hata

How can interview narratives be resumed after unexpected interruptions generated by children? (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

This study aims to reveal how we deal with unexpected interruptions in interview narratives. Through empirical research, three claims have been set up: 1) the interviewer and interviewees efficiently react with verbal and non-verbal communication resources to the interruptions in order to resume the narrative. In particular, non-verbal communication resources are sometimes previously utilised to convey her intention of resuming it to the others before verbal resources, 2) who can resume the interview depends on the positions they take (e.g. mother of the child who generates the interruption and the person interrupted by the child) and which aspect of identity (e.g. mother of a bilingual child, national identity) is emerging in the context of "here and now" situation, 3) in a certain situation, a small story during the interruption is essential to resume the interview.

In terms of theoretical background, this study defines narratives as social practices (De Fina and Georgakopoulou 2008), and views narratives as a process of re/constructing identities emerging in a 'here and now' situation. In this study, 'interview' is defined as a series of narrative/storytelling, in which the turn is occasionally switched because the interviewer tells her/his experiences to stimulate the interviewee's storytelling. Thus, the target of analysis has been expanded from the interviewee's narrative to the narratives and interaction of interviewer and interviewee for illustrating the flow of narratives, and to the process of re/constructing identities as part of social practices.

As an empirical study, interview research has been conducted in 2011-2012 with 10 Japanese women living in London, which is approximately 7 hours in total. I focus on the cases of children's appeals to interview participants to talk during participant's narrative by analysing discourse markers (Schiffrin 1987), small stories (Bamberg 2004; Bamberg and Georgakopoulou 2008), and non-verbal resources (McNeil 1995, 2004; Kita 2002; Kataoka 2013) like gestures, eye gaze, bodily motion. The data reveals 44 instances of children's appeals to talk. Out of these 44 cases, the children in 36 cases successfully interrupt the narrative. In addition, 33 cases out of 36 include resuming the narrative, and 32 cases have various discourse markers (1 exceptional case has 'ending coda' (Tannen 1989) of interruption, but no discourse marker to resume). This result shows that we need discourse markers in order to resume narrative in general. While this can be categorised as a structure-based approach, I further propose content-based approach with positioning and small stories. If we more closely look at the proposition of the contents of interruption, in some cases, they cannot resume narrative without correcting the imbalanced position related to their identities in a 'here and now' situation by using small stories and so on .

In the presentation, I will present an analysis of several cases to illustrate how the participants negotiate by using verbal and non-verbal communication resources to resume their narratives. In conclusion, I will argue that the integration of the structure-based approach and content-based approach should be indivisibly analysed.

Michael Haugh

Action ascription vis-à-vis cognitive ascription: Construing and intentionality in talk-in-interaction (Contribution to *Action ascription: Attributtions of actions to prior turns*, organized by Deppermann Arnulf)

Action ascription is generally held to involve the assignment of an action to a prior turn through what the subsequent response of the next speaker reveals (Levinson 2013). As Drew (2011) points out, however, action ascription is itself a form of social action. In this paper, the way in which participants may construe prior turns as instantiating not simply particular social actions, but particular *kinds* of social actions (Drew 2013), and the way in which these construals of particular kinds of social actions are accomplished through cognitive ascriptions (Deppermann 2012), is discussed.

Drawing from CA-informed analyses of more than thirty hours of recordings of everyday conversational interactions, instances where participants construe either the prior turns of others, or their own prior turns at talk, as instantiating particular kinds of actions are first examined. Two key practices by which participants construe social actions as particular kinds of social actions emerge from this analysis. The first is through formulations (Depperman 2011), by which participants resist the terms or agenda ascribed to a prior turn. The second is through claims to baulked intentions (Edwards 2008) or other mental predicates, through which a participant attempts to (re)construe the kind of action being instantiated as something other than it has been construed or might be construed by the other participant(s).

It is then argued that such practices are indicative of the various ways in which participants themselves orient to the cognitive processes of both themselves and others in interaction. However, rather than involving recipients simply recognising the (reflexive) intentions of speakers, as is traditionally held in pragmatics, in this paper it is proposed that participants are in fact drawing from cognitive ascriptions of *intentionality* as a discursive resource in construing social actions. Intentionality is a phenomological notion that refers to the property of directedness, or aboutness, of not only putative cognitive states but linguistic acts as well (Haugh and Jaszczolt 2012). Building on a reflexive notion of intentionality, it is suggested that participants can construe actions as particular kinds of social actions through holding themselves or others accountable for particular reflexive representations directed at a range of different intentional processes, including believing, wanting, thinking, inferring, perceiving, evaluating and so on, in addition to intending (Haugh 2013, 2014). These reflexive representations of intentionality are held to be inherent to various loci of sequential organisation, including turn design, sequence design and activity design.

Rather than rejecting a role for cognitive processes in analysing action ascription, then, what is proposed in this paper is that a more nuanced understanding of the role that reflexive representations of intentionality play in construing actions as particular kinds of social actions in conversational interaction is necessary. In this way, we can start to unpack the tacit assumptions made about cognitive processes in conversation analysis and discursive psychology (Deppermann 2012; cf. Levinson 2006), while at the same time remain cognisant of the finding from studies of interaction that action ascription is not necessarily defined at the moment of its production or by the producer's intention (Haugh 2008; Levinson 2013).

Eric Hauser

Constructing L2 definitions with spoken, gestural, and material resources (Contribution to *Definition in interaction*, organized by Bilmes Jack, Gabriele Kasper & Richard Fitzgerald)

When a person is using a second language (L2) in interaction with others who share his or her first language (L1), such as during task interaction in a foreign language classroom, and the need arises to define an L2 word, one commonly taken option is to define the word through translation into the shared L1. Another, perhaps more interesting, option is to attempt to define the word without recourse to the L1. The analysis focuses on this second option. Such cases are relatively rare in comparison to definition through L1 translation. They also require more effort.

The data are drawn from a corpus of video-recorded L2 English discussions among Japanese university students. The students, who will be called participants from hereon, are not majoring in English, but are taking one or more English classes, either as a required class or an elective. They are participating in the discussions, some of which occur in the classroom and others of which occur outside the classroom, because this is something that they have been assigned to do for one of their English classes. All the participants share their L1, Japanese. The entire corpus has been transcribed in detail based on accepted conventions of Conversation Analysis.

In one exemplary case, the definition work involved the meaning of "cluster bomb," which had been used in a passage that the participants were supposed to have read before class and had been written by the

teacher on the classroom whiteboard during explanation of difficult vocabulary in the reading passage prior to the start of the discussion. During the student discussion, one participant pointed to the word written on the whiteboard and asked its meaning. Possibly because he did not know an L1 translation, another participant, selected by the first through gaze, used his L2 English, iconic gestures, and a mechanical pencil that he had been holding to define "cluster bomb." The definition work was then brought to a close with a claim of understanding from the first participant. The L2 definition was thus constructed with talk, gesture, and a material artifact that the participant who constructed the definition happened to be holding.

While such cases of definition without recourse to the L1 are relatively rare, presumably because of the required effort, the analysis of these cases shows how participants with limited L2 proficiency may nevertheless be competent interactants who are able to draw on a variety of resources other than their L1 to solve problems with understanding L2 vocabulary.

Stefan Hauser

How to do things with genres - theoretical considerations and empirical observations of genre formation in sports reporting (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

This contribution aims at combining theoretical considerations and empirical observations of genre formation in the press coverage of sports events. The presentation will not only focus on singular genres but will also discuss the relevance of genre systems. The argument will be that the focus on the systemic organization of genres within genres repertoires offers new insights in the formation of genres. The data material consists of press texts from daily newspapers from the 1950ies up to the present.

The relevance of genres as sedimented and routinized solutions of communicative tasks has been discussed in various fields. The basic idea of most pragmatically oriented conceptions of genre is that genres as semiotic forms of social action are a constitutive factor in confering meaning to social reality (e.g. Berger/Luckmann 1977; Miller 1984). For an approach to genres and genre change(s) rooted in pragmatics and cultural studies the interdepence of communicative action and situational and cultural context is of fundamental interest (cf. Giddens' (1984) notion of the „duality of structure"). In the academic discourse on genre the theoretical importance of *genre systems* has been forgrounded by various researchers in recent years (e.g. Adamzik 2011; Hauser 2014) highlighting that genres are not to be understood as isolated entities. Rather, genres need to be studied with regard to their systematic relations to other genres in order to understand their function within a communicative domain. Following this approach the presentation will distinguish between different kinds of relations between genres as well as between different types of change. Analyzing how genres are organized in systems allows to get new insights in different aspects of genre formation as well as in the structures and developments of communicative domains. Various aspects of this theoretical line of argument will be discussed by looking at the coverage of three Olympic Games in the daily press (The Olympics in Melbourne 1956, the Olympics in Moscow 1980, and the Olympics in Athens 2004). The empirical results show an increase in genres as well as different kinds of genre changes in sports reporting.

Gang He, Xinren Chen & Chunyan Zhang

Joking in the Chinese context: A cultural functional perspective (Contribution to *Interpersonal pragmatics of social interaction in Chinese*, organized by Chang Wei-Lin Melody & Michael Haugh)

This paper discusses Chinese joking as a cultural pragmatic phenomenon, prioritizing its cultural (deictic) functions while admitting its situated interactional functions. The basic hypothesis is : Joking in Chinese context is a culture-driven act , realizing a lot more cultural functions beyond its situated ones. An example will demonstrate what we actually mean:

(One day, A and B are discussing what is the hardest thing ever in the world)
A: Tianxia shenme dongxi zui ying? (What is the hardest thing in the world?)
B: Tie zui ying. (The iron is.)
A: Tie jian huo ji hua le, zenme neng shuo shi zui yingde? (The iron melts in fire, how can it be the hardest?)
B: Name ni shuo shenme dongxi zui ying? (What ,then, is the hardest thing in your opinion?)
A: Wo shuo huxu zui ying. (I'd say the beard is the hardest.)
B: Wei shenme ? (Why?)
A: ***Ni mei kandao you duoshao houlianpi dou bei ta zhan le chulai?*** (Have you found how it has successfully pierced through those thick-faced guys (brazenfaced; shameless, disgraceful) (▪ 。。。
http://blog.renren.com/share/272035375/764988605 ▪

A's idea is that , on the surface, the beard seems to be soft, but it penetrates those thick faces , and the thick-face in Chinese culture connotes an image of a shameless guy, lacking a proper sense of honor,

face, dignity, respect and so on ,implicating how much importance is attached to one's proper senses and behavior, and how we look down upon those who are too loose about their manners. This conversation jokes about those shameless guys, promoting Chinese values of proper manners, honor, fame, dignity and self-awareness through retrospective scrutiny. Obviously, Speaker A performs a situated speech act of responding to B's question, but at the cultural level, such a speech act is just a secondary illocutionary act , by means of which the primary (cultural) illocutionary point is realized and therefore, a cultural pragmatic function of promoting or consolidating or safeguarding certain cultural assumptions has been served. Deictically speaking, A's utterance points to a Chinese cultural image which is not privileged, but dispreferred, and implicitly indicates the value of honor, dignity, grace and good manners.
Therefore, it is more of a Chinese wisdom to communicate cultural claims or assumptions through situated acts of joking. We will not only examine the situated functions, but also the cultural pragmatic functions Chinese joking has actually served. Finally we will try to discover certain cultural principles guiding situated joking interactions.

Nancy Hedberg

Larger prosodic constructions in dialogue (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)

In a classic paper on the meaning of intonation, Pierrehumbert & Hirschberg (1990) advocate a compositional interpretation of the autosegmental representations of intonation that were later modified into the ToBI framework for the annotation of pitch contours and phrasing in American English (Silverman et al. 1992; Beckman & Ayers-Elam 1997). The authors propose that prosodic meaning should be associated with the individual tones that make up the contour of an utterance in such a way that the prosodic meaning of the whole utterance can be analyzed as a function of the meaning of the individual tones. For example, the H* as compared to L* pitch accent is associated with the predication of new information that is to be added to the mutual belief space of the speaker and hearer, while the bitonal L+H* and L*+H pitch accents indicate that the referents of the forms so marked function as contrasting elements on a contextually-given scale. The L- and L% edge tones indicate separation, while the H- and H% edge tones indicate that constituents marked are to be interpreted in relation to later discourse.
Steedman (2007) (see also 2014) proposes a more recent compositional account of English intonation, whereby bitonal pitch accents indicate 'theme' and simple pitch accents indicate 'rheme', with L* or L*+H indicating 'contention' and H* and L+H* indicate 'non-contention'; while L- and L% edge tones indicate 'speaker-commitment,' and H- and H% 'hearer-commitment.'
Such compositional accounts can be contrasted with works in prosodic semantics that associate prosodic meanings with whole contours the size of autosegmental nuclear 'tunes'. Thus, typical American English yes-no question intonation is associated with the 'low-rise' L*H-H% tune (e.g. Hedberg, Sosa & Görgülü 2014), and the implication of uncertainty is associated with the 'rise-fall-rise' L*+HL-H% tune (Ward & Hirschberg 1985). Moreover, some accounts propose that meaningful prosodic patterns extend across whole utterances, including prenuclear material. For example, the L*L-H% 'contradiction contour' discussed in Hedberg, Sosa & Fadden (2003) was originally proposed in Liberman & Sag (1974) as involving an initial rise at the beginning of the utterance, followed by a stretch of low pitch culminating in a fairly narrow rise at the end.
The contrast between the compositional and whole contour approaches to intonational meaning is strongly reminiscent of the contrast between compositional and constructional approaches to grammatical description more generally. For example, the compositional semantic approach of Heim & Kratzer (1998) contrasts with the constructional approach to syntax and semantics of Goldberg (1995). The purpose of this paper is to review the existing literature on the meaning of larger prosodic patterns in order to evaluate the proposal that a constructional approach to prosodic meaning may have advantages over strictly compositional accounts. Constructions that will be investigated for a prosodic component include assertions, canonical and non-canonical yes-no and wh-questions, contradictions, and contrastive topics. Natural North American dialogue data from corpora and from everyday life will be considered, supplemented by constructed examples interpreted through native-speaker intuition.

Trine Heinemann

Registering that understanding has been revised: Reduplication of the Danish change-of-state token Nå. (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

In Danish, the most commonly occuring change-of-state token is *Nå*, which similarly to English *Oh* is used for indicating that a speaker has been informed where he/she was previously un- or misinformed (Heritage 1984). *Nå* does however differ in a range of ways from English *Oh* (e.g. Femø Nielsen 2002; Heinemann 2009; Emmertsen & Heinemann 2010; Heinemann & Steensig subm.), one such difference being that *Nå* can be reduplicated, so that more than one instance of the token is produced, one after another and as part of the same intonation unit (i.e. *Nå=nå*). The possibility of reduplicating a change-of-state token poses an interesting dilemma: reduplicating a single token has been described as a practice with which a speaker can propose to halt an ongoing course of action (Stivers 2004) or indicate that the previous talk need not have been produced (Heinemann 2003, 2009). By contrast, change-of-state tokens such as *Nå* appears to be dedicated to register that the previous talk has informed its producer (and thus implicitly that this previous talk need not be halted and was not unnecessary).
In this paper, I consider what interactional work is being done by speakers reduplicating a change-of-state token such as *Nå*. Based on a sequential analysis, I illustrate that reduplicated *Nå* occurs in three positions:
(a) when an answer to a question clearly indicates that the presuppositions of the question was wrong
(b) when some information delivered corrects or contradicts something the same speaker said at an earlier point
(c) when some information delivered corrects or contradicts something the *Nå*-producer said at an earlier point
Across these three sequential positions, then, reduplicated *Nå* appears to be dedicated to claiming that its producer was previously misinformed and that the new information has caused the *Nå*-producer to revise his/her previous position on - or understanding of - some matter significantly.

Pilvi Heinonen

Teachers' critical evaluative turns – "echoing" as a practice for expressing stance

(Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)

This conversation analytic paper investigates how teachers' turns at talk are constructed as critical evaluations of students' turns and actions in classroom interaction. The data consist of videotaped lessons mainly from upper levels of Finnish comprehensive school (students' age 15). In pedagogical interaction, evaluation is considered as highly relevant activity particularly in teacher-led sequences (*Initiation-Response-Evaluation/Feedback*). In this presentation, however, I will examine teachers' evaluative turns in student-initiated sequences (cf. *IRF/E-sequence*). In these evaluative turns, the teacher takes a stance to a student's prior turn and action (cf. *stance-taking*, Du Bois 2006). The stance can be expressed through lexical choices, the use of certain syntactic structures, as well as prosodically and through other non-lexical means. In this paper, I will focus on "echoing" as a practice to display a critical stance. In an echoing turn, the teacher repeats the lexical item or syntactic structure in the student's prior turn, and the repetition is produced with a prosodic stylization (cf. Szczepek Reed 2006). The stylization is done, for example, by using unconventional voice quality, high tone and exceptional intonation.
The teacher's echoing turns can be seen as "on-line reported speech" where the animator of the reported talk (the student) is present (see Klewitz & Couper-Kuhlen 1999; Günthner 1999 on prosody and reported speech). I will show that the character of the turn as on-line reported speech arises from change of footing in the teacher's echoing turn, so that the teacher animates the student's voice. The student's turn can be itself prosodically marked (see Tainio 2012), or it can be prosodically non-marked. In the latter case, the teacher attributes with the prosodic stylization to the student's lexical choices and non-verbal conduct a learner attitude, and she is evaluating that negatively. I will argue that by animating the student's talk, the teacher both indicates what kinds of actions are potentially problematic and to be avoided in this institutional context, and displays critical stance towards an action by an individual student. However, the teacher simultaneously works to engage the other students to orient to appropriate learner model vis-à-vis classroom agenda and preferred participant roles in the classroom.

Patrick Heinrich

Conflicting ideas about the authenticity and adaptablity of the Ryukyuan languages

(Contribution to *Adaptability, authenticity, and ideologies in indigenous languages*, organized by Ohara Yumiko)

The prospects of language revitalizations are grim for many languages not so much because a given language is banned or its use severely restricted, but because language adaption is obstructed or interrupted as an effect of limited language use and increasing reliance on the replacing language. The

resulting fragmentation of the endangered language is furthermore often difficult to surmount due to calls for the use of "authentic language" and a "leave your language alone" ideology which reject any purposeful intervention into the structures and uses of a given language.
In the Ryukyu Islands, ideas about "authentic language" and "leave you language alone" ideology is often reproduced and disseminated by linguists working on Ryukyuan languages. This presentation analyses contributions by Ryukyuan linguistics in Ryukyuan newspapers on the occasion of the annual 'community language day' (*shimkutuba no hi*) in order to outline the currently dominant language ideological background from which language maintenance is currently attempted in the Ryukyus. The second half of this presentation summarizes attempts to create a counter-ideology which would facilitate language adaptation and revitalisation. The analysis of this counter-ideology focuses on the published works of members of the Ryukyuan Heritage Language Society.
It has often been noted in works on language revitalisation that "ideological clarification" is the first step in language revitalization efforts. Talking account of the struggles behind the dissemination of new language ideologies is therefore an important field in the study of language endangerment and revitalization. Insights into these struggles and debates give us insights into the odds and prospects of language revitalization attempts, as well as inform us on more abstract and general principles with which language revitalisation movements emerge and develop.

Marja-Liisa Helasvuo, Ritva Laury & Mari Nikonen

Thinking in Finnish: Fixed expressions and the verb ajatella "think" in Finnish conversation (Contribution to *Fixed expressions as units*, organized by Helasvuo Marja-Liisa & Ryoko Suzuki)

Our paper concerns the use of the verb *ajatella* 'to think' in Finnish conversational interaction. We show that there are clear formulaic patterns of usage that emerge from the data for the verb *ajatella*. We explore these patterns and their morphosyntactic, phonetic and prosodic features and the interactional functions they accomplish.
Prior studies have shown that cognition verbs tend to crystallize into fixed units in a range of languages (e.g. Östman 1981; Thompson & Mulac 1991; Tao 2003 and Kärkkäinen 2003, 2012 on English; Endo 2010, 2013 and Tao 2013 on Mandarin; Laury & Okamoto 2011 on English and Japanese; Keevallik 2003 on Estonian; Helasvuo 2014 on Finnish). A general observation has been that as the expressions become phonetically eroded, they lose their status as complement-taking constructions, becoming what Thompson (2002) has called an 'epistemic fragments', and eventually form units which can be considered particles, appearing freely in a range of syntactic positions, and carrying a range of functions from hedging to stance-taking of various kinds.
Our data come from a database of everyday Finnish conversations among friends and family, consisting of over 8 hours of conversation and containing 132 occurrences of *ajatella* 'to think'. The data come from conversational corpora housed at the Universities of Helsinki and Turku. Our analysis shows that *ajatella* 'to think' overwhelmingly occurs in past tense and is combined with 1st person subjects. There is also a clear preference for affirmative polarity.
The clearest pattern of usage that emerges from the data is one where the 1st person singular pronoun is combined with the verb *ajatella* in its past tense form carrying the 1st person singular person marking. The data show considerable phonetic erosion in the instantiations of this pattern: the first two syllables of the verb (*a* and *ja*) are often merged into one, and the pronoun is cliticized to the verb. In its use as a framing clause, the expression may become further eroded and may include in one prosodic word also a reduced form of the complementizer *että* 'that', resulting in a fragment with the form *m'aatet* (on prosodic words, see Aho 2010: 42–43; Bruce 1998: 80, 124 –126). We will explore the connection of the erosion of form with the conversational functions this element carries as a preface to suggestions and proposals of various kinds (Stevanovic 2013; Laury & Lindström 2014) and as a stance-taking device comparable to the English *I thought* (Kärkkäinen 2012) or the Mandarin *wo juede* 'I feel, I think'(Endo 2010, 2013).

Kris Helincks

On the frequent interactional shifting between the three forms of address in spontaneous informal conversations in Chilean Spanish (Contribution to *Address, variation and adaptability*, organized by Lappalainen Hanna & Jenny Nilsson)

This study investigates the shifting of the three Chilean Spanish terms of address (ToAs), *ustedeo* (*usted* + 3rd p.sg.), *tuteo* (*tú* + 2nd p.sg.) and *voseo* (*vos* + archaic 2nd p.pl.) in ongoing interaction. Since the increase of colloquial *voseo* led by young educated speakers from the 1960's onwards (Torrejón 1986), its

verb forms have been used more frequently in various informal registers in variation with *tuteo* (Stevenson 2006; Rivadeneira 2009; Bishop & Michnowicz 2010; Torrejón 2010; Helincks 2012). By contrast, the stigma of the pronoun *vos* has persisted, for which *voseo* verb forms are mostly combined with *tú* when a subject pronoun is expressed. Besides, a special *ustedeo* of tenderness may vary with the regular *tuteo* or *voseo* of partners and towards little children. According to Hummel (2010: 134-35), Chilean Spanish characterises a marked culture of change of address and all three the ToAs show a rich expressive variation. Based on these assumptions, the goal of my study is to verify the extent, types and motivations of shifting between the three ToAs verb forms throughout an interaction between the same interlocutors. The shifts are examined based on diverse linguistic and extralinguistic parameters (9 socio-situational, 4 morphosyntactic and lexical, and 6 pragmatic-discursive and pragmatic-interactional ones). The data come from a corpus of spontaneous conversations recorded in everyday private and public settings.
The present presentation will mainly focus on the *tuteo-voseo* shift, which has resulted to be by far the most frequent interactional shift of the corpus, and particularly on the pragmatic factors involved in these shifts (e.g. speech act, type of facework, communicative goal). Through an in-depth analysis of two case studies, the influence of these factors is verified in order to explain the subtle meaning differences between the *tuteo* and *voseo* variant.

Vivien Heller

Epistemic side sequences: Managing epistemic access expectations and claims in classroom discourse (Contribution to *The social organization of learning in classroom interaction and beyond*, organized by Ohlhus Sören & Friederike Kern)

The paper examines how participants manage epistemic access expectations in classroom discourse. It offers a systematic description of what can be termed epistemic side sequences and shows that such sequences are used to define rather than to ascertain students' epistemic access. Epistemic side sequences thus serve to construct a *collective* epistemic status.
How participants orient to and monitor who knows what has been studied in terms of the concepts "epistemic status" and "epistemic stance" (Heritage 2012; Mondada 2013). Epistemic status concerns the position a participant has with regard to a certain knowledge domain, relative to the co-participants, and is often associated with what persons are generally hold responsible to know. In contrast, the term epistemic stance refers to the participants' moment-by-moment displays of how knowledgeable they are, expressed by claims and demonstrations of epistemic access (Koole 2010) or claims of insufficient knowledge (Beach & Metzger 1997; Keevallik 2011). In general, participants tend to achieve consistency between epistemic status and stance. In contrast to informal settings where participants usually rely on implicit procedures of managing epistemic access expectations, explicit practices of doing so can be observed in classroom discourse. Here, teachers initiate epistemic side sequences to explicitly deal with the students' claims of epistemic access. Examining such sequences, the paper microanalytically reconstructs the interactional practices and the semiotic resources participants deploy to display and manage epistemic access expectations.
Analyses are based on 60 maths lessons videorecorded in five different classes of German secondary schools (grade five). The collection of sequences comprises whole group discussions in which both congruent and incongruent epistemic expectations occur. Findings show that teachers deploy epistemic access questions to define the group's epistemic access and to construct a collective epistemic status. Thus, teaching (in whole group settings) seems to imply a certain degree of collectivization. Pupilsdemonstrablyorient to epistemic access expectations by qualifying the degree of epistemic certainty and disclosing knowledge sources. They also exploit, however, the sequential organization of epistemic side sequences in order to handle normative expectations with regard to what they are expected to know. Findings are discussed with regard to what kind of epistemic order these practices reflect and constitute and how they are related to the accomplishment of certain institutional tasks.

John K. Hellermann, Steve Thorne & Jill Castek

Reading while walking during a language-learning activity (Contribution to *The social organization of learning in classroom interaction and beyond*, organized by Ohlhus Sören & Friederike Kern)

Reading is generally understood to be a private cognitive activity. However, the relationship between what a written text encodes and what a reader interprets can only be known when it is made public via spoken language and interaction (Smith 1984). We examine the intersection of two notable contexts for

this public work of reading: talk about reading for academic purposes and reading mobile digital devices for information-seeking and way-finding.

Research on instructional settings has shown how reading is made into a public activity in which spoken interaction is used to co-construct procedural knowledge, to orient to the just-read text as a source for propositional and cultural knowledge, to orient to texts as sensible, and to transfer read information into oral reproduction (Heap 1977, 1990; McHoul 1982; Hester & Francis 1995). Research on the use of mobile technology while moving has shown the orderly nature of talk and interaction while walking (Broth & Lindström 2013) as well as ways that the internet and maps are accessed and used via mobile technology while walking for wayfinding (Brown et al 2013). We have not seen studies that seek to uncover the ways that language learners use interactive practices for reading while moving via mobile digital devices for purposes of learning.

This presentation reports on analyses of small-group interaction of English language learners in the US that occurs as part of an explicit orientation to written texts on mobile phones, texts that are part of an augmented reality game. These university students are using GPS-enabled phones to play a quest-type language-learning game. The game scenario has students enact roles of secret agents from the year 2070 sent back to 2014 by their leader to find and report on the green technology that was used to help preserve the earth's environment for the future. The game led players to five technologies on their university campus. Once found, students filed video reports of the technology they encountered (Thorne 2013).

The corpus of data includes ten hours of intensive video recording (three video cameras including two head-mounted cameras) capturing the interaction of each group as well as the p articipants' video-recorded reports. Multimodal transcripts of the interactions were made and methods from conversation analysis were used to uncover the sequential structure of the interactions.

The mobile technology made relevant multiple semiotic resources for contextualizing the texts that were read and shared and the serial nature of the activity (locating five green technologies one after the other) allowed for micro-longitudinal tracing of learning behavior (Markee 2008). Our analysis reveals a two-step sequence of learning-in-action: 1) participants formulate talk using the rich semiotic resources outside the classroom to make aspects some just-read text relevant for their activity and 2) participants use their just-gained experience with the text resource to find the next location in the game and record their report. An assessment of what is learned is seen in how the learners maintain the progressivity (Schegloff 2007) of the activity.

Sofie Henricson, Marie Nelson, Catrin Norrby & Camilla Wide

Advising in higher education. A comparative study of Sweden-Swedish and Finland-Swedish interaction (Contribution to *Managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction*, organized by Nelson Marie, Sofie Henricson, Catrin Norrby & Camilla Wide)

In this paper we explore how speakers of different varieties of one and the same language, Swedish, make use of pragmatic resources. We present a comparative study of advising sequences in counselling meetings in Sweden-Swedish and Finland-Swedish university settings. The results are based on a parallel analysis of naturally occurring interactions in comparable situations. The data consist of audio- and/or video-recorded academic counselling meetings and career counselling meetings in Sweden and Finland, collected in 2014.

We focus on advice given in declarative turns, i.e. turns *offering* rather than *requesting* information (Heritage 2013: 386). Based on preliminary observations, we expect differences between the Sweden-Swedish and the Finland-Swedish counselling meetings regarding how declarative-formed advice is mitigated (e.g. with modal verbs or adjectives), how students react to the advice (e.g. signalling acknowledgment, asking for clarification or thanking for the advice) and the length of the advising sequences.

The results will be discussed in light of previous research on advising (e.g. Heritage & Sefi 1992; Waring 2007; Vehviläinen 2012) and complement our recent studies of academic counselling in Sweden and Finland (Henricson et al. in press, Nelson et al. in press). In these studies, we have documented a preference for solidarity strategies (Scollon & Scollon 1983: 166–168) in the Sweden-Swedish data and a preference for respect strategies in the Finland-Swedish data. These patterns can be observed e.g. in the use of pronouns (Henricson et al. in press) and in the back-channelling behaviour (Nelson et al. in press).

Our study is part of the on-going research programme *Interaction and Variation in Pluricentric Languages – Communicative Patterns in Sweden Swedish and Finland Swedish* (IVIP), funded by Riksbankens Jubileumsfond for eight years (2013–2020). Within the programme, we explore Swedish as a pluricentric language, i.e. a language with official status in more than one country (Clyne 1992). This is

done within the framework of variational pragmatics, i.e. pragmatic variation in geographical and social areas (Schneider & Barron 2008: 1).

John Heritage

The semantics of change of state tokens and some comparisons with other discourse particles (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

A core problem in the analysis of both change of state tokens such as "oh" and other discourse particles such as "well" lies in the conceptualization and determination of their semantics. Scholarship in this area has distinguishes between "homonymic", "monosemic" and "polysemic" approaches to the semantics of particles (Fischer 2006; Hansen 2006) and, in a useful discussion, (Hansen 1998: 82-3)) has distinguished between particle semantics conceived either as prototypes or as family resemblances. In this presentation, it will be argued that no single semantic model can encompass the empirical range of particle semantics. Using the examples of English *oh* and *well* as illustrations, different semantic models will be presented, and the distinctive conditions of the particles' usage and history will be brought to bear on the semantic models that may best be applied in their analysis.

Ilona Herlin & Marja Etelämäki

Construing intersubjective "we" in interaction (Contribution to *I, you, we and the others: Dynamic construal of intersubjectivities in grammar and in interaction*, organized by Etelämäki Marja, Ilona Herlin, Tapani Möttönen & Laura Visapää)

Finnish is a language that has a wide variety of grammatical means for construing person. This paper focuses on construing first person plural groups ("we") in interaction. In Finnish, first person plural can be construed e.g. by first person plural pronoun *me* ('we') (Ex. (1) & (2)) and verbal suffix *-mme* (Ex. (2) & (3)). These forms do not make a distinction between exclusive and inclusive meaning. Besides, passive forms are often used for first person plural reference in colloquial Finnish (Ex. (1) & (4)). In addition, in some contexts a zero-person form can get a first person plural interpretation (Ex. (5)).

(1) [SG S06_B08]
41 Teea: #m# m **me-hä** voi-ta-is tavata Kappeli-ssa.
1PL-CLI can-PASS-COND meet.INF Kappeli-INE
we could meet at Chapel
(2) [SG]
26 Anssi: **me**< ajattel-i-**mme** vain: si-tä että ehkä – –
1pl think—pst-1pl just dem.3sg-par that maybe
we just thougth that maybe – –
(3) [SG142_B06]
40 Ella: .hh **ole-mme** niin dyydyväis-i-ä
be-1PL so pleased-PL-PAR
[we] are so pleased
(4) [SG S06_B08]
09 Ritu: =mt **sovitaan** kolmeks
agree-PASS-4 three-TRA
let's make it at three and
(5) [SG 97_A02]
15 Vesa: mh **voisha** siä käydä.
∅ can-COND-3-CLI DEM3.LOC-ADE visit.INF
∅ could go there (couldn't ∅)

Our data comes from naturally occurring Finnish everyday interactions. We will discuss the distribution of the different means for construing "we" in interaction: Firstly, we will show in what kind of actions and activities "we" is construed. Secondly, we will analyze how the different grammatical means for construing first person plural reference relate to the action that is being accomplished.

Besides personal forms, particular activities are used for construing inclusive "we". E.g. agreeing assessment sequences typically create the sense of us (see e.g. Goodwin 1990). Therefore we will also discuss activity types that are used for negotiating "we-ness" in interaction. We use the word "negotiate", because the "we" that is offered in the first turn is not always accepted in the response. The construal of "we-ness" along with the construal of "I-ness" and "you-ness" are thus dynamic processes throughout interaction.

We thus approach the creation of first person plural from two angles: grammatically and interactionally. By studying the dynamics of first person plural construal, we aim at a deep appreciation of the inherently intersubjective nature of "we". Indeed, the existence of the word "we" manifests that there are separate beings (cf. Zahavi 2003: 114 on the fundamental asymmetry).

Susan Herring

Pragmatics and computer-mediated communication: A new interdiscipline
(Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

Communication via the Internet, the World Wide Web, and other digital technologies (henceforth: computer-mediated communication, or CMC) has generated scholarly interest from many disciplines, including linguistics. However, of the various linguistic approaches brought to bear on digitally-mediated communication, pragmatics is a relative newcomer on the scene. Pragmatic approaches are illustrated in the *Handbook of Pragmatics of Computer-Mediated Communication* (Mouton de Gruyter 2013), which I co-edited with Dieter Stein and Tuija Virtanen.

In this talk, I discuss challenges that arose in identifying and gathering contributions for the *HoP of CMC*, as a means of illustrating issues in pragmatics-focused CMC research more generally. These include the following:

(1) A handbook should include canonized knowledge, but CMC was/is a relatively new phenomenon. Much research that could in principle be done as part of a research program focusing on the pragmatics of CMC had/has not yet been carried out.

(2) We felt that the core should focus on "classic" pragmatic phenomena as they manifest in CMC, such as presupposition, relevance, and deixis, but for both theoretical and practical reasons, we ended up expanding the scope of the handbook to include discourse, conversation analytic, and sociolinguistic approaches. This echoes a traditional problem in pragmatics proper (see, e.g., Ariel's [2010] border-seekers vs. problem-solvers).

(3) It was necessary to conceptualize the role of technology within a pragmatics framework, given that technology shapes many aspects of computer-mediated language use, as well as partially defining sociotechnical genres such as 'email', 'chat,' 'blogs,' and 'wikis.'

(4) A number of CMC-specific phenomena, such as emoticons, user IDs, Nigerian scam letters, and trolling, should also be given a pragmatic account.

I describe how these challenges were addressed in the *HoP of CMC,* and what the experience suggests regarding the current status of pragmatic research on CMC. Insights from selected studies are highlighted, and areas in need of research are identified. In concluding, I advance three broad proposals. First, computer-mediated language analysis should remain open to interdisciplinary approaches, so that the field can evolve dynamically with its subject(s) of interest. Second, mature, well-defined methods and questions from traditional pragmatics approaches should be applied to guide CMC research in more focused directions, as well as to facilitate comparison with analyses of other language modalities and contexts. Finally, a pragmatics of CMC is emerging that is not just pragmatic approaches applied to digitally-mediated language; rather, CMC expands the breadth and diversity of pragmatics, e.g., by introducing mode and medium effects, as well as verbal genres and phenomena unique to CMC. In short, I argue that a mutual shaping of CMC and (traditional) pragmatics is taking place, that this mutual shaping is beneficial for both domains of study, and that it makes sense to speak of an emerging 'interdiscipline' of CMC pragmatics.

Theresa Heyd

Hashtagging: Appropriations of the # in online and offline usage (Contribution to *Adaptability in new media: From technological to pragmatic affordances*, organized by Virtanen Tuija)

From early on, nonstandard punctuation and related typographic features were so strongly associated with computer-mediated communication that they have become part of how internet language is enregistered (Squires 2010). Thus analyses of CMC have variously remarked on the absence of punctuation marks, their overabundant use, or their repurposing for other communicative needs (e.g. in emoticons). Very often, these analyses were conducted from the vantage point of standard written orthography, so that CMC punctuation practices were seen as adaptations of, or deviations from, this standard. In recent years, attention has gradually shifted toward typographic resources that are indigenous to CMC practice, such as the slash / (Curzan 2014), or asterisks ** and other forms of emphasis marking (Heyd 2014); these approaches consider usage-based variation of these resources within the digital medium, and also their spread to and adaptation in non-digital spoken and written contexts.

The study presented here follows this framework as it provides an analysis of the hash # and its appropriations in online and offline usage. The hash has an internet-specific usage that was popularized on the platform Twitter and quickly spread to concomitant social media platforms such as Instagram and Pinterest. Its designated purpose is the facilitation of information retrieval: marking lexical items with a # makes them easily amenable to automated searches or concordanced displays of tweets. This strategy of

hashtagging is most prototypically used for events, brand names, and similar entities of reference, such as the London Olympics in example 1:

1) They deserVe to win **#teammexico#loNdon2012**

The research presented here provides evidence that the # has quickly become adapted to fulfill other communicative needs that users may have in online and offline communication. In sociolinguistic terms, the # as a semiotic resource has been strategically appropriated for other purposes (Page 2012). It is described here how in digital usage, hashtags now can take on an alternative function, as in the following example:

2) Lol"@[username]: Pretending to be dead to break up with your girl. What the hell.. **#madness #idiot**"

In such usage, hashtagging has acquired the function of metalinguistic commentary that provides emotive or connotative context to an utterance – a strategy that is reminiscent of back-channeling and paralinguistic cues used in early CMC, and that is migrating to other digital genres that are not directly linked to microblogging.

In addition to this medium-internal appropriation, the # is quickly becoming part of urban linguistic landscapes. Thus it occurs in public space in advertising signage (example 3a), but also in the context of political/public campaigns (example 3b). In these appropriations, the # is increasingly used for the systematic placement and foregrounding of products and slogans, and thus taps into mechanisms of linguistic commodification.

This paper provides a detailed analysis of such online and offline appropriations, and compares them with similar typographic usage patterns in the cases of *slash* usage and emphasis marking. It critically discusses pragmatic adaptation vs. sociolinguistic appropriation as related but distinct mechanisms, and concludes with an outlook on verbal and gestural appropriations of the #.

Example 3: hashtags in the linguistic landscape of inner-city Berlin. (a) marketing campaign; (b) political/public campaign.

Petra Heyse

Tender, sweet, family-oriented and loyal. How interactional procedures and website context influence processes of self-representation on international matchmaking sites

(Contribution to *Adaptability in new media: From technological to pragmatic affordances*, organized by Virtanen Tuija)

This paper analyses how matchmaking website characteristics (e.g., lay-out, registration procedures, interaction protocols) affect the self-representation and profile generation of dating site users during online interaction. Its aim is to gain an insight into the pragmatics of online matchmaking services, and more specifically into how communicative practices of matchmaking staff and clients, with their inherent power dynamics, affect the continuous online regeneration of gender- and nationality-typical discourses (in text and images) on so-called "Russian brides". For this purpose, the case study to be presented draws on data from (i) ethnographic fieldwork (nine months) in a matchmaking agency in a large city in Russia, and from (ii) international matchmaking websites facilitating interaction between women from former Soviet Republics and men from Northern America, New Zealand, Australia and Europe.

Online dating websites are predominantly used by local matchmaking and marriage agencies in Russia, Ukraine and other former Soviet Republics. Many women do not individually participate on these sites, but register for a local marriage agency in order to be assisted in their search for a partner abroad. As such, agency staff significantly contributes to how women are cast. However, their work (profile generation and letter writing), in turn, is to a large extent determined by website rules and agency prescriptions for presenting and interacting on behalf of their clients online. Focusing on different modalities by which these dating websites transmit information (e.g., selection and sequencing of photographs, opening sentence writing, interaction between photographs and text), this paper demonstrates how and to what extent the nature of a website medium is responsible for the modification of representation processes. Drawing on the ethnographic data, it further investigates how the medium, in interaction with agencies' practices (i.e., their routinized practices and work procedures), shapes the repetitive structure and content of the profiles on the sites and introduction letters that contribute to the representation of "Russian femininity". The ethnographic material consists of: (i) a corpus of original introduction letters, written in by female clients, (ii) a corpus of matched edited messages created by agency staff on the basis of these letters (to be distributed on a mass scale through the websites), (iii) website regulations, (iv) formal and informal work procedures of the matchmaking agency in Russia and (v) in-depth interviews. Ethical considerations have been a major concern during and after data collection.

Raquel Hidalgo & María Jesús Nieto y Otero

Intonation and affect: Micro-analysis of the speaker's involvement in a Spanish electoral debate (Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

In this paper, we present and discuss some aspects of a larger study which aims at exploring affectivity in discourse, and in particular aims at describing the elements of public discourse where affectivity is manifested as a communicative strategy.

In particular, in this study we focus on the analysis of affect through intonation in a two-candidate Spanish electoral debate, with two objectives in mind: (1) to measure the speaker's involvement his/her speech and in the speech event (the debate), thus establishing a link between certain intonation signals and the speaker's degree of involvement, and (ii) to compare the results with the news appeared in the media, reflecting the perceptions and opinions on who of the two candidates "won the debate".

In the literature, affectivity or "affective communication" as it is normally referred, is defined in different ways, but a common observation is that it is communicative strategy through which the speaker expresses subjectivity or evaluation of the world (Nieto y Otero 2007). Within a linguistic approach to the subject, the analysis of affectivity enters fully the scope of pragmatics, entailing at least the study of evaluation, modality and politeness, but at the same time obliging the analyst to explore beyond these areas and discover its own model of analysis.

As a matter of fact, there have been some important proposals for an integral description of emotion in language, such as Janney (1996), Janney and Ardnt (1992, Caffi and Janney (1994). Our proposal is partly based on these models, as well on our own model as presented by Nieto y Otero (2012), and applied to the description of political discourse. Within these models, we have focused on the analysis of quantity (Janney 1996) and specificity (Nieto y Otero 2012) of discourse.

The methodology we have used for the study is the full analysis of a broadcast debate between the two candidates, Mariano Rajoy and Alfredo Pérez Rubalcaba, the two candidates for Presidency during the national elections in Spain in November 2011. We have then analysed the verbal strategies used by the two candidates to express involvement.

For the intonation analysis, we have selected a sample of the corpus, consisting on each of the turn openings and closings of the interaction, and we have used PRAAT to measure different parameters (pitch, intensity, duration, formants) in the utterances of the two speakers.

Once analyzed the turn openings and closings of the two candidates, we have compared the performance of the two speakers. Last, we have compared our linguistic analysis with the opinions and perceptions transmitted by the media in the days that followed the debate.

The findings of our study show that there was no clear winner of the debate, which ended in dead heat. The two candidates managed to involve their audience although each of them in different moments of the debate; also, the qualitative analysis shows that each of the candidates uses different features of specificity in discourse in order to capture the audience's interest and involvement. However, we found strong correlations between verbal strategies and intonation peaks, and also interesting differenes between the strategies used by each candidate.

Finally, the comparison of our results with the news and comments appeared in the media shows that there is no correspondence between the two, the media failing to account for an objective performance of the debate and, rather, presenting manipulative, pre-conceived evaluations of the two candidates in accordance with their ideological inclinations.

Laura Hidalgo Downing

Stance as social practice: Modality and negation in a corpus of scholarly and semi-formal scientific publications (Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

The present paper discusses the similarities and differences in the use of modal verbs and adverbs, together with other types of evaluative language in two different corpora of scientific discourse. The topic of the articles is the phenomenon known as cell suicide. The first corpus consists of a selection of research articles from the open access online journal *PLOS ONE* (68,436 words), while the second one is a corpus of articles from *New Scientist* (58,846 words). I apply Myers' distinction between the narratives of science and of nature (1990, 1994), Nerlich et al.'s (2009) and Low's (2005) approach to the popularization of scientific discourse, in order to account for variations between the two genres with regard to how the process under study is understood, labeled and used as markers of stancetaking towards different audiences. Modality is here considered as the grammatical manifestation of evaluative language,

following Hunston and Thompson 2000, Thompson and Alba-Juez 2014 (also see Marín Arrese et al. 2014), being thus closely related to evaluation expressed by lexical means and to the expression of stance (Also see Englebreston 2007). Keyword analysis is first used to identify significant uses of modal verbs and adverbs and of selected evaluative lexis in the two corpora in order to explore the differences in the frequency and use of these linguistic resources in the two genres. Results confirm the differences outlined by Myers with regard to the grammatical differences of narratives of science and of nature in different scientific genres. More specifically, they reveal that the semi-formal corpus shows a tendency for a higher frequency of the use of modal verbs and interpersonal adverbs, together with evaluative lexis to describe scientific phenomena, often using personification and objectification. By contrast, the scholarly corpus shows a lower frequency of modal resources and evaluative lexis. These results are discussed in the light of the implications they reveal with regard to the linguistic choices which are preferred in stancetaking and the communication of scientific research to different audiences.

Yuko Higashiizumi

Constructionalization of peripheral expressions in Japanese: From right periphery to left periphery (Contribution to *Peripheries and constructionalization in Japanese and English*, organized by Higashiizumi Yuko & Jun Sawada)

The aim of this paper is to examine the development of discourse-pragmatic items emerging in the left periphery (LP) and the right periphery (RP) of a clause or an utterance in Japanese in light of constructionalization (Traugott and Trousdale 2013; Traugott 2013), including grammaticalization. This paper will address the panel's main research questions 1 and 3, which may be paraphrased as how 'exchange structure' and 'action structure' in Schiffrin's (1987) discourse model can affect the development of discourse-pragmatic items in LP and RP in Japanese. More specifically, this paper will detail the developmental paths that RP connecting particles (e.g., CL-*kara* 'because CL', CL-*kedo* 'although CL', CL-*tara* 'if CL',etc.) and LP *d*-connectives (Onodera 2014 and elsewhere; Matsumoto 1988), i.e., connectives consisting of the copula *da* (or its variant forms *de* and *na*) and a connecting particle (e.g., *da-kara* 'because/so', *da-kedo* 'although/but', *dat-tara* 'if so',etc.), have been following for the last hundred years in the history of Japanese. Although many previous studies suggest that LP *d*-connectives developed from RP connecting particles, i.e., from RP to LP, only a few corpus-based studies have been conducted from a discourse-pragmatic perspective. I will analyse the data taken from conversation segments in novels in the *Taiyo Corpus* (1895–1925) and those from the *Balanced Corpus of Contemporary Written Japanese (BCCWJ)* (2001–2005) to observe how constructions involving RP connecting particles and LP *d*-connectives have been developing towards present-day Japanese .

Because my previous survey based on the same corpora suggests that two competing connecting particles in present-day Japanese, namely *kara* and *node* 'because' , have been developing RP discourse-pragmatic marker uses, and subsequently become LP discourse-pragmatic markers, to express the speaker's (inter)subjective meanings as summarised below (Higashiizumi 2015), the current paper will survey several other connecting particles such as *kedo* 'although', *tara* 'if', *demo* 'but', etc. to examine whether the developmental paths of their discourse-pragmatic uses is from RP to LP in the same way. I will also discuss their theoretical relevance to constructionalization and (inter)subjectification.

Developmental paths of RP DPM uses, and subsequent LP DPM uses

Stage		*kara*	*node*
<1>	'*Because* X, Y. '	X- *kara* Y. (around 1800)	X- *node* Y. (around 1900)
		RP (of clause X) (middle position in "sentence") conjunctive particle (*set suzoku josh i*)	
	'Y, *because* X.'	Y , X- *kara* .	Y , X - *node* .
		RP (of clause X) (RP of "sentence") conjunctive particle (*set suzoku josh i*)	
	'(Y.) *Because* X.' ' *Because* X. (Y.)'	(Y.) X- *kara* . X-*kara.* (Y.)	(Y.) X- *node* . X- *node.* (Y.)
	'X-*so*.../X *y'know*.'	RP (of clause X) (insubordination) final-particle-like particle (*shu josh i* -like use)	

	‘(X .) *Because (it) is so* Y. ’ or ‘(X .) *Because so (it) is* Y. ’	(X.) *So re -da- kara* Y. ANA -COP- *kara*	(X.) *So o - na - node* Y. ANA -COP- *node*
	‘*Therefore/so* Y.’	RP (of defective clause “ ANA -COP ”) conjunctive particle (*set suzoku josh i*)	
<2>	‘(X.) *Therefore/So* Y.’	X. *Dak a ra* Y.	X. *Nanode* Y.
	‘*Therefore/So* Y.’	LP of Y conjunction (*setsuzokushi*)	

Abbreviations: ANA (anaphor), COP (copula), CL (clause), DPM (discourse-pragmatic marker)

Helga Hilmisdottir

Registering a change of state with the interrogative er það (ekki): An Icelandic pro-repeat? (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

In response to an informing from a co-participant, there is a range of ways in which the recipient can register that the prior turn has somehow occasioned a change of state. In Icelandic, the most frequent way of indexing a change of state is through the response particles *nú* "oh" and *já* "yes" (also pronounced *já::* and *jahá*). In English, an alternative way of responding to an informing is by producing a pro-repeat. Pro-repeats are responses which consist of a pronoun and an auxiliary which match the informing turn grammatically such as *you do*/*do you?* (Thompson, Fox and Couper-Kuhlen, forthcoming). In Icelandic, pro-repeats are very rare and they all have an interrogative syntax. However, in Icelandic conversation, interlocutors frequently use a phrase which resembles pro-repeats but does not grammatically match the preceding turn: *er það (ekki) ″* is it (not)". The phrase *er það (ekki)* consists of the 3rd person singular of the verb *að vera″*to be" and a personal pronoun in 3rd person neuter: *það* "it". The phrase occurs exclusively with interrogative syntax and it is almost always in the present tense.

In this talk, the aim is to investigate the use of the phrase *er það (ekki)*. The research question is twofold: 1) What kind of interactional work are *er það* and *er það ekki* doing? and 2) How does the prosodic packaging of *er það (ekki)* affect the trajectory of talk?

The empirical data comprises around 18 hours of naturally occurring conversation. The conversations represent a wide range of interactional settings including everyday conversations, phone-calls, radio shows, and moderated television debates. The theoretical and methodological framework is *interactional linguistics*.

The research shows that *er það (ekki)* is frequently combined with response particles, for example *nú er það ″*oh is it*″* and *já er það* "yes is it". By using *er það (ekki)*, a speaker can challenge an informing or give the provider of the informing an opportunity to reaffirm its validity. However, the data shows that *er það (ekki)* is not always followed by a reaffirmation and in some cases it receipts new information without calling for a verification or encouraging a continuation.

Takeshi Hiramoto

On the “social” decision-making in nonprofit meetings (Contribution to *Analyzing the process of group discussion: Towards “discussion design” in social decision-making*, organized by Morimoto Ikuyo)

This presentation aims at answering a question that concerns the theme of the session: Is it possible to make a “social” decision through actual, naturally occurring meeting interactions?

As the theme of the session states, decision-making can be “social” in terms of its influence on society. When we talk about third-sector organizations such as NPOs, they have a responsibility to make their decision-making “social.” However, it is sometimes observed that in actual decision-making, members of NPOs tend to focus on routine, practical matters that do not reflect the social aspects of their activities because of their limited financial or human resources. Because NPOs tend to be small in scale, participants in meeting interactions can experience dilemmas.

In this presentation, we use meeting data from a small nonprofit organization that focuses on social isolation in Japan. Eight board members and five staff members (four of them also hold the post of board member) are responsible for participating in regular meetings. The author conducts participatory observation research in the NPO and records approximately 20 hours of meeting interaction data. As the previous research indicates, it appears that nearly all of the meeting time consists of addressing routine, practical matters such as applying for grants, scheduling events, reporting individual activities, and so on.

Analytic investigation of the meeting conversations demonstrates how participants make their decision-making "social" in real-time meeting interactions. In particular, we identify one practice by which members of the NPO bridge the routine practical and social aspects of decision-making. Members sometimes explicitly mention their social missions during the decision-making process. For instance, a member can justify his/her opinion by demonstrating that the opinion is consistent with the organization's social mission. In doing so, he/she addresses the routine practical matters while keeping in mind the social aspects of the decision. This study also demonstrates that the members orient to the known-in-common sense of the social missions, and that known-in-common sense contributes to binding them as members of the NPO.

Milada Hirschová

Colon: Another pragmatic input in discourse syntax (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

The paper concentrates on units typically occuring in written texts. It aims at a specific producer´s strategy directing the perciever (reader) towards processing activities ensuring an enriched, multilevel interpretation of the units in question. The sequential relationship of segments/constituents in such units is intentionally obfuscated by using a colon, e.g., *But only after she´s had some breakfast: she can´t face the day (...) on an empty stomach* ; *Toby´s present hair is a (...) transplant: she didn´t use to be so raven-hued; Commuters sway like sides of beef and slump like corpses: red-eyed office slaves plugged into Discmans*; *Yeti scratches his greasy head: he´s got gloves with the finger-ends snipped off; They all watch: Jimmy doesn´t twitch; No harm in trying: maybe they have some form of inaudible communication; The history of the novel can be seen as a secular triumph over providential theology: first, God is displaced, then the God-like author fills the theological void, then the God-like author is finally displaced, too.* The analyzed material has been extracted from the Czech media (both paper and online) and from texts of Czech and English fiction.

The units constructed like the shown examples do not represent compound sentences (even though a complex sentence can sometimes be one of their constituents), on the contrary, they show two sets of phrases or clauses intentionally put next to each other without an explicit linking device. (We omit the units where the colon introduces a direct speech or where its undoubtful function is to point at the following explanation or reasoning, e. g. *Here is why I do not want to come: I can´t stand those people.*) This way of "unlinking" is not identical with asyndeton because in most cases it is not obvious which conjunction could be used in the position of the colon. Instead, the colon represents producer´s intentional cesura creating a confrontation effect associated with ensueing implicatures or invited inference. The intended interpretation may include irony, producer´s subdued positive or negative attitude towards the communicated subject or just striving for a more prominent contrast. Also, certain features pertaining to functional sentence perspective become prominent here, especially the topicalization of the segment "before" the colon.

In the viewpoint of the analyzed texts, colon has become an explicit means of expression enhancing pragmatic aspects of discourse/text interpretation.

Thi Giang Lam Hoang

Recurring patterns of language alternation practices of EFL novice teachers in Vietnam (Contribution to *The micro-capture of transitions in second language learning lessons*, organized by Filipi Anna)

In a foreign language classroom, the language shift is unavoidable and subconsciously performed by the teachers who are not native speakers of English (Levine 2011; Tomlinson, 2005). Their patterns of language in interaction, however, can create favourable contexts for learning in a classroom community of practice (Hellermann 2008). Therefore, t his paper adopts the methods of conversation analysis (Sacks, Schegloff, & Jefferson 1974) as the main analytic tool with a specific focus on language choice (Auer 1988) to track the details of the recurring patterns of language alternation practices performed by EFL novice teachers in a Vietnamese tertiary context .

Video recording is the central method of data collection to observe non-verbal features of language alternation in interaction and how these are organized with respect to verbal features. The classroom observation is recorded in 4 EFL classes in a public university in Vietnam. The findings reveal the complex recurring patterns of teachers' language alternation and their orientation to these. A key and recurring finding is that teachers' significant non-verbal features and wait time align with verbal features of teacher's language switch which is related to the context of teacher talk and their pedagogical purposes

of giving instruction and asking questions. The study also provides empirical evidence of the effect of teachers' language alternation on students' response and their language output.

Concha Maria Hoefler

Positioning the self in talk about groups: Linguistic means used by members of the multilingual Georgian Greek community (Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

Giving an interview to an outsider from far away, heightens the conversational demands on the interviewee(s) as implicit and seemingly "obvious" knowledge about how the (social) world works has to be made explicit for the outsider (Rabinow 1977). The corpus of this study consists of this type of interviews collected in 2013 and 2014 in Georgia's Greek community. In 50 semi-structured interviews, consultants talked – among other things – about the ethnic groups they perceive their social world to be made up of.

Even in ethnically and linguistically heterogeneous Georgia, the multilingual Greek community sticks out due to the intriguing way they fit their languages into the collective identity they construe for themselves. Georgian Greek informants assert that the languages they speak are not a major determining factor for their group identity. Linguistically, this community may be divided into two subgroups: *Pontic Greeks* speak an older Greek variety, *Urum Greeks* a Turkic language. Both varieties are mutually unintelligible, community members speak Russian or Georgian when they communicate with each other. What unites this multilingual community are their origin in the Pontus region on the Southern coast of the Black Sea, their belonging to the (Greek) Orthodox Church, the official classification as "Greeks" in the Soviet Union, mass emigration in the past 20 years, and the perception of being part of a greater Greek diaspora reaching back to the Byzantine Empire (Sideri 2006).

Today, the Georgian Greek population lives in ethnically and linguistically heterogeneous areas: Especially the rural areas some of them live in have seen a lot of emigration and internal migration in the past 25 years (Wheatley 2006). These changes have not always been easy and in the interviews consultants draw boundaries of greatly varying strength between the groups they perceive.

The paper focuses on the meta-communicative strategies speakers employ in the interviews in order to pragmatically restrict statements about the respective in- and out-groups to the sphere of their personal experiences and opinion. Examples include *po-moemu* 'in my opinion', *ya tak dumayu* 'I think so' ("that's what I think"). Another strategy is to emphasize the own trustworthiness and openness to also talk about not so pleasant subjects: *chestno govorya* 'honestly speaking', *pravda govoryu* 'I say the truth'. This allows speakers to appear less hostile in their evaluations of the out-groups and therefore less vulnerable to potential charges of being prejudiced (Roth 2005; van Dijk 1988). Furthermore, it helps build the relationship with the previously unknown interviewer from the outside (Roth 2005).

Jet Hoek, Sandrine Zufferey, Jacqueline Evers-Vermeul & Ted Sanders

Cognitive factors affecting the explicit vs. implicit communication of discourse relations across languages (Contribution to *Discourse connectives across languages and modes: Challenges for discourse annotation*, organized by Zufferey Sandrine, Liesbeth Degand & Daniel Hardt)

Coherence relations such as cause-consequence and temporal sequence connect discourse segments and constitute a discourse. Such relations can, but need not, be made linguistically explicit by means of connectives (*but*, *because*) or cue phrases (*on the other hand*, *as a result*). Previous research has demonstrated that some discourse relations are easier to convey implicitly than others due to cognitive biases in the interpretation of discourse. Existing discourse-annotated corpora such as the Penn Discourse Treebank, RST Treebank, and the TüBa-D/Z corpus have confirmed the existence of such differences. Although the annotation schemes used in these corpora are not identical, similar patterns emerge as to which relations can often be left implicit and which relations are usually expressed with a connective. These differences have received several explanations related to the assumption that readers have default expectations about the organization of discourse that bias their interpretation. For example, Murray (1997) formulated the 'continuity hypothesis,' which states that readers expect that a new discourse segment will be causally congruent with the preceding context and that events will follow each other in a temporally linear manner. Sanders (2005) formulated the 'causality-by-default hypothesis,' which supposes that "because readers aim at building the most informative representation [of a discourse], they start out assuming the relation between two consecutive sentences is a causal relation (given certain characteristics of two discourse segments)". These hypotheses may explain why causal and temporal

relations presenting segments in chronological order can be more easily conveyed without a connective than non-causal relations and temporal relations that reverse the order in which the events occurred in the world. They are not, however, sufficient to explain all observed differences in the explicit vs. implicit communication of discourse relations (Hoek & Zufferey 2015). In this paper, we use a framework of cognitively basic categories of coherence relations (Sanders, Spooren & Noordman 1992), and explore which features of coherence relations make them less likely to be conveyed implicitly in parallel directional corpora extracted from the Europarl corpus (Koehn 2005; Cartoni, Zufferey & Meyer 2013). We compare positive vs. negative relations, conditional vs. non-conditional relations and subjective vs. objective relations and argue that in all cases the cognitively more complex member of the alternatives is less likely to be conveyed implicitly. We also argue that these criteria apply cross-linguistically. We assess these claims empirically by comparing the explicit and implicit translations of connectives used in original English texts across four target languages: Dutch, German, French and Spanish.

Christian Hoffmann

Beyond pictures - Reshaping context for telecinematic discourse (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

In recent years, pragmatics has begun to embrace the investigation of non-naturally occurring speech in film and television. In this talk, I contend that a pragmatic analysis of cinema necessitates a fresh look at the role of *context*. To this effect, I seek to adjust *context* to the theoretical and analytical exigencies of a contemporary pragmatic film analysis. With the help of a few film excerpts, I hope to illustrate that a pragmatic take on cinematographic context should (at least) account for the following four contextual spheres:

- *multimodal context* : the temporal (syntagmatic and paradigmatic) alignment of semiotic resources (mise-en-scène, lighting, colour, shot scale, sound, music, spoken and written language, etc.) both within and between film shots. The deliberate temporal and spatial placement of semiotic signs can induce a range of different pragmatic inferences. For instance, conversational implicatures might be induced, reinforced, mitigated, suppressed or enhanced through this type of semiotic co-deployment.
- *narrative co(n)text:* similar to face-to-face conversations, film interpretations are largely based on "the sequential accumulation of co-text" (Janney 2013: 89). Thus, what the film audience has already watched up to a certain point ultimately sets the cognitive and affective baseline for what is to follow (and vice-versa, cf. the Kuleshov effect). This incremental unfolding of context and its cognitive impact on viewers seems especially relevant for the creation of film trailers.
- *extended audience design* : a pragmatic analysis of telecinematic discourse must incorporate the complex participation roles which, after all, make telecivision and cinema so entertaining. In telecinematic discourse, audience design does not only revolve around the viewer's assessment of the (non-)verbal communication between on-screen actors (and the characters they play, including their reciprocal cognitive assumptions). Rather, film audiences constantly seek to project actor/character motivations and narrative developments to potential directoral intentions, constantly shifting from the intradiegetic to the extradiegetic level and back.
- *cognitive context*: the actual or presumed cinematic/cultural knowledge shared between film directors and their audience (i.e. parts thereof). This type of context, which includes generic knowledge, (inter-and pop-)cultural knowledge, knowledge of film conventions, styles, intertextual, transmedial knowledge, plays an essential role in triggering film inferences and remains key in construing a coherent mental model of temporally-unfolding film sequences.

In line with previous pragmatic research on context, I propose that film meanings (and their context) are neither exclusively encoded in the cinematographic text (via semiotic traces) nor are they entirely decoupled from the filmic artefact, free for each viewer to choose. With the help of various examples from Hollywood classics, I hope to show that context unfolds dynamically in the social interplay of those who create film and those who watch it, making it possible for directors to limit the number of plausible interpretations of their work through a clever orchestration of contextual parameters.

Carolin Hofmockel & Anita Fetzer

"But you know he is but": Negotiating discourse common ground across contexts. (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

In its discursive functions allocated to the left - more recently to the right - periphery, *but* has been classified as a pragmatic marker par excellence (cf. e.g., Schiffrin 1987; Hofmockel 2014). The goal of this paper is to build on these research results and to supplement them with a micro analysis of the linguistic contexts of *but* considering in particular patterned co-occurrences (cf. Fetzer 2014) and emergent and salient discourse patterns (Ariel 2008), which we claim, contribute to the particularization of the discursive function of *but*.

Our research is empirically based on dialogic interactions from private and public domains: the former is represented by informal Scottish English, and the latter by British mediated political discourse. The data suggests that the local linguistic contexts, especially patterned co-occurrences and their sequential status in larger discursive units, trigger inferences that render *but* as a typical device to signify incongruity in the discourse common ground (DCG) (Fetzer 2004) and to anchor discourse in context (cf. Fischer 2007). Positioned in the LP, *but* generally indicates that the individual discourse common grounds of the participants diverge, as is typically reflected in prior talk. In that particular context, *but* is assigned the status of an indexical request to administer the collective discourse common ground, negotiate the communicative status of the non-accepted contributions or of its parts, and modify and update it accordingly. In RP, *but* can be characterised as indicating that the collective discourse common ground may need to be checked and updated, as is typically mirrored in upcoming talk via acceptances or refusals on part of the hearer. The inferences activated by occurrences of *but* in either LP or RP depend on the specific discourse patterns they form with other elements, especially expressions of modality, pragmatic markers, acknowledgement markers and echo clauses. It is these emergent or salient patterns, then, that, as a whole, serve as contextualization cues (Gumperz 1992) that channel preferred inferential processes, thus foregrounding certain aspects in the negotiation of DCG in context .

In the informal domain of Scottish English, where *but* is used as a typical RP pragmatic marker, the respective patterned co-occurrences of RP *but* may generate inferences as regards more tentative indexical requests to administer the DCG.

In the LP, *but* forms emergent, if not salient discourse patterns with the cognitive-verb-based parentheticals, as well as with other pragmatic markers. *But* can thus be assigned the status of less or more forceful indexical requests to administer DCG.

Doris Höhmann

On the relationship of explicitness and implicitness in authentic texts. A corpuslinguistic study concerning communicative patterns in the language of tourism. (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Empirical research on the relationship of explicitness and implicitness represents a major methodological issue. In recent years, the possibility of compiling highly specialised large corpora (e.g. on the same topic, interaction type or communicative event) and / or the ready retrieval of authentic materials, especially as far as written communication is concerned, as well as the development of ever more sophisticated corpus-linguistic tools, allow us to carry out fine-grained comparative studies to detect regularities in language use and to heighten its predictability. However, the effective design of empirical research that combines quantitative and qualitative analysis of data in a satisfactory way remains a challenging issue in linguistic investigation.

Until today, the relationship between explicitness and implicitness has defied quantitative analysis, whose starting point is necessarily given by explicit and therefore identifiable word elements. As will be shown, with the help of so called concgrams, which allow us to display semantically or pragmatically motivated co-occurrences, it appears feasible to explore more systematically sameness and difference, repetition and variation in the realization of salient patterns and in particular to investigate to what extent it depends on different extra linguistic-factors of the communicative situation or on specific language characteristics.

Working in a cross-linguistic and cross-cultural perspective, this paper focuses on typical patterns that characterize the representation of landscape in comparable German, English and Italian corpora concerning nature reserves in their double function of protected areas and tourist destinations. In order to gain deeper insight in the way semantic-pragmatic frames are realized in different discourse traditions (and thus to be able to improve for example lexicographical resources for language teachers and learners, translators, travel professionals etc.), the promotional materials are compared with regard to explicitness and implicitness.

Elena Hoicka & Catriona Martin

Toddlers distinguish joking and pretending (Contribution to *Metapragmatics of humor: Crossing the boundaries*, organized by Ruiz-Gurillo Leonor & Larissa Timofeeva Timofeev)

There are several pragmatic reasons for people to do the wrong thing, e.g., mistakes, joking, pretending, and lying. Past research found 2-year-olds distinguish jokes from mistakes (Hoicka & Gattis 2008), and 3-year-olds distinguish pretending and mistakes (Rakoczy, Tomasello, & Striano 2004). Thus young children distinguish whether someone does the wrong thing intentionally or unintentionally in different contexts. Yet it is unclear whether young children distinguish intentions to joke and pretend. Children may see these as the same concept, both simply incorporating the notion of intentional wrongness. However, joking and pretending have different underlying pragmatic intentions. Joking, at its most basic, only requires intentionally doing something wrong for the purpose of amusement (e.g., Hoicka & Gattis 2008), while pretending requires intentionally doing something wrong, but representing that wrong act as right in one's imagination (e.g., Nichols & Stich 2003). Distinguishing these pragmatic contexts would show a sophisticated development in pragmatic understanding.

We investigated whether 42 2- and 3-year-olds would distinguish joke and pretend intentional contexts. In the joke condition, during warm-up, both Experimenters (E1 and E2) talked with the child. After E2 left the room, E1 performed 4 joke actions with a tea set, (e.g., cup on head), while giving pragmatic cues ("I'm joking!" + laughter). E2 returned and asked to join in. E1 left the room. E2 then did 2 novel joke actions (e.g., sitting on plate) and 2 novel pretend actions (e.g., pretending to wash dishes; joke/pretend actions counterbalanced), without pragmatic cues (test trials). After each action, E2 gave the child time to spontaneously object or correct her. If the child said nothing, E2 asked, "Am I playing right?" The experiment followed the same format in the pretend condition, but E1 demonstrated 4 pretend actions (e.g., "pouring" tea into a cup) with cues ("I'm pretending!"), while E2 did the same test trials.

Children's responses were coded as objection or no objection. Logit mixed effects models found children were significantly more likely to object when test trials involved joke actions, Odds-Ratio, $OR = 8.04$, $p < .0001$, when a pretend context was originally established, $OR = 10.72$, $p = .0022$, and when the first pair of test trials mismatched the initial pragmatic context, $OR = 7.07$, $p = .0134$.

Children were more likely to reject joke actions than pretend actions, regardless of context, suggesting children view jokes as more wrong than pretending. Children were more likely to reject any actions after a pretend context than a joke context, suggesting a pretend context has specific pragmatic structures (perhaps E2 must perform the same pretend actions, not different ones), while a joke context allows an open space to express many different meanings. Finally, children were more likely to object to E2's actions if she did not initially match them to E1's context. This suggests children distinguish the pragmatic nature of pretending and joking to some extent, indicating they may understand the pragmatics behind different types of wrong acts.

Janet Holmes

Sociolinguistics vs pragmatics – where does the boundary lie? (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

The topic of the boundary between pragmatics and sociolinguistics raises a number of interesting theoretical and methodological issues. A useful starting point is Jenny Thomas's (1995) thoughtful discussion of the issue. She suggests that: "Pragmatics is parasitic upon sociolinguistics", characterising sociolinguistics as providing a description of the linguistic resources that an individual has at their disposal while pragmatics provides an account of how those resources are deployed in interaction (Thomas 1995: 185). In the twenty years since Thomas considered this issue, both sociolinguistics and pragmatics have developed considerably, though much of what she discussed remains an accurate depiction of the different concerns of researchers in these two areas. In this paper, I draw on our research experience in the Language in the Workplace Project (LWP) to illustrate the core business of each area, as well as to explore some of the interesting disciplinary overlaps.

Core sociolinguistics encompasses the systematic description of the linguistic repertoires of speech communities, whether multilingual or monolingual. Researchers are concerned to describe the range of available linguistic resources, and to provide an account of how a range of social variables (eg. setting, speech event, social status, region, gender) influence linguistic choices from among those resources. Pragmatics is concerned to explain how individuals actually use linguistic resources in interaction, both to produce and to interpret meaning, and in some cases to develop or change the relationship between the participants in the process. Certain aspects of each discipline, then, are generally recognized as distinct. Pragmatics researchers do not see a description of macro-level social constraints, such as "the gender order" (Eckert and McConnell-Ginet 2014), or political and regional boundaries, as part of their core

business; and sociolinguists are not concerned to explain the cognitive processes involved in inferring meaning from language as part of their purvey (see for example, Kecsces 2014).
But there are also areas of each discipline which could be regarded as encroaching on the other's territory. Most sociolinguistics who have described regional/geographical and social variation within monolingual communities (Variationist Linguistics), for example, have tended to stop short of describing pragmatic and discourse features of these communities. The rapidly emerging area of Variationist Pragmatics (Barron and Schneider 2009; Schneider and Barron 2008) has addressed this obvious gap, and thus eroded that boundary. And how do the concerns of those engaged in Interactional Sociolinguistics differ from those of pragmaticians who focus on social rather than cognitive processes in interaction? Pragmatic analysis, like Interactional Sociolinguistics, is concerned to account for how people use contextual information (or "contextualization cues") to infer social meaning in interaction.
In this paper, using our LWP research, I illustrate the advantage of drawing on both these sub-disciplines. Adopting a social realist theoretical approach (Cameron 2009; Carter and Sealey 2000; Fairhurst 2007; Reed 2004), we examine how macro-level (societal) and meso-level (eg. workplace teams, communities of practice) sociolinguistic norms may act as socio-pragmatic constraints or as a focus for contestation in interaction at the micro-level in face-to-face workplace interaction (Holmes, Marra and Vine 2011).

Elizabeth Holt

Indirect speech in interaction (Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)

Previous research on reported speech in interaction has tended to focus on direct forms (Holt 1996; and see Holt and Clift 2007), however, indirect reported speech (IRS) is also ubiquitous in interaction. This paper is based on analysis of a large collection of IRS in mainly informal, two-party telephone calls, as well as some comparison with DRS.
To begin I explore examples of IRS demonstrating that it is a varied category with fuzzy boundaries. It might be better viewed as a continuum, stretching from blends of IRS and DRS at one end, to free indirect and glosses of previous locutions at the other. However, I will show that the varied nature of this device contributes to its usefulness. While DRS purports to be a re-enactment of a prior locution, IRS conveys prior talk without claiming to replay it. This leads to a variety of forms as participants gloss and summarise prior conversations, convey what was said (without necessarily reproducing it), or purport to directly report some aspects while summarising/glossing others.
The fact that DRS claims to re-enact a prior locution renders it able to convey that utterance in detail (at a fine level of granularity), give access to it or 'demonstrate it' (Clark and Gerrig 1990) and offer evidence of its occurrence. In contrast, IRS operates at a less fine level of granularity and focuses more on the action of the reported speech rather than the locution itself. This underlies the recurrent sequential patterns identified in the use of IRS in interaction: 1. in non-narrative contexts where it is used to convey information; 2. before DRS, used to set the scene for turns of DRS; 3. embedded into sequences of DRS, often used to convey utterances reported within a reported interaction.
Thus, the footing displayed by IRS is distinct from that of DRS in that it does not re-enact a prior turn and is not focussed on the turn itself but more on the action or information conveyed. In this way, the two forms suggest rather different stances: while DRS, with its fine level of granularity, can more clearly convey the stance of the reported speaker (e.g. by the inclusion of 'oh', 'well' or the 'original' intonation), IRS, in containing less of a dramatic shift of footing, tends to convey the stance of the current speaker.

Alpo Honkapohja

Punctuation and late mediaeval bilingual medical manuscripts. (Contribution to *The pragmatics of punctuation: Past and present*, organized by Kytö Merja & Claudia Claridge)

The purpose of this paper is to examine the pragmatic functions of punctuation in the Voigts-Sloane Sibling Group of Middle English medical manuscripts, which date ca. 1450 to 1490, that is, both before and after the introduction of the printing press to England. Originally described by Voigts (1990), this group of bilingual manuscripts has evoked interest, since they may be evidence of more co-ordination in the production of medical manuscripts than previously noted.
Late 15th century marked the transition from manuscript culture to printed books, which led to many developments in textual and paratextual conventions. In terms of punctuation practices, it has been connected to developments such as the move from rhetorical punctuation, marking how a text should be read out aloud, to grammatical punctuation, indicating how the elements of a sentence are related to each other (see e.g. Parkes 1992).

The group consists of six manuscripts, defined by an anthology of twelve medical and astrological texts, which occur in a standard order in all codices. The manuscripts include one quarto-sized paper manuscript (Sloane 2320), three pocket-sized codices (Sloane 3566, Boston MS 19 and Trinity College, Cambridge MS O.1.77) and two large luxurious manuscripts from the 1480s or 90s (Gonville & Caius 336/725 and Tokyo, Takamiya 33). For the encoding, I use XML transcriptions of the manuscripts, and AntConc-corpus software.
The analysis is a combination of quantitative and qualitative methodology similar to Ahvensalmi (2013). I will analyse the use of punctuation marks via a quantitative corpus approach as well as carry out a qualitative study of *sense-units* (cf. Ahvensalmi 2013: 246), interpreting their functions in a pragmatic framework. Sense-units, the precursors of modern sentences, can be defined as "an utterance or complete rhetorical structure which expresses a single idea or *sententia*" (Parkes 1992: 306). I contrast the practices between the earlier and the later manuscripts, the different-sized manuscripts, as well as Latin and Middle English texts. Since the Sloane Siblings are textually nearly identical, they provide excellent data for a contrastive analysis. It is possible to examine how different scribes deal with the same text in different-sized manuscripts, from very small pocket-sized codices intended for a different audience. This, in turn, can reveal much about the text as an act of communication between the scribe and the audience.

Catherine Hopkins, Olga Zayts & Stephanie Schnurr

'Looking nice for my husband is a full-time job': Humour as a means to challenge hegemonic femininities (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

In this paper we explore humour as a means to challenge hegemonic femininities by analysing the ways in which women expatriates use this discursive strategy when talking about how their lives have changed as a result of moving to Hong Kong to follow their husbands on their overseas work assignment. These women had successful careers 'back home' but due to moving to Hong Kong they had to put them 'on hold' and in some cases give them up. Thus, for these women, moving overseas meant not only making a new start but also re-defining and sometimes re-inventing who they are and how they view themselves – in particular in relation to their immediate family and what they perceive to be the expectations of their new environment.
Drawing on 15 audio-recorded interviews and five online blogs, we use interactional sociolinguistic methods to analyse how these ex-professional expatriate women use humour as an interactional resource to construct a place for themselves and to describe who they are. They achieve this interactionally by making fun of themselves and sending up some of the stereotypical expectations often projected onto expatriate women, such as the image of the 'tai tai', a wealthy married woman who does not work and enjoys a life of luxury. These women thereby create a space for themselves in-between the predominant expectations of their environment which are closely linked to hegemonic femininities (of expatriate women as tai tais, wives and mothers) and their own expectations and ideals (which are often closely related to their previous professional careers). Humour is a valuable resource to achieve this as it enables them to bring up and strategically draw on a diversity of gendered roles while at the same time distancing themselves from them and challenging the hegemonic femininities that underlie them.

Ildephonse Horicubonye

Face and the use of the speech acts of requests and apology in the Burundian context (Contribution to *Face revisited: A valid concept for cultural and linguistic diversity?*, organized by Schröder Ulrike, María Bernal, Thomas Johnen & Bernd Meyer)

Face is concerned with people's language behavior adopted in using a language in conformity with the norms and values of a given society. According to Levinson and Brown (1987), face relates to the individual wants and particular intentions. However, this claim may not be applicable to every society. In some societies, particularly in Burundi, face is primarily the concern of the society rather than theindividual wants, and is made applicable through its use by individuals. In the same way, the three main notions on which the theory of Brown and Levinson (1987) is based, i.e. face, face-threatening acts, and politeness strategies, are not equally considered in all the societies. In Burundi like in other Sub Saharan countries, the concept of ubuntu refers to certain values that are expected from a human being (Chinkanda 1999; Mkandu 1993; Kayoya 1968; Ntakarutimana 2014; Center Ubuntu 2014). Ubuntuis considered as the cornerstone of any behavior particularly the language behavior through which any other behavior is communicated.
With the above insights in mind, this study explores the applicability of Brown and Levinson theory (1987) in relation to the speech acts of requests and apology in the Burundian society. To this end, a

discourse analysis of "NINDE?" (Who is he?), which is a popular TV show that depicts the Burundian society as a whole, will be carried out. The aim is to find out whether politeness strategies are used following the principles laid down by Brown and Levinson (1987). In other words, this study attempts to answer the following research questions: (1) Do Burundians care more about the social or the individual dimension of face? (2) How is face expressed in the realisation of the speech acts of requests and apology? This discourse analysis was complemented by additional information on the use of politeness strategies in the realisation of the speech acts of requests and apology by the actors of NINDE collected by interviewing knowledgeable informants. The data will be analysed following the politeness theory and the concept of face of Brown and Levinson (1987), Nwoye (1992), and Spencer-Oatey (2008). The concept of ubuntu of Kayoya (1968). Ntakarutimana (2014), Kagame(1956), Mbiti(1968), and Sibanda(2014) will also be used.

It is hoped that this study will shed light on the way politeness strategies are used in different societies where the community wants to override the individual wants.

Kaoru Horie

The pragmatic effect of attributive-final predicate forms: Japanese vs. Korean

(Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

Languages that have the verb final word order can develop a special predicate form occurring in the utterance-final position, referred to as "utterance-final forms", as shown in Japanese (1a) and Korean (1b) ((i)non-polite/(ii)polite variants):

(1)(a) Kono hon-wa ie-ni {(i) *aru*/ (ii) *arimasu*}.
this book-TOP house-in exist:NONPOL:FIN/exist:POL:FIN
(b) I chayk-un cip-ey {(i) *iss-ta*/(ii) *iss-supnita*}.
this book-TOP house-in exist:NONPOL:FIN/exist-POL:FIN
'I *have* this book in my house (lit. This book *is* in my house.)'

These utterance-final forms covey the pragmatic nuance that the proposition is presented as an assertion (Iwasaki 2000). The utterance-final predicate forms (i, ii) in (1a, b) are thus taken to assert that this book is indeed in my house.

Attributive forms, in contrast, serve a rather different pragmatic function. Typically attributive forms present a proposition as a given state-of-affairs whose truth value is not at issue. Interestingly, attributive forms are variably distinguished from their utterance-final counterparts between Japanese and Korean, as demonstrated in (2) and (1).

(2)(a) [ie-ni {(i)*aru*/(ii)*?*arimasu*}] hon
(b) [cip-ey {(i) *iss-nun*/ (ii)**iss-ta*/(ii)**iss-supnita* }] chayk
exist-ATTR: PRES
'the book which *is* in my house (lit. the book *being* in my house)'

In Japanese, attributive forms are non-distinct from their non-polite utterance-final counterparts, as shown with *aru* in (2a-i) and (1 a-i). This situation was brought about by the well-known morpho-syntactic change in the history of Japanese where attributive forms merged with utterance-final forms and practically replaced them functionally. Exceptions to this pervasive morpho-syntactic change are a subset of adjectives which end with *–na* when modifying a noun and which end with *–da* utterance-finally, e.g. *kirei-na* hana ('a *pretty* flower') vs. *kirei-da* ('is pretty.').

Polite utterance-final predicate forms such as *arimasu* in Japanese (2a-ii) are not regularly used attributively. This is because a politeness effect is expected at the location where an assertion is made (1a, b), i.e. utterance-final position, rather than at the sentence-medial position such as the pre-head NP position (2a, b) where the non-assertive description (modification) is carried out. However, even this is a general tendency rather than an exceptionless rule in Japanese. As shown in (3), *nari-masu*, an utterance-final polite form, at times does occur in sentence-medial pre-NP "attributive" position, arguably motivated by the use of the super-polite formulaic expression *gosyootioki kudasai* 'you are hereby requested to understand…".

(3) [Hituyooni *nari-masu*] koto-o go-syootioki kudasai. (http://aichi-moeshoku.com/rules/)
necessary become-POL fact-ACC POL-understand well please
'You are kindly requested to understand that it may be necessary.'

In contrast, in a more systematic and explicit manner, Korean formally distinguishes attributive forms, e.g. *iss-nun* (2b-i), from their utterance-final counterparts, e.g. *iss-ta* and *iss-supnita* (1b-ii, iii). Unlike in Japanese, attributive and utterance-final forms in Korean are functionally as well as formally discontinuous. Therefore, the utterance-final forms (both non-polite and polite variants) are categorically prevented from occurring in pre-NP position (2b-i, ii). This sharply contrasts with the occurrence of *aru* in (2a-i), which functions also utterance-finally (1a-i), and that of *nari-masu* (3) in Japanese.

While there is a clear contrast between Japanese and Korean in terms of the possibility of utterance-final forms functioning attributively (1-3), the two languages pattern similarly in terms of the reverse

possibility of attributive forms functioning utterance-finally. It is important to note that the use of attributive forms as utterance-final forms was arguably one of the principal factors responsible for the merger of attributive and utterance-final forms mentioned above. In Classical Japanese, adjectives and the majority of verbs had distinct attributive and utterance-final forms. Example (4a, b) illustrates this morph-syntactic contrast which existed in Classical Japanese.

(4) (a) *siroki* yuki (attributive form) (b) Yuki *sirosi.* (utterance-final form)
white:ATTR snow 'snow *which is* white' snow be white:FIN 'Snow is white.'

This is reminiscent of the formal distinction between attributive and utterance-final forms in Modern Korean. Attributive forms in Classical Japanese started to be used in utterance-final position to convey some pragmatic/rhetorical effect, such as evoking an overtone of non-finality, as in (4c):

(4)(c) Yuki *siroki*.
snow white:ATTR 'Snow is white (but that's not the end of the story).'

Such utterance-final use of attributive forms (or "attributive-final forms") became generalized, and the formal distinction (4a, b) was gradually obliterated in such a way that attributive forms replaced utterance-final forms both formally and functionally. The "transient" use of attributive-final forms (4c) eventually became the real utterance-final forms, driving the original utterance-final forms (4b) away. The non-distinctiveness of attributive and (non-polite) utterance-final forms in Modern Japanese ((2a-i) vs. (1a-i) is a result of this sweeping morpho-syntactic change, which left only a minority of predicates intact, i.e. nominal adjectives (*kirei-na* 'pretty (attributive) vs. *kirei-da* 'be pretty' (utterance-final)).

Ironically, in Modern Japanese, the utterance-final use of attributive forms is no longer very productive because the formal distinction between attributive and utterance-final forms is non-existent in the majority of predicates (verbs and non-nominal adjectives). A few exceptions include the attributive-final *mitaina* (> utterance-final *mitai-da* 'be like') (5), which serves to quote and/or describe other person's speech jokingly or sarcastically:

(5) "Ore siranai yo.", *mitaina*.
I don't know SFP be like: ATTR '(He)'s like , "I don't know."'

In contrast, the utterance-final use of attributive forms in Korean is potentially possible with any predicate since the attributive and utterance-final forms are systematically distinguished. Indeed, attributive-final forms have started to emerge rather frequently in some registers/genres (cf. Kim and Horie 2008), e.g. blogs, chats, and TV captions, e.g. - *ta nun* attributive-final quotative form ('it is said…'), which convey some sense of detachment toward the event being described (6):

(6) (in a caption accompanying a photo of a young child dancing while wearing an unplugged headphone)
Sasil-un amwu soli-to an tullye-ss-*ta nun*...
fact-TOP any sound-even NEG audible-PST-MOOD-it is said: ATTR
'In fact, no sound was audible, it was said...

Melanie Hornung & Jörg Meibauer

Prosocial lies as a pragmatic category (Contribution to *Theoretical pragmatic and philosophical linguistic insights into irony and deception*, organized by Dynel Marta)

"Your talk was awesome!" - An often heard, yet not always truthful comment. But how can that be evaluated? Instead of condemning lies across the board, recent philosophy of language stresses that lying is a cognitive ability of humans that lends itself to different social activities. It depends on numerous factors whether the liar's goals are judged as good or bad. Similarly, linguistics has strived for a proper definition of lying as a social activity, taking into account the judgements of ordinary speakers (Coleman and Kay 1981; Hardin 2010). For them, however, the question of the motives for lying (e.g., mendacious versus protective) were not in the focus (Meibauer 2014).

In our talk, we would like to define prosocial lies as a pragmatic category. In order to verify that category we provided students with several vignettes containing putative prosocial lies and asked them whether they considered the respective target utterance as a lie or not (using a Likert Scale), as polite or impolite, and as benefitting for the speaker or the hearer. Special attention was paid to the distinction between *white lies* , *altruistic lies* and *prosocial lies* (Levine and Schweitzer 2014).

The result shows a good deal of variation, like in the parallel case of antisocial lying. Although the participants were unanimous about the deceiving character of the prosocial lies, they were nevertheless able to appreciate the motives of the liar. That shows: Prosocial lies are categorized as deceptive acts, but not as condemnable. Furthermore, the different categories of social lying were reflected in the results, which leads to the assumption, that there isn't just one phenomenon called *prosocial lies.*

In sum, lying for harm prevention is a deceptive, yet valuable interpersonal act, that constitutes a notable object of research on deception as well as politeness.

Yuko Hosaka

Being a university student: How Japanese university students construe their narrative

identities in peer interviewing (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

The purpose of this study is to investigate how university students these days give meaning to their life as a university student. While during times of economic prosperity (pre-90ties) higher education was taken to be the equivalent of job security and a safe future, higher education no longer holds this promise. Rather, students pursuing higher education in Japan in the year 2014 experience the same kind of ambiguity and insecurity with regard to their future as in any other social sector. Against the background that in Japan middle- and high-school students still are driven to compete for the best (most prestigious) universities, the question of how their general future orientation is impacting on their sense-of-self has become a valuable field for researchers.

I have trained university students to conduct peer group interviews with fellow students in a one-on-one setting. These moderators probed into students' identity constructions by use of the following questions – with the purpose to elicit their experiential accounts (stories): (a) what has changed after getting into the university; (b) what do you consider as good/ bad in being a university student?; and (c) what do you consider as the major differences between public school and private school. From the transcripts of these interviews the narratives were isolated and analyzed in terms of a collective negotiation and navigation of their narrative identity as a university student.

One interesting finding that stood out was that in contrast to their high school identity, they see their new identity as university students as being more independent and autonomous – particularly in terms of defining the choices they make. However, they also express a strong need for concrete guidelines to follow. In addition, they start reflecting on how this desire for more institutional scaffold actually contrasts with their newly gained sense of freedom and autonomy.

In my presentation I will document these different orientations with brief excerpts from the interviews and discuss the contradiction of striving for autonomy on the one hand, but desiring some care and assistance from institutional authorities on the other hand in terms of how what appears as a contradiction may actually present new opportunities for Japanese students to fashion a sense of self in terms of a more social responsibility orientation.

Juliane House

Translation studies and pragmatics (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

Translation Studies and Pragmatics In translation studies, translation is commonly regarded as an activity involving re-contextualization. Translated texts are seen as doubly contextually bound: to their original texts and to the new recipients' communicative conditions. This double linkage is the basis of the equivalence relation – the conceptual heart of translation. Since appropriate use of language in communicative performance is what matters most in translation, it is functional pragmatic equivalence which is crucial. A first requirement for this equivalence is that a translation have a function which is equivalent to that of its original, function being defined as the text's application in a particular context. The relationship between context and language-in-text is thought to be revealed by breaking down context into manageable contextual parameters, e.g. via the categories Field, Tenor, Mode and Genre. The crucial role of context in translation studies is evidence for the close connection between translation studies and pragmatics. In pragmatics, context plays such an important role that pragmatics is often described as the study of linguistic acts and the contexts in which these acts occur, or as a field of inquiry into language understanding that takes context into account. So in pragmatics as in translation, assumptions about context and the way it connects linguistic forms with socio-cognitive phenomena are of prime importance. In both translation studies and pragmatics, context and language are viewed as mutually dependent, such that language shapes context as much as context shapes language. In translation studies, a distinction is often made between two basic types of translation: overt and covert translation (House 2006, 2014) as qualitatively different ways of re-contextualisation . They are variously labelled in translations studies, but refer to essentially similar phenomena. Like all translation, an overt translation is embedded in a new context, but at the same time it signals its 'foreign' origin, co-activating the original's context for the translator and new recipients. Overt translation enables new recipients to judge the original's impact 'from outside'. It is a case of 'language mention', a quotation. Examples are speeches given at a certain time and place meant exclusively for original addressees. A covert translation has the status of an original in a new context. It is a clear case of 'language use', pragmatically of equal concern for old and new addressees involving the e-creation of an equivalent speech event and maintaining the original's function. Examples are advertisements or tourist brochures. Here the translator must make allowances for the new addressees' communicative preferences via the use of a 'cultural filter': a construct capturing similarities and differences in context-determined L1/L2 expectation norms. Cultural

filtering is ideally based on empirical contrastive pragmatic research to describe and explain translators' re-contextualisation choices in covert translation. In sum, there is an intimate connection between translation studies and pragmatics: without insights from pragmatics, in particular contrastive pragmatics, translation studies would be conceptually impoverished.

William Housley

Defining research frames in interdisciplinary teams (Contribution to *Definition in interaction*, organized by Bilmes Jack, Gabriele Kasper & Richard Fitzgerald)

During the course of this paper I attend to interdisciplinary research team talk where matters of definition and situated 'problems of translation' are routine matters. I draw on transcribed data gathered from a series of team meetings within which social and computational scientists routinely seek alignment and orientation to a particular set of research objectives. In this case, the establishment of a digital platform for making sense of big and broad social data (see Housley et al. 2014). Through the analysis of the sequential characteristics of meeting talk, role identity work, membership category use (Housley and Smith 2011) and other ethno-methods (Housley 2003, 2000a, 2000b, 1999) I demonstrate how the requirement of everyday definition work is attended to by participants from different disciplinary fields and forms of life in the pursuit of understanding and accomplishing a shared research perspective. The concluding part of the paper discusses how the definition of research frames in relation to digital tool development within meeting interaction impacts on strategies for collaborative algorithm design (Housley et al. 2014; Edwards et al. 2013).

Sarah Howard & Diana Boxer

Silence in police interrogations: Aggression or empowerment? (Contribution to *Researching and understanding the language of aggression and conflict*, organized by Sifianou Maria & Pilar Garcès-Conejos Blitvich)

Silence is an often overlooked and under-valued aspect of linguistic interaction. Traditionally, silence has been studied regarding pauses, lapses, and gaps, and not seen as an independently functioning instrument in discourse. This paper offers a new perspective on the functions of silence and the consequences of its use by suspects in the U.S. legal system, specifically the evidentiary police interview.

Applying Searle's (1969, 1975) theory of direct and indirect speech acts, we establish conversational silence as a meaningful response to police interrogation. The study undertakes a reworking of Sacks, Schegloff, and Jefferson's (1974) groundbreaking model of turn structure and demonstrates this assertion through the use Jefferson's Notation System. Representing silence in this way allows us to better understand it as an intentional response instead of a passive action. This revised method of representation also affects our understanding of issues of voice and power in the speech event of police interviews.

Previously, silence was most commonly associated with "powerless speech" (Ainsworth 2008). In contrast, our paper argues that the effective use of silence actually empowers the suspect during the evidentiary police interrogation. The use of silence, in fact, allows suspects to achieve their conversational goals while blocking the goals of the interlocutor, in this case the interrogator. This suggests that silence helps to alleviate some of the institutional inequalities that have plagued evidentiary interviews.

Following Ladegaard (2008), we suggest that silence is a form of resistance that increases suspects' linguistic power, despite the fact that their situational or social power may be considerably less than that of the official interrogator. In this paper we grapple with the concepts of empowerment and aggression inherent in silence—the absence of a speech act response.

Minyao Huang & Kasia M. Jaszczolt

First-person pronouns in quotation: A case for radical contextualism? (Contribution to *The dynamics of self-expression across languages*, organized by Huang Minyao & Kasia Jaszczolt)

According to the received wisdom, first-person pronouns are typically used for self-reference by the speaker of the current utterance, except when they appear in quotation, in which case they pick out the speaker of the reported utterance (Kaplan 1989). Compare, e.g. the interpretation of "I" in (1) and (2):

(1) Anna said that I was late.

(2) Anna said, "I am late".

Recent discussions in the literature have demonstrated, however, that in deferred utterances the first-person pronouns refer to the speaker of the intended utterance (Predelli 2011), e.g. when a secretary puts up the notice "I am out of office" on a professor's door. Assessed from a cross-linguistic perspective, the

received wisdom also proves to be incorrect for languages like Amharic, wherein the first-person pronoun can refer to either the speaker of the current utterance or the speaker of the reported utterance (Schlenker 2003). E.g., the Amharic sentence of (1) could mean either Anna said that the speaker was late, or Anna said that she herself was late.

Acknowledging the extant arguments undermining the received wisdom, in this paper we focus on the variety of ways first-person pronouns are adapted to in quotational contexts and show that the quotational marks do not always lead to a shift of context in their interpretation, but instead require generalisation over speakers.

First, we argue that the diversity of uses to which first-person pronouns can be put in quotation necessitates a version of the use theory of quotation (Saka 1998; Recanati 2000, 2001) that (i) interprets quotation as representing various kinds of objects: types, tokens, or signs – or, on Wilson's (2000) account, public, mental, or abstract representations and (ii) subscribes to the view that direct quotation 'must merely resemble the original to some degree' (Wilson 2000). But while examples such as (2) require context shift, (3)-(5) require quantification over contexts.

(3) It is never too late to say 'I am sorry'.

(4) Every child who catches a bird calls it 'mine'.

(5) 'Nobody likes me'. 'I am so miserable'… I hate people who complain about their lives.

Alternatively, such examples can be analysed as referring to the linguistic meaning (i.e. Kaplanian character) of the first-person pronouns, therefore falling in-between the category of quoting public representations and abstract representations exemplified in (6), where reference is made to the sign itself.

(6) You have to add 'I' in line 5 on page 7.

Next, we justify and employ a radical contextualist approach of Default Semantics (DS, Jaszczolt 2005, 2010) to account for the ways in which the interpretation of first-person pronouns in quotation goes beyond a simple context shift. DS subscribes to the view that compositionality of meaning is predicated on the level of information coming from various sources specified in the theory and arrived at through a merger of information derived from different corresponding processes. Our approach will map the kind of representation that the quotation marks indicate to a relevant source of information and a relevant pragmatic process.

Mutsuko Endo Hudson

Ne as an "impoliteness marker" (Contribution to *New insights into the tag-like forms ne and yone in Japanese*, organized by Hudson Mutsuko Endo)

The present paper examines the occurrences of "optional *ne"* (a term first used in Kamio 1998) in student utterances in interviews with a professor, a situation in which a fair amount of politeness is expected. It will show that a frequent use of "optional *ne"* in response to questions is one of the major factors contributing to the overall impression of the interviewee sounding blunt. It is, hence, characterized as an "impoliteness marker" (cf. Gaudy-Campbell 2013). It is interesting that, while true tags have the effect of intensifying the level of hearer involvement, this type of *ne,* pronounced in low pitch, has the opposite effect.

The cause of the impoliteness will be explained by Kamio's (1990) theory of information territory. The particle *ne* generally represents information the speaker assumes is shared between herself and the hearer. Accordingly, n*e* attached to information that belongs only to the speaker makes it sound as though the hearer should know it as well. It is hypothesized that the "blunt" or "impolite" impression of the utterance results from this gap.

Examples [P: professor; S: student] :

(1)

P: *Furansugo-no sensee-tte Furansugo-no bogowasha-desu-ka?*
French-GEN teacher-TOP French-GEN native.speaker-is-Q
'Is the French teacher a native speaker of French?'

S: Nihonjin-desu- **ne** .
Japanese-is- **ne**
'(She) is Japanese **ne** .'

(2)

P: *Supootsu-mo nasaru-n-desu-ka?*
sports-too do (HON)-EP -is-Q
'Do (you) do (HON) sports, too?'

S: Chuugaku-no toki-wa basuke yattemashita- **ne** .
junior.high.schoo-GEN time-TOP basketball played- **ne**
'(I) played basketball in junior high school **ne** .'

Birgit Huemer

The "pre-scientific" thesis: The formation of a new genre in Austrian schools

(Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

In the Austrian school system students have their final examination or "Reifeprüfung" at the age of 18 or 19 at the end of the 12th or 13th class of secondary school. Within the last years the Austrian ministry of education was working on a reform of the secondary school system, which became effective in 2014/15. One of the main aims of this reform is to centralize the final examination and rebuild its structure. Part of the new structure of the final examination is now a so called "pre-scientific" thesis students have to write during their last year of studies. This thesis is called "vorwissenschaftliche Arbeit (VWA)" or "Diplomarbeit (DA)", depending on the type of school students attend. The two main purposes of this thesis are as follows: on the one hand it aims to prepare students for the labor market; on the other hand students shall be prepared for the university.

In my paper I will document and discuss the formation of this new thesis genre in Austrian schools by 1) investigating contextual factors which had an influence on the formation of this genre and 2) by analyzing texts that have been taken as models for the VWA and the DA.

The ministries' top down decision of reforming and centralizing the final examination in Austrian schools was followed by a heated debate among politicians, school authorities, teachers, and labor union representatives. This discussion is reflected in official documents from the ministry of education, which have been analyzed for this paper. I will show how guidelines for writing and evaluating the VWA and the DA have been changed during the last years. Furthermore I will discuss how the process of implementation has been accompanied by teacher trainings, working groups, and online platforms to make sure that the reform will not be hindered by the school teachers who have to put the reform into practice. On a text level I have compared the guidelines for writing a VWA or DA with 35 text samples of so called "Fachbereichsarbeiten" and "seminar papers". "Fachbereichsarbeiten" are texts with a purpose similar to the VWA and the DA. By now students could write a "Fachbereichsarbeit" for their final examination in school on a voluntary basis. The "seminar papers" written by Austrian university students stem from corpora on academic writing that have been built in previous studies (Gruber et al. 2006; Gruber & Huemer & Rheindorf 2009). In this paper I will show that both genres have been taken as models for the VWA and the DA and that the new genre is now similar to the genre "seminar paper" at the university.

Julie Hunter & Nicholas Asher

STAC: Annotating discourse structure in multi-party negotiation dialogues

(Contribution to *Discourse connectives across languages and modes: Challenges for discourse annotation*, organized by Zufferey Sandrine, Liesbeth Degand & Daniel Hardt)

Within the confines of the project Strategic Conversation (STAC), we have developed a discourse structure annotated corpus of multiparty negotiation dialogues. The dialogues come from on-line chats taken from individuals playing the game *Settlers of Catan*, whose online chat and web-interface was designed by members of STAC. Settlers of Catan is a win-lose game in which agents try to build roads, towns and cities to accumulate victory points. The first player to get 10 victory points wins. Resources are initially allotted to players but to build roads, towns etc., agents need to trade with other players. In the STAC version, players must chat with their fellow players via a chat window before they can finalize a trade. We have collected some 43 games, each of which may contain between 7 and 50 bargaining dialogues. The annotated corpus so far has 936 annotated dialogues with close to 9000 elementary clauses or discourse units. In our presentation, we would like to point out some of the interesting features of multi-party dialogue discourse structures. First of all, they cannot be modeled as trees and thus require different techniques from sentential parsing and sentence grammar annotation. Secondly, they share some discourse connectives and cues for discourse relations with monologue but have many that are proper to dialogue. Finally, our dialogues are "situated" insofar as they talk about a virtual game board that all the players see, and we have studied the interactions between the discourse structure and the non-linguistic context in our data.

Julia Hüttner & Will Baker

Without English this is just not possible – but what English?: The conceptualisation and role of English(es) in multilingual universities (Contribution to *Multilingualism in*

tertiary education: Institutional communication and the (in)visible roles of standard and non-standard varieties, organized by Smit Ute & Monika Dannerer)

Over the last decade there has been a huge increase in the number of English medium instruction (EMI) programmes offered in higher education institutes (HEI) in non-Anglophone settings, particularly at post-graduate level (OECD, 2010). At the same time the number of international students at universities in Anglophone countries continues to rise at unprecedented pace (ukcisa.org). Such universities in both Anglophone and non-Anglophone settings can thus be viewed as part of a network of international universities, facing linguistic and policy-level issues in offering EMI programmes. While linguistic issues have been part of the EMI discussion in non-Anglophone settings (e.g. Bjorkman 2013; Doiz et al. 2012), many questions still remain unanswered and in Anglophone settings there has generally been minimal concern with linguistic issues (Jenkins 2014). The data presented here draws from a comparative study of English language policy and practice in three EMI settings in the UK, continental Europe and Asia. Our focus lies on the conceptualisation of second language users of English as successful communicators within their disciplinary domains (rather than as "deficient native speakers") and we will address primarily the students involved in these programmes. A data set of questionnaires, student and staff interviews and classroom observations is used to provide insights into • the role English performs within these learning environments, including its relationship to other languages, • the participants' language beliefs, attitudes and ideology towards and about English and its varieties • the impact of language policies (formal and informal) on linguistic practices reported and observed Findings suggest complex relationships between English and other (especially national) languages, as well as very diverse conceptualisations of the role English plays in the academic success of students. Diversities and similarities across contexts will be discussed, also in relation to type and history of the specific educational internationalisation at tertiary level.

Risako Ide

Culture enacted in narrative: A comparative study of English and Japanese interview narratives of childbirth and childrearing experiences (Contribution to *Bonded through context: Rethinking language and interactional alignment in situated discourse*, organized by Ide Risako & Kaori Hata)

As Hill noted in her article *Finding Culture in Narrative*, "discourse is the most important place where culture is both enacted and produced in the moment of interaction" (Hill 2005: 159). In this paper, I demonstrate how interview narratives can be a site where culture is discursively enacted by analyzing English and Japanese narratives of childbirth and childrearing. By focusing the analysis on particular linguistic resources used by the speakers to index their positions in relation to the other family members in the story-world as well as towards the interview context, I demonstrate how narratives not only embody assessments but can also illuminate cultural presuppositions regarding telling stories to others.

In this paper, I analyze personal stories narrated in interview contexts wherein American women residing in Phoenix, Arizona and Japanese women residing in Tsukuba, Ibaraki were asked about their personal experiences of childbirth and childrearing. The interviewee and the interviewer were in their 30s to their 50s in their ages, and met for the first time during the interview that took the form of an active interview.

In the English data, I demonstrate how the story-world can be divided into the "*We-realm*" and the "*I-realm*," with the former using personal pronouns such as 'we', 'he', and/or 'they' to draw on factual and descriptive information on the speaker's memories and experiences regarding their family members. The "I-realm," on the other hand, pertains to the story-world narrated with the personal pronoun 'I' which incorporates direct personal experiences, affect display, and direct reported speech. With the English data, I discuss how the "We" and the "I" realms are contrastively displayed to the audience with the discourse marker 'but' functioning as a pivotal point. With the Japanese narrative data, I focus my analysis on the usage of "giving and receiving verbs" (*te-kureru*) to demonstrate how the *te-kureru* forms directly indexes the sense of indebtedness the speaker feels towards her family members, while indirectly indexing the speaker's stance towards the story-world and the interviewer as part of the larger context of the "here and now." I also look into the frequent use of meta-commentaries in the Japanese data that creates speaker stance towards the story-world as well as towards the larger interview-context.

By comparing English and Japanese narratives, I hope to demonstrate that while both English and Japanese narratives embodied similar moral assessments (eg. gratefulness felt towards the family members), the different actualization processes of these assessments through the use of particular linguistic resources illuminated certain cultural presuppositions in sharing personal stories with others.

Sachiko Ide

Towards a balanced approach to cross-cultural communication: The perspective from ba based thinking (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

'The fate of this globe depends on our successful communication on the global level' said Jef Verschueren in his inaugurating message of IPrA. The issues of unstoppable global warming and terrorism make us wonder to what extent we have achieved our mission. Recognizing the need to rethink the basic assumptions in scholarship, this presentation argues for *ba* based thinking that would serve as a compliment to modern scientific thinking, in the hope that could serve more balanced cross-cultural communication.

After WWII, the Japanese Education Ministry issued a guideline for language use to accommodate a post war democratic society. The guideline recommended the use of the personal pronouns 'watashi' ('I') and 'anata' ('you'), instead of the complex varieties of Japanese personal pronouns/referents. It was assumed that referring to the speaker and the addressee with the equivalent forms of 'I' and 'you' would be a way to cultivate individualism as the basis of a democratic society. However, the guideline failed to achieve its aim. That was because the Japanese use of personal pronouns/referents is inherently different from the usage of such pronouns in western societies. Personal pronouns/referents are just one case in point. There are a number of linguistic, pragmatic and discourse features in Japanese that are often considered inscrutable when interpreted from a western perspective. However, they can be logically explained once *ba* based thinking is employed. *Ba* based thinking assumes, among other features, dual mode thinking, and the rule of the self-organization of the lived lives of people in their communities. These assumptions make it possible to explain logically the complex practice of Japanese personal pronouns/referents and other discourse phenomena.

In current global communication, English is used predominantly and that may well result in distorting non-western indigenous perspectives. It is in the spirit of contributing to the goals of IPrA that suggestions is made that incorporation of *ba* based thinking into the western models of communication would be a step toward balanced cross-cultural communication.

Reiko Ikeo

A pragmatic approach to presuppositions and assumptions (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

Presupposition is one of the critical elements in understanding information exchange and has been much discussed in formal discourse semantics and pragmatics. Stalnaker (1974) and Karttunen (1974) integrated the pragmatic concept of background information, shared knowledge or common ground into the semantic concept of presupposition. Van der Sandt (1992) further developed the theory, featuring the anaphoric function of presupposition.

In terms of data analyses, however, it is not easy to spot particular signals of presupposition and analyse how the underlying presupposition is shared, accommodated or dismissed by participants involved in communication. This is partly because presupposition is often shared and taken for granted too much by the participants, and therefore, backgrounded as old information. Another difficulty in studying presupposition occurring in actual data derives from the fact that presuppositions are intertwined with the speaker's assumptions and beliefs and the interpretation of the presupposition requires a broader context than a selected segment of interaction.

In literary discourse, on the other hand, presupposition and assumption may be featured and exploited as prompts for the characters to take a course of action, and the reader is allowed to see the antecedent context of the character's presupposition and the consequences of the interaction in which the presupposition was identified. When a particular character's presuppositions and assumptions are denied or rejected in communication, the salience of the character's presuppositions increases. Flannery O'Connor's *Wise Blood* (1952) illustrates failures to establish common ground in communication between its leading characters and others. The novel offers a rich context for examining how presuppositions are linguistically expressed and for analysing how they function or malfunction in communication.

In *Wise Blood*, the majority of the characters' interactions are presented in direct speech and very little of their internal states are linguistically presented. The main speaker in the novel is the leading character Hazel, whose speech is predominately presented in the form of direct speech in contrast to the other characters. In his speech, his presuppositions, assumptions and beliefs are frequently signalled by three linguistic devices: conditionals, the causal conjunction 'because' and negation.

The main function of these linguistic devices is to open up the characters' mental spaces which involve presuppositions and assumptions. Levinson (1983: 184) refers to counterfactual conditionals as a trigger of presupposition. Dancygier and Sweetser (2005) have further elaborated on the notion of presupposition deriving from conditionals by introducing the speaker's 'epistemic stance' towards a situation which is described in the 'if'-clause. A statement which has the causal conjunction 'because' often introduces presupposition in the main clause (Dancygier and Sweetser 2005: 180). Negation, as Hidalgo Downing (2000) succinctly shows, is a marked option that operates in discourse on the assumption that the affirmative term is expected or familiar to the speaker or the hearer. Taking these linguistic devices into account, this paper examines (1) how the leading character's presuppositions and assumptions are linguistically realised in the text and (2) how these presuppositions and assumptions are pragmatically denied, rejected or left uncorrected by other characters.

Cornelia Ilie,

Political discourse studies and pragmatics (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

A basic commonality between pragmatic approaches to political discourse and discipline-specific approaches to political language and communication, such as Discourse Analysis; Critical Discourse Studies (Wodak 2011; van Dijk 2008); Political Communication (McNair 2011); Qualitative Content Analysis of mass communication (Lazarsfeld 1972; Mayring 2000) revolves around the language-based interaction between the political beliefs, behaviors and actions of individuals, groups, institutions, on the one hand, and individual/group perceptions, reactions and consequences on whole societies, institutional environments and individuals, on the other. At the same time, a basic difference regards the focus and scope of the investigation. For example, in political communication studies, normative concerns about what is good or bad in public relations practices or news coverage have been a common feature. Over the last couple of decades, studies pertaining to the pragmatics of political discourse have integrated an increasing range of approaches from political rhetoric, political argumentation, political psychology, political journalism, cognitive sociolinguistics, and media studies. For example, a pragma-rhetorical approach was developed by Ilie (2006) through a cross-fertilisation of theoretical approaches from Pragmatics and Rhetoric. Analysing an election speech by the Austrian rightwing politician Jörg Haider, Wodak (2007) applies an integrative theoretical framework of Pragmatics and the Discourse-Historical Approach in Critical Discourse Studies which has since been applied to other data from right-wing populist parties (Wodak 2014). A methodological toolkit was designed by Verschueren (2012) for the pragmatic investigation of ideology-based assessments, arguments, decisions and legitimations. The pragmatics of political discourse has been constantly expanding and nowadays encompasses several strands of research: pragmatics of political correctness (Klotz 1999); pragmatics of politeness (Leech 2014); pragmatics of political apologies (Harris et al. 2006); pragmatics of parliamentary forms of address (Ilie 2010a); parliamentary speech acts (Ilie 2010b); pragmatics of political humour (Willis 2002). Pragma-rhetorical approaches have been applied to several political discourse genres (cross-cultural parliamentary insults Ilie, 2004; gendering election campaign interviews Ilie, 2011; political discourse in parliamentary organisations in the EU, Wodak 2010, 2011; commemorative events Wodak & de Cillia 2007; Wodak 2014). Based on evidence provided in research studies to date, we challenge the misconception according to which pragmatics takes an exclusively bottom-up view at the detriment of a top-down view. In fact, by integrating multidisciplinary theoretical approaches, pragmatics suggests many versatile analytical concepts, models and tools, able to combine a bottom-up view (whereby global issues are explained through local linguistic mechanisms and strategies) with a top-down view (whereby textual and discursive phenomena are accounted for in terms of wider social, cultural and political factors). In our presentation two case studies will be discussed. One of them focuses on the interface between pragma-rhetorical and political communication approaches to the study of parliamentary questioning strategies in terms of institutional interaction rules and constraints, power position negotiation tactics, political deliberation practices, and argumentation mechanisms. The other case study looks at the many ways migrants, especially female Muslim migrants, are represented both visually and in media reporting, while achieving a discourse of exclusion. In this discourse a number of pragmatic features are combined with instances of argumentation and legitimation which will be deconstructed in systematic detail.

Wolfgang Imo

Overt action ascription in spoken interactions (Contribution to *Action ascription: Attributtions of actions to prior turns*, organized by Deppermann Arnulf)

Action ascription, the covert or overt display of what B thinks A is doing (or intends to do) plays a permanent role in interaction. Most of the time, though, action ascription remains unobtrusive, much like

the display of understanding. Usually, action ascription is done by simply acting the way one assumes is consistent with the action the speaker just performs or wants to perform. This is possible, because quite often the actions to be expected are either more or less set and therefore to be expected. This is the case in most institutional settings: If you visit a doctor's, for example, the range of possible expected actions is rather narrow. On the other extreme, the range of possible actions is so open that meta-comments are used to contextualize new actions, as is the case with informal, private interaction: If you want to tell a story, you can use routinized 'pre's' such as "funny thing happened to me yesterday", if you want to request something, "may I ask you a favor" will warn your recipient what to expect etc. One area where action ascription becomes problematic is when there are certain vague expectations about what someone might want to do but still there is a range of openness. This is strikingly the case with radio phone in formats: Callers might just want to "talk" about some topic, but they might also call for help and psychological counseling or they might even want to use the program as a platform to voice their criticism of society, politics etc.

Features of action ascription are therefore found there more often, because the host of the phone in programs often at some point feels the need to clarify what exactly is going on and what the caller wants to do.

The proposed talk will be about such sequences of overt action ascription in spoken everyday interaction ranging from private conversations to radio phone-in formats, comprising about 3 ½ hours in total. It will be asked, first, how these sequences are structured and at what point in the interaction they occur and, second, what their function is and how the uncertainty concerning the callers' actions are resolved (if they are resolved).

Songthama Intachakra

LINE users' struggling and coming to terms with the adaptability-adaptivity dilemma

(Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

One of the issues that looms large in human-computer interaction (HCI) research revolves around accommodating the human user, as opposed to prioritizing optimal technical specificity and sales appeal (Peter and Beale 2008; Nickerson and Landauer 1997: 14). Mackenzie (2013: 27) speculates that 'the deepest challenges in [HCI] lie in the human factor' and that '[t]he more we understand humans, the better are our chances of designing interactive systems—interactions—that work as intended'. Homing in on pragmatics, following Mey's (1998, 2009) dichotomy, I will first address the reasons why it is necessary to devise computer applications (apps), so that 'adaptability' (i.e. humans using machines at will) takes control over 'adaptivity' (i.e. machines forcing limits on human's affordances). In other words, to what extent are apps capable of adapting to its users, without letting the latter's satisfaction be compromised? After all, computers and other communicative devices are artefacts made by and for humans, so adaptability is the ideal we should be aiming for (Mey 1998: 4, 2009: 13).

My presentation will dwell on the unique characteristics, applications and usage consequences of LINE, one of the most popular chat-apps to date, observed from the perspective of Thai society. Originating in Japan in early 2011, LINE has, within just this short time span, gained enormous popularity among smartphone and other tech-savvy enthusiasts the world over, particularly in Asia. As of October 2014, already half of the Thai population is 'on-LINE' (see www.statista.com's estimate). Many Thai users' perception about the usability and functionality of LINE is often that LINE facilitates and enhances social networking. But there has been many a criticism which holds LINE accountable for the disruption of traditional interpersonal processes and perception of social relationships.

A further, more important emphasis in this presentation will be on the tension between adaptability and adaptivity, with reference to Thais' lived experience with LINE. Incidents showing users' indulgence and preoccupations with LINE, and the way social relations are mishandled because of LINE, are clear cases where adaptability should receive high priority. However, when considering incidents where users developed immunity (e.g. psycho-behavioural) from negative assessments about them and/or other LINE users, or when users were simply content with the fact that LINE has become a part of their respective daily routines, and the fact that it helps transforming or underlining their identities, it is debatable whether adaptability *or* adaptivity would be a definitive proposal. Considering the local contexts of communicating with/through LINE and the users' attitudes towards LINE and cyberspace at large, will help explain the root of the adaptability-adaptivity dilemma, and the changing structure of Thai society as well as Thai users' perception of themselves and those around them. I argue that LINE offers an interesting example with which to discuss adaptability-adaptivity as LINE offers users a dynamic medium with which to construct, contest and reconstruct identity in the ever-changing environment of HCI.

Miho Isobe

Strategies for writing Leserbrief (Contribution to *Discourse and discordance: Linguistic, pragmatic and sociocultural strategies for accordance*, organized by Takekuro Makiko)

In a test for German language, applicants are given an opportunity to write a letter to a book editor, called as Leserbrief, in order to check their writing skills. The applicants are tested for how they can express their opinions in German explicitly and the text sould be constructed in conformity with the form and functions of the text-genre Leserbrief. The Leserbrief has been relevant as one of the text-genre not only for the test of language, but also for the history of German language at media-processing. It has been applied to discussion-forum of readers in the media, it has been stylized polemically and emotionally based on its textfunction. Since the 19th century newspapers have been used as media for public discourse in Germany. At the same time, the texts in newspapers were formed essentially by rhetoric that was regarded to be an important subject at the German education in secondary school (cf. Polenz (1999)). The writer of Leserbrief acted as the speaker in public. This study will analyze the text-genre Leserbrief as a public discourse in order to show strategies for accordance at the discourse. The purposes of the study are: to analyze the data both in the level of word forrmation and textconstruction, and to illustrate the historical processing of Leserbrief. For instance, we will see in terms of rhetoric, specifically what kind of language devices are used in the Leserbrief, how texts are constructed coherently and which forms of rhetoric figure are typical for this text-genre etc. To cite an example, in Leserbrief the opinion is claimed persuasively with negative phrases or sentences repeatedly: Ja, die Unis brauchen Geld. Allerdings sollten nicht die Studierenden die Kosten tragen, sondern der Staat [...] Da sollte niemand einen Vorteil durch wohlhabende Eltern haben.(ZEIT Campus 2014, Nr. 5: 6). These negative expressions can be found with prefixes un- such as sein unprätentiöser Umgang, ganz unaufgeregt, einen harten undankbaren Lebensweg etc. (op. cit.). We will discuss the pragmatic functions of these expressions, that is, how they can work in the texts pragmatically and what process this use was established through historically. We can find the use of the multiple negative expressions to represent the negative contents in the texts of middle old German instead of representing contens persuasively. For the data analyzed in this presentation is from „ZEIT Campus" which is written for German students. Therefore it can reveal the German language of the youth and we can also find application to the language education, e.g., the test of German language.

Clara Iversen

Patientability: Translating medical data to older patients' everyday experiences (Contribution to *Age and language use*, organized by Englert Christina)

The concept of *doctorability* refers to how doctors and patients orient to the medical legitimacy of patients' problems, treating them as worthy of medical attention, evaluation, and treatment (Heritage & Robinson 2006). The current conversation analytic study begins to investigate the reversed phenomenon, here called *patientability*; that is, how medical data are related to patients' everyday experiences. From today's advances in diagnostic techniques follows an increased use of laboratory data. The specialized knowledge required to read such data may accentuate potential conflicts between patients' views and values regarding their everyday lives and a medical understanding of health (cf. Mishler 1984).

This study focuses on how participants make medical data "patientable" in a specific secondary care setting: encounters between older patients who have recently been diagnosed with Obstructive Sleep Apnea (OSA) and medical professionals. OSA is the world's most common sleep disorder. The risk of being diagnosed with OSA increases with age and with lifestyle factors such as overweight and smoking (McNicholas 2008). Whereas the diagnosis originally relied on patients' clinical symptoms, for example hypersomnolence and obesity, it is now informed by recordings of respiratory and cardiac parameters in sleep laboratories.

My interest lies in exploring how participants orient to being tired as part of ordinary life for (older) people on the one hand and as a medical problem on the other. The analysis aims to contribute to an understanding of how different contexts are made relevant in institutional interaction. The investigation is part of Uppsala University's research initiative on Language and Ageing. Within this research agenda, one of our aims is to reveal and expose the interactional infrastructure that underpins *det goda åldrandet* (healthy ageing).

Aneider Iza Erviti

Concession and contrast in meaning construction at discourse level (Contribution to

The semantics, pragmatics and metapragmatics of discourse connectives, markers and particles in variable contexts, organized by Blackwell Sarah)

Studies on *discourse constructions*, i.e. form-meaning pairings capturing relational meaning (e.g. addition, exemplification, contrast, etc.) grounded in high-level cognitive models, are scarce in Cognitive Linguistics (Ruiz de Mendoza & Gómez-González 2014: 303). This deficiency in the study of discourse constructions has been pointed out by authors such as Mairal and Ruiz de Mendoza (2009), and Ruiz de Mendoza and Gómez González (2014) that have tried to insert Fillmore and Kay's (1988) *X Let Alone Y* construction within a typological framework of discourse constructions. According to Mairal and Ruiz de Mendoza (2009), in contrastive alternation constructions (*Either you win, or you lose*), two alternates are presented as being antithetical, as opposed to complementary alternation constructions, where the alternates are not exclusive of each other (*No one insulted him nor did physical harm to him*). This perspective of contrast and complementary alternation relations though, is too general. Even a cursory study on discourse constructions reveals configurations that simultaneously show contrastive and complementary values. There is, therefore, the need to continue the investigation on discourse constructions along these lines.

In the view presented here, the alternations in the family of complementary contrastive discourse constructions point to a relationship between X and Y where X and Y are two opposites that are not exclusive of each other. Many of the members of this constructional family (i.e. *X After All Y, X All The Same Y, X Although Y, X Anyhow Y, X Anyway Y, X At Any Rate Y* etc.) have frequently been treated as fully interchangeable in common lexicographic practice. However, here we will argue that these alternations differ in subtle but decisive ways, resulting in important meaning differences. In order to show how they differ, the present proposal makes use of Langacker's (1987, 1999) notions of *base*, *profile*, and *active zones*: for every conceptual characterization, whether high or low-level, we can postulate the existence of profile/base relations and of active zones (or relevant meaning facets) within profiles, a point made by Del Campo (2011) for the case of illocutionary constructions. These distinctions prove useful to classify discourse connectors according to their profiles and to explain subtle usage differences among connectors that might be erroneously regarded as fully equivalent.

Due to time limitations, this presentation will focus specifically on the complementary-contrastive constructions that (i) suggest that a statement is more relevant for the speaker in spite of other things that have been or will be said and (ii) constructions that indicate sheer contrast on the basis of objective facts or subjective evaluation. In the presentation I will offer a principled descriptive and explanatory account of the semantico-pragmatic and discourse functional properties of these two subgroups of constructions in question, noticing that these two meaning profiles are related to the contrast and concession meaning relations.

This classification methodology will also allow us to determine family-resemblance relations between connectors that designate the same relation in the world: a complementary contrastive alternation according to which X and Y are antithetical, but not mutually exclusive of each other.

Ahmad Izadi

Persian face and force in relationships (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

In Iran one's image of the 'self', reflected in the metaphor aberu (lit. water of the face) is closely linked to a social force reflected in the metaphor harfe mardom (lit. people's talk) (Sharifian 2007; Izadi forthcoming). Understanding the complexities of interpersonal relationships would not be possible without reference to these interwoven concepts. In this paper, drawing upon discursive-pragmatic approaches, I delineate the interconnection between the two metaphors of aberu and harfe mardom and show how they affect interpersonal relationships. I delimit the broad concept of interpersonal relationship to relational connection and separation, one of the three dialectics of Relational Dialectic Theory (RDT) proposed by Baxter and Montgomery (1996) and its implementation to Linguistic Pragmatics within the Co-Constituting Model of Human Communication (CMHC) (Arundale 2010, 2013). My aim is to provide new insights to the study of face, which has brought about a long-standing debate in Interpersonal Pragmatics.

Dariush Izad

Mediated actions and social practices: Service interactions in Persian ethnic shops in Sydney (Contribution to *Understanding traditional and mediated service encounters,*

organized by Fernández-Amaya Lucía, María de la O Hernández-López & Pilar Garcés-Conejos Blitvich)

A service encounter is by nature a goal-oriented speech event. However, goals at service encounters are not simply limited to achieving business transactions; on the contrary, they incorporate a range of social and discursive practices (various keyings, Goffman 1974). This study examines service encounter interactions in Persian retail shops in Sydney by drawing on a corpus of more than 50 hours of audio-recorded service interactions and associated fieldnotes including interviews. The study focuses on the intersection of social action/practices and linguistic/discursive practices and the way they are interactionally realized. Unlike prior studies, which have tended to focus on verbal exchanges as units of analysis, research on service encounters has recently shifted its focus towards an understanding of the social processes that underpin such verbal exchanges. The present study is situated within the framework of Mediated Discourse Analysis (Scollon 2001) in that it focuses on how the social practices imbricated in service encounters are always mediated by a range of mediational means, of which wording and text is only one. The position of a service provider in such shops, for instance, requires an ability to advise customers, to facilitate their choices, and to coordinate with other colleagues. In such settings, joint actions are not undertaken exclusively through language use, but frequently incorporate nonverbal conduct and references toward material objects available in the physical environment. The study will show that such interactions become comprehensible when they are read against 'specific' cultural background knowledge shared by the participants. Findings from this study have implications for enhancing our understanding of intercultural communication as enacted in service interactions and for appreciating the diversity of cultural values pertinent to such encounters.

Katsunobu Izutsu

Discourse revitalization: An endangered concept of language struggling among competing linguistic metaphors and ideologies (Contribution to *Adaptability, authenticity, and ideologies in indigenous languages*, organized by Ohara Yumiko)

The state of the art in linguistics points to the essentiality of "discourse revitalization," or revitalization of language use, for the sustenance of an indigenous language, but discrepancies in language conception (metaphorical understanding of language) among linguists often impede attempts and even proposals for revitalization. Drawing on the author's previous experience of Ainu language revitalization, this paper argues that there should be what Kroskrity (2009) calls "ideological clarification" among linguists as well as among other non-linguists, though such clarification could hardly help to evade "the probability that any language renewal products produced for the community would only become instruments of social division rather than resources for uniting it" (p.89).

Despite comparable aspiration for language sustenance, linguists working on preservation, revitalization, and renewal can often come in conflict: 'the conflicts of "beliefs, or feelings, about languages" (…) that are the inevitable outcome of the interaction of indigenous, colonial, post-colonial, and professional academic perspectives' (*ibid.*: 71). Language revitalization, therefore, necessitates "ideological clarification," which encourages linguists to recognize and resolve ideological conflict that impedes academic efforts for language revitalization.

Different conceptions of a language provide linguists as well as non-linguists with different (often naïve) answers to these questions: whose language is it, is it a dialect or a language, is it an endangered language, and is it a correct or good language? Such conceptions often collectively form ideas in pedagogical, political, or other social contexts. Although language as social phenomenon can, no doubt, be a community's heritage (de Saussure 1989: Ch.3), knowledge of language can only exist in the mind/brain of living people (Chomsky 1986: 22, 224); the language one speaks is primarily his/her own speech. Any language, even a standard language, is a dialect as a social variant (Coulmas 2005: 23). Endangered is not a language but are usually people who speak it and/or their use of it (Izutsu 2013). A good language often differs from a correct language (Greenbaum 1988: Ch.1).

These academic answers reveal that it is the most important for language sustenance and revitalization to promote the lively use and discourse of the language without paying too much attention to language change: to increase the number of people who use the language and to enlarge sites for using it, without regard to the ethnicity/nationality of the users or the authenticity/adaptability of the language they use. To sustain a language, "lesser-used," "endangered," or whatsoever, the importance of living language use, or the priority of lively discourse, needs to be shared by linguists who play a significant role in producing practical grammars, dictionaries, and orthographies used inside and outside language pedagogies. Unfortunately, it might be hard for linguists to share the understanding just as they have long failed to have any consensus on significant issues like the autonomy and innateness of linguistic knowledge, syntactic autonomy, dictionary-encyclopedia continuum, etc. Advocates of discourse revitalization would

have to struggle to survive severe criticism from other linguists who are against it until there could be ideological clarification among linguists working within the field.

Narita Mitsuko Izutsu & Katsunobu Izutsu

Cancellation, confirmation, and establishment: Three facets of grounding marked by Japanese final particles (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

This study demonstrates that Japanese final particles serve to label three different facets of what Clark and Brennan (1991) call *grounding*: they mark the speaker's intention to cancel, establish, or confirm part of common ground.

Clark and Brennan (1991: 127) succinctly point out that "[a]ll collective actions are built on common ground and its accumulation." Communication between two participants instantiates such a joint activity and requires the participants "to keep track of their common ground and its moment-by-moment changes" (p.128). Fischer (2007: 47) is on the right track in dealing with German modal particles as "lexical markers of common ground," which serve "to relate the current utterance to a particular aspect of common ground."

Japanese final particles have some semantic and functional affinity to modal particles (Kanda 2002); they can also be viewed as marking different utterance-by-utterance manipulations of common ground. Nevertheless, they seem more sensitive to the likelihood of the relevant utterance being part of common ground. For instance, *-na* marks the speaker's intention to withhold the content of the utterance from common ground: [it's raining]-(***nda***)***na*** sounds like an abrupt soliloquy. In contrast, *-yo* labels the speaker's intention to add the utterance content to common ground (e.g., [it's raining]-(***nda***)***yo*** 'It's raining, I tell you'), while *-ne* flags the speaker's expectation that the content is likely to be already part of common ground (e.g., [it's raining]-(***nda***)***ne*** 'It's raining, you know'). In each case, the speaker chooses to cancel, establish, or confirm the content of the utterance (recognition of rainfall in the above examples) as part of common ground.

Analyzing literary texts which contain internal monologues (from a Japanese novel and a Japanese translation of an English novel), the present study illustrates that Japanese final particles motivate a speaker to linguistically encode a distinction between three facets of grounding: cancellation, establishment, and confirmation. A comparison with the English counterparts (from a translation of the Japanese novel and the original English novel) reveals that English is more ambiguous about such a distinction and has to rely on other linguistic means for encoding it.

This study also emphasizes Clark's point that what counts for the conception of common ground is "our individual beliefs or assumptions about what is in our common ground" (Clark 1996: 96). In a strict sense, so-called common grounds do not exist outside each speech participant's conceptualization; it is only "an omniscient being" (Clark 1996: 97) that can represent their mutual beliefs. The relevant common ground is inevitably limited to the activated portions of (what the speaker assumes are) his/her knowledge and the addressee's (cf. Fetzer 2007: 164). The speaker uses final particles to inform the addressee whether the content of his/her utterance is intended to be part of the addressee's currently activated knowledge and, if it is, whether it is already there or is to be added. This case study constitutes some evidence for three different kinds of grounding processes, grammatically distinguished, at least in languages like Japanese. It suggests the probability of similar distinctions encoded in different languages.

Anni Jääskeläinen & Lea Laitinen

Intersubjective understanding between humans and animals as evidenced in grammar and lexicon (Contribution to *I, you, we and the others: Dynamic construal of intersubjectivities in grammar and in interaction*, organized by Etelämäki Marja, Ilona Herlin, Tapani Möttönen & Laura Visapää)

Humans and animals have been companion species for thousands of years. This is also evidenced in language. First, there are words that are used almost exclusively when talking to animals. These words are used either for directive actions (volitive interjections, see Wierzbicka 1991) or for informing actions (performative interjections, see Jääskeläinen 2013), as seen in the following examples from Finnish:

1) **aitse** *a itse lehmäin* ['my cow'], *aitsee!* [the cow is called into the pen]
   hama *hama jalakaa* ['leg'], *hama jalakaa* [When asking a horse to lift its leg]
2) **hepsis** *hepsis* [to a horse when lifting the plough over the stone]. Also, when lifting a child: *hepsis hepsis*
   aipi *Aipi siti hyvilinti; Aipislilliä* [when stroking a cat]

With these words humans meet animals as intersubjective beings: volitive interjections (examples 1) orient to the animal as an agentive "you", and the performative, informing interjections (examples 2) as an experiencing "me".

The meaning of volitive and performative interjections is highly indexical and directly tied to the speech situation. Yet, human-animal interaction is also reported. In Saami and Finnish, personal and demonstrative pronouns are both used for third person references of humans and animals. Personal pronouns are used for logoforic references: they refer to persons whose behaviour, speech or thoughts about themselves are interpreted and reported (Laitinen 2002, 2005). The animal's intentions, motives or emotions are usually verbalized with cognitive verbs ('think', 'believe'):

3)Fi *ja koira huusi ja tuli minun tyvöösäin niin kovi*
and dog shouted and came I-gen to-1px so hard
se *luuli että se, tulee* ***hänem*** *päälläs* .
it think-3sg.pst that it come-3sg log.3sg.genon-3px
'and the dog$_i$ was shouting and came to me so upset,
it$_i$ thought that it$_j$ [= the capercaillie] will attack him/her$_i$' (SKN 5, 1979; dialect sample)

4) Sa *Jis-pa* ***tot*** *jurdá, et* ***sun*** *lii auto?*
if-cl it think-3 sg that log.3sg is car
'Maybe it $_i$ [= the reindeer] thinks s/he $_i$ is a car' (Morottaja P. 2014; text book)

In addition to singular and plural forms, there are also dual forms in Saami. They can refer either to two humans or two animals, or, most interestingly, to one human and one animal in joint action as in (5):

5) Sa *Te* ***suoj*** *oorooin kuhe ääigi kyeytpeln kuodduu.*
So log-3du stay-3du.pst long time two-sides fallen-trunk-gen
'Then, they [= the man and the bear] stood a long time on both sides of the fallen trunk' (Koskimies 1885; vernacular sample)

Our paper will demonstrate the companionship between humans and animals indexed in language. In situations where humans and animals act together for a mutual goal it is the human who produces the speech, yet, the animal is an agentive and experiencing, personal co-participant. The use of third person singular and plural pronouns treat humans and animals equally as persons, and the equal relationship between humans and animals becomes particularly clear in the use of the Saami dual.

Jérôme Jacquin

Multimodal resources for counter argumentative reference in public debates

(Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

Drawing on a descriptive/language oriented approach to argumentation (Plantin 1996, 2005; Doury 1997, 2004; Micheli 2010; Jacquin & Micheli 2012; Jacquin 2014), this paper explores the multimodal dimension of argumentation in talk-in-interaction by looking at the various resources that are used by the opponent to make reference to the origin of his/her opposition, namely the confronted position and the person who expressed it. Particular attention will be paid to the link between (*i*) verbal resources – such as deictic expressions (Levinson 2006), addressing forms (e.g. Lerner 2003; Kerbrat-Orecchioni 2010) and reported speech (e.g. Munoz, Marnette, & Rosier 2004) – (*ii*) gaze direction (Rossano 2013) and (*iii*) pointing gestures (Lerner 2003; Kendon 2004; Mondada 2004). For each counter-argumentative "moment", I will consider the referential extension of each resource (e.g. compare "you said" and "one said") as well as its sequential positioning (e.g. is the pointing gesture produced before or after the addressing form?).

The paper will use data taken from a video-recorded corpus of eight public debates where all the participants are temporally and spatially co-present. These events were organized from 2007 to 2009 at the University of Lausanne by student associations. The topics addressed are diverse, ranging from ecology to the funding of universities.

To briefly exemplify the kind of observations is it possible to make, I provide below a brief analysis of a short extract taken from a public debate about the link between advanced studies and work opportunities. The current speaker (DUMO) argues in favor of the spontaneous initiatives undertaken by the universities (l. 1-2) and quotes "[the] Bologna [Process]" as an example despite the fact it is often criticized (l. 2-3):

<u>Extract cannot be shown due to lack of space</u>

Interestingly, the speaker progressively directs her gaze to the participants on her left. The expression "one criticizes", which allows a wide referential extension, is then specified in a second step by a strategic change in gaze direction (pictures 2, 3 and 4). However, this change is quick as shown by the return to the initial position (picture 5) before the word "mais" ("but"). In this way, the speaker (*i*) maintains her discourse at a high level of generality, (*ii*) makes reference, in front of the public, to someone who embodies the other point of view and (*iii*) avoids the risk of mutual gaze, which could lead to interruption. The paper will analyze similar cases in order to evaluate the contribution of pointing gestures and gaze direction to the expression of disagreement in multimodal argumentation.

Karol Janicki

Non-aggressive language: A folk linguistic study (Contribution to *Researching and*

understanding the language of aggression and conflict, organized by Sifianou Maria & Pilar Garcés-Conejos Blitvich)

The present talk reports on the initial stage of a project springing from my recent publication (Janicki 2015).

Main research question of the project: *What are the linguistic characteristics (both at the sentence grammar and discourse levels) of the language perceived as non-aggressive/peaceful?*

Theoretical foundations: a major assumption is made that lay people's views of how language works may be relevant and valuable to the linguist (Niedzielski and Preston 2003). Another assumption is that the lay language user's definition of 'non-aggressive language' is important and that s/he may be helpful with identifying commonly perceived non-aggressive language. I further assume that our knowledge of what kinds of language are perceived as non-aggressive can contribute to peaceful cooperation among people.

Hypothesis 1: People such as Nelson Mandela, Martin Luther King and Mahatma Gandhi will be mentioned as exponents of non-aggressive language.

Hypothesis 2: Most respondents will not be able to list any language-related characteristics associated with the people they mention.

The introductory part of the talk places my project in a larger context of language and conflict research. Subsequently I discuss a small empirical study in which lay language users from four countries (the USA, Poland, Norway and Germany) were asked whose language (in the public field) they associate with non-aggressive/peaceful communication, as opposed to the aggressive language of many others. If a respondent was unable to identify any such person, they were prompted to think of politicians, journalists, artists, and other public people of the past and present. After the respondent mentioned a name, a further question was asked, namely, whether s/he could point to any specific language-related features that prodded her/him to mention the name. Such features were later to be translated into linguistic terms.

The lay language users' identification of and comments on non-aggressive language were to point to the language features which may not have been identified by the linguists.

The data have been collected through simple written tasks and structured interviews.

Katarzyna M. Jaszczolt

Adaptable indexicals and pragmatic compositionality (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

In the contextualist literature it is widely acknowledged that word meaning can undergo syntactically unconstrained modification that affects the content of the truth-evaluable representation. Recanati (2012a,b) even claims that the meaning of every natural language expression can potentially be modified in a 'top-down' manner and that retaining the basic, 'linguistic' meaning is not a norm but rather a special case. This radical contextualist perspective puts into question the distinction between indexical and non-indexical expressions (Kaplan 1989) in that all words are, in a sense, indexical: their meaning is at least potentially heavily context-dependent. To obliterate the distinction one would have to take a further step to Travis' (1997: 126) 'occasion-sensitivity' according to which truth and falsity "correspond to understandings words may have, rather than to the words themselves." I focus on one aspect of this problem with the indexical/non-indexical distinction, namely the problem of what I call the pragmatic route to indexicality. Natural language realisations of the concept 'indexical expression' are not slot-holders to be filled with a referent but convey a variety of meanings in addition to, or even instead of, referring. Just as 'gun' and 'star' in (1) and (2) require contextual modification, so does 'you' in (3). (1) Peter is holding a gun. (>> a toy gun) (2) Peter is a rising star. (>> a promising young scholar) (3) This assertiveness course will allow you to discover your new you. (>> features of character) Kaplan famously distinguished expressions that have context-sensitive character allowing for fixed content that does not differ with circumstances of evaluation (indexicals, e.g. 'I', 'you', 'here', 'now') and expressions that have fixed character, allowing for content that differs with circumstances of evaluation (non-indexicals, e.g. common nouns). But while Kaplan's distinction provides a useful tool for approaching semantic content, it overlooks the most difficult element of the analysis of natural language meaning, namely that there are no natural-language equivalents of pure indexicals: indexicals are uses of expressions rather than expressions themselves and as such remain a philosophers' fiction; they are roles rather than linguistic objects, and are only arrived at in the process of analysing utterance meaning allowing for top-down, unconstrained modification. In addition, the role of an indexical expression can be played by a word that on the surface belongs to the category of non-indexicals as in (4). (4) Daddy will help you. (>> I will help you.) The question arises as to whether the fact that indexicals are a philosophers' fiction poses a problem for the analysis of natural-language meaning. I conclude that it does not, but only when we adopt a contextualist stance in which unconstrained modifications are regarded as a natural step in semantic

analysis ¬– a step that lies outside any minimalist approach to meaning. This problem thus sheds some light on the minimalism/contextualism debate, showing that the adaptability of meaning of what is commonly regarded as an indexical necessitates a pragmatics-rich, contextualist stance.

Sabine Jautz & Verena Minow

"Listen, Melanie, we need to talk, okay?": The formulaic nature of problem-oriented talk in soap operas (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

Scriptwriters often resort to using what have been termed "stock phrases", i.e. lines of dialogue that are repeated word-for-word with the same meaning in comparable contexts in various films and TV series ("Stock Phrases"). For example, a character who is recovering from a hard night of drinking will often be faced with another character remarking, more or less sympathetically, "You look like shit!" (for illustration see the following compilation: https://www.youtube.com/watch?v=wlonv3yJCL4). Among members of the *Star Wars* fandom it is common knowledge that every of the so far published six films features at least one instance of a character uttering the line "I"ve got a bad feeling about this." (thanks to Matthias Zucker for initially pointing this out to us).

A certain formulaicity of telecinematic discourse thus cannot be disputed. Bednarek (2012) shows this to some extent in her analysis of keywords and trigrams in a variety of contemporary TV series. In a similar vein, Formentelli (2013) and Minow (2013) have pointed out a frequent use of vocatives in films and TV series. For example, an analysis of ten episodes of the TV series *The Wire* revealed an average number of 125 vocatives per hour (Minow 2013).

The publication of the *Corpus of American Soap Operas* (Davies 2012-) enables us to address the issue of formulaic utterances in one particular genre of telecinematic discourse in a more systematic way. Soap operas are especially interesting in this regard since they are produced under even more severe time constraints than other genres of TV series. We thus assume a greater number of formulaic utterances in soap dialogue.

A preliminary analysis has indeed shown that the noun phrase *bad feeling about this* occurs 239 times in *SOAP* (100 million words) and only 32 times in *COCA* (464 million words), which indicates that this can safely be called one of the stock phrases of telecinematic discourse. An even more dramatic picture – in terms of absolute frequency – emerges when we look at the sequence *we need to talk*, with 2,527 tokens in SOAP as opposed to 450 in COCA. The trigram *need to talk* is also mentioned as one of the "unusually frequent" ones in the seven TV series analysed by Bednarek (2012: 40). It is our aim to take this one step further and address the formulaicity of conversations in soap operas in general. This is based on the assumption that problem-oriented talk situations in soaps, e.g. those that are introduced by a character announcing "we need to talk", follow a particular set pattern that is largely based on whether the other character"s response is a preferred or dispreferred second.

Sylvia Jaworska

Metaphors in tourism discourse: Assessing the 'effect of strangeness' (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

In his seminal work on the discourse of tourism, Dann (1996) argues that the cultural distance between the point of departure and the tourist destination has a significant impact on the way in which tourist destinations are represented. For example, he observes that the greater the cultural distance is, the more frequent is the use of linguistic devices such as metaphors and similes (Dann 1996: 173). On the one hand, such devices seem to intensify certain stereotypical imagery. On the other hand, they contribute to the reduction of what Dann calls the effect of strangeness in that they transform unfamiliar scenarios into more familiar and unthreatening ones. While this claim seems intriguing, there is, unfortunately, little empirical evidence to support it. Previous comparative and corpus-based research investigating the impact of the cultural gap on tourism discourse has shown a number of differences in the description of tourist places at home and those far away (Jaworska 2013). However, it was not as such concerned with figurative language. The purpose of this paper is to extend the previous work by examining the use of metaphors and similes in three larger data sets (corpora) containing commercial descriptions of tourist destinations at home (Britain), in Europe and in tropical zones. By combining a corpus-based approach to metaphor identification and analysis (e.g. Deignan 2005; Stefanowitsch and Gries 2006) with tools of Critical Discourse Analysis (CDA), this paper attempts to provide testable answers to the following research questions:

a) 1) Does the use of figurative language in tourism promotional discourse increases with a greater 'cultural' distance?
b) 2) What kind of metaphors and metaphorical expressions are frequently used in tourism discourse and what are their functions?

Eva Skafte Jensen

First, second and third person modal particles in Danish text messages (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

A famous set of modal particles in Danish is formed by the threesome *nok*, *vel* and *vist* (Jacobsen 1992; Davidsen-Nielsen 1992; Krylova 2007; Durst-Andersen 2007; Hansen & Heltoft 2011: 1094-1107ff.). They are all used to convey the senders epistemic evaluation of the propositional content, and they are famous in that they also convey first, second and third person orientation: in using *nok* the sender says 'this is what I think', in using *vel* the sender says 'this is what I think and I think you agree with me', in using *vist* the sender says 'this is what I think and I think everyone else agrees with me'. In using one of these three modal particles, the sender has the option of signaling the extent to which (s)he holds the epistemic value of the utterance to be commonly shared and thus a part of the common ground. Cf. also Clark 1996; Fischer 2007; Jensen 2009.
In this paper a study of the use of *nok*, *vel* and *vist* in Danish text messages is presented.
The data consist of a corpus of approximately 1000 Danish text messages. The text messages are written to and from people known to each other, typically engaged in the joint activity of arranging to meet, organizing events on the behalf of others or themselves, or negotiating permission to do something.
The interlocutors need to be sure that they concur with each other as regards the status of the joint project, and they do not have the advantages of face to face interaction.
Due to the constraints and affordances of the mode of communication (texting), many of the contributions are very brief; many contain nothing but what is strictly needed for informational purposes. Nevertheless, the particles *nok*, *vel* and *vist* occur frequently. This may be regarded as the effect of their convenient shortness (with a maximum of four characters) and their ability to perform several functions at one and the same time.
However, because of the difference in orientation, the particles are not always interchangeable, and every one of them has preferred contexts.
In the data, the particle *nok* is primarily used as the senders evaluation of the propositional content, but it is also used to undertake commitment ('I promise to do X'); the particle *vel* is used both as a modal particle and a discourse particle, in both cases appealing to the interlocutor to agree; the particle *vist* is used to display lack of certainty in a more general sense, and appears to be treated by the interlocutor as a simple statement or by inference as a question in need of a reply. In this manner, the three particles greatly contribute to grounding process.

Marcus Jepson & David Abbott

"That's great - very similar to me". Exploring how the peer identity is made relevant in research interviews. (Contribution to *'Tell me all about it': Interactional dynamics in research interviews*, organized by Williams Valerie & Kathryn Roulston)

This paper will use tools of Conversation Analysis (CA) to explore how an academic, research-trained, peer researcher's involvement may (or may not) affect the co-production of talk and meaning in a research interview encounter. The data presented here was collected as part of an English study about the experiences of men with a long-term condition: Duchenne muscular dystrophy (DMD) (Abbott, Jepson and Hastie, in press). One of the researchers was a man living with DMD, and who hence shares a significant element of identity with the research participants. The study used semi-structured interviews based around six domains of manhood and were undertaken face-to-face either in person, or via a Skype web link. In total, there were 20 interviews, averaging 63 minutes in length. The main focus of this paper is on the 7 interviews undertaken by the peer researcher, although they will be contrasted with excerpts from interviews undertaken by the second ('non-peer') researcher.
A broadly thematic sweep of the interviews pinpointed two contrasting practices where a shared DMD identity was made relevant by the peer researcher. Using tools of CA, I have built a small collection of these two practices, and in my presentation I will describe their component parts. The first practice took the shape of *affiliations (* Stivers 2008*)*. This practice typically featured in the third turn of a Question-Answer-Receipt sequence and was issued by the interviewer. This interactional device appeared to be used by the interviewer to probe for further information. Responses from interviewees, however often

took the form of minimal continuers. Whilst these may demonstrate an alignment with the interviewer, they did not lead to the elaboration that the preceding affiliation turns may have been expected to elicit. Rather, the interactional work accomplished by interviewer affiliation was to close off the preceding topic of discussion.

I have described the second emergent practice seen in these encounters as *bringing in the personal*. Typically these were also positioned in third-turn, but appeared to elicit a further response from the interviewee. However, in the subsequent sequence the roles of interviewer/interviewee occasionally shifted, with the interviewee asking advice-seeking questions from the researcher. I will explore these sequences in more detail and consider how the interviewer negotiates this change in institutional identity.

Although 'peer research' is carried out often in order to loosen up the interaction, and produce richer data, in fact, a CA analysis can reveal how a shared epistemic stance (Heritage 2013) can at times result in 'thinner' data.. The implications of this for research practice will be briefly considered, and will add to the body of work using CA as a tool to uncover practices in research interviews (see Roulston 2006)

Rashmi Jha

Differential influence of sentiment in different type of financial text (Contribution to *The pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)

Over the past decade, the study of sentiment about stock in news stories has received significant attention among researchers. Researchers have empirically found the statistical significant relation between average sentiment of all news published about particular stock in a particular type of financial text and market variables such as trades volume, stock volatility and stock prices (see, e.g., Antweiler and Frank 2004; Loughran and McDonald 2010; Tetlock's 2007). However, the traditional statistical approach used in above study does not address the semantic variation of different type of textual financial data. In order to provide better insight to the study of impact of sentiment in financial text, we derived an ontological framework in our earlier work (Jha and Ramaprasad 2014). The framework provides new perspectives to the study of influence of sentiment in textual communication on market behavior. In our present study we will use the ontological framework to examine following research question: Does the appearance of sentiment about the stock that is qualitative differ in different category of text? An Ontological Framework for analyzing sentiment in text The formulation of ontology for analyzing the problem statement is shown in Figure 1. The ontology is presented as a number of text columns, each column representing a dimension of the problem. The dimensions are derived from the problem statement. Figure 1: Ontology of Influence of Sentiment in Financial Text The Figure 1 depicts the three principal dimensions of problem statement, namely: (a) Sentiment (b) Financial Text and (c) Market Behavior. Each dimension is represented by a one- or two-level taxonomy. The taxonomies of the dimensions are logically constructed by the author on the basis of psychological and finance literature. Proposed Research Method By design, this research is an exploratory field study conducted to assess the relevance of the framework for articulating the logic of the impact of sentiment in financial text data on market behavior. The qualitative research is well suited for the purpose. Thus, we will employ this approach in this research. Data Collection Plan Here, we will conduct expost facto analysis. The following discuss the details of the proposed empirical study in terms of data selection and analysis. • We plan to select 20 top performing and 20 worst performing S&P 500 stocks during the period from Oct 2012 to Oct 2013. The data will be collected from WRDS (Wharton Research Data Service) Site. • For the financial text corpus we will consider following document sample • Structured Text: Management Discussion and Analysis Section of 10-Q/10-K reports of the company .The article will be collected from the Securities and Exchange Commission site. • Semi-Structured Text: Bloomberg news articles • Unstructured text: Motley Fool Blogs • For gauging sentiment in the text, we will use WorldNet dictionary, the dictionary is widely used by computational linguistic researchers for examining the sentiment of the text. The sentiment of the text will be estimated by the number of word count for each category of WorldNet Sentient dictionary.

Xiaohong Jiang

Referential metonymy: Reference transfer and pragmatic motivations (Contribution to *Understanding metonymy: Context and cognition*, organized by Chen Xinren)

Metonymy has been traditionally regarded as a figure of speech; however, recent years have witnessed an increasing interest in the role of metonymy in thought (broadly interpreted to include various linguistic phenomena). As the associative relation underlying metonymy is itself heterogeneous rather than homogenous, there seems to be no generally accepted cross-theoretical definition of metonymy, and research findings are far from satisfactory. The main reason for focusing on referential metonymy is that it is the prototypical example of metonymy in classical rhetoric, and has remained one of the issues

explored in cognitive linguistics. To gain more insights into metonymy, we need to look more closely at the cognitive basis for metonymic uses, and at their constraints and pragmatic motivations.
The aim of this paper is to reconsider the nature of referential metonymy. On the one hand, the cognitive theory of conceptual metonymy is inadequate to explain referential metonymy in different communicative contexts; on the other, metonymic uses of words have not so far been analyzed in inferential terms within the relevance-theoretic framework. It is, therefore, suggested that a cognitive-pragmatic perspective is advisable to take for a thorough study of referential metonymy in the broader pragmatic and cognitive respects. The present research attempts to deal with three issues. Firstly, how is reference transfer achieved in referential metonymy? It is argued that referential metonymy originates as a typical case of speaker's reference rather than semantic reference. What metonymy involves is not about the meaning of words, but about what people do with the words to refer to an intended object or person. Secondly, what constrains the speaker's intention to achieve successful reference transfer? Several constraints on the speaker's referential intention in uses of metonymy are discussed in terms of salience, mutuality, and the balance of effort and effects. Finally why do people choose to use metonymic referential expressions in verbal communication? Different pragmatic motivations are examined for the use of metonymy such as naming, shorthand and innovative uses of words, depending on the communicative situation. A pragmatic account of metonymy is concerned with how the semantic leap from the encoded linguistic meaning to the metonymic interpretation is made. Since Grice's inferential model of meaning was proposed, a central goal of pragmatics has been to specify the conditions which allow what is not said to be communicated. The present study of metonymy has been concerned with a particular aspect of this very task.

Marjut Johansson

Struggle of opinions. Digital genre of online news discussion forum (Contribution to *The digital agora of social media*, organized by Johansson Marjut, Sonja Kleinke & Lotta Lehti)

In the contemporary era of media convergence, the reception of news has changed in the digital space: users monitor and gather news according to their personal interests from various sites (Jenkins 2006; Deuze 2006). Particular news sites are communicative settings resembling social network sites, in which users can engage in various ways in news reception and news sharing. Comment sections are a popular form of participatory journalism, even though not all news items receive comments, and interaction between users remains often rather low (Weber 2013). In this paper, my aim is to study comment sections that are media-generated discussion fora in which discussions are responsive. They emerge as a reaction to news events, ending when the topicality of the news changes. They evolve in an intermediate space between professional news and everyday viewpoints.
In this paper, I study users' stance-taking in discussion fora comments in regard to sociopolitical news texts. I will examine how users evaluate news, what they target in them, and how they position themselves (cf. DuBois 2007). In the discussions, users do not necessarily share the same stance on news, or the same interpretive frame, as there usually are several simultaneous frames which social actors use (Goffman 1974). This is reflected in objectives in commenting: users target various aspects of the news, which leads to several foci in discussions. The preference is for disagreement (Kleinke 2010; Johansson 2015/forthcoming). Users' stances mix objective and subjective, personal experience and affectivity; they display playfulness and parody, sarcasm and irony among others (cf. Weizman 2008). This variation fills the discussions with competing and conflicting discursive activities and turns them into a struggle of opinions. My aim is to determine what are these genre-specific activities of discussions in online newspapers .
The theoretical and methodological approach adopted builds on sociopragmatics and digital discourse analysis. My data include discussions from the French and Finnish national online newspapers, *Le Monde.fr* and *Helsingin Sanomat.fi* in which users discuss sociopolitical topics.

Thomas Johnen

Face revisited from an Iberoromance perspective (Contribution to *Face revisited: A valid concept for cultural and linguistic diversity?*, organized by Schröder Ulrike, María Bernal, Thomas Johnen & Bernd Meyer)

This paper aims to revisit the concepts of *face*, and *face-threatening acts* especially from an Iberoromance perspective.
The starting point is the approach by Diana Bravo and Nieves Hernández Flores substituting the notions of *negative* and *positiveface* by *affiliation* and *autonomy*.

Based on a sample of empirical data presented in earlier research literature as well on own findings in corpora analysis of spontaneous speech in Portuguese and Spanish, the explicative potential and the limits of these concepts will be discussed. It will be argued that *face* is focussed on the individual with regard to the other, whereas *affiliation* and *autonomy* shift the focus on the relationship itself.

Sarah Jean Johnson

Agency, accountability and affect: Kindergarten children's orchestration of participation in reading picture books with a friend (Contribution to *Multimodal and multilingual resources in participants framing of situated classroom literacy activities*, organized by Kyratzis Amelia (Amy) & Sarah Jean Johnson)

In this presentation I explore how kindergarten children orchestrate their participation in a classroom activity where they read picture books with a friend. The foci are children's embodied directives—utterances or actions designed to get someone to do something (Goodwin 1990)—that are launched in response to a peer's inattention to the reading. Data are drawn from approximately 10 hours of video of children reading together in a progressive, private elementary school in the western United States and are analyzed using microethnographic methods (see Erickson 2006). Reading *together* is achieved through children's use of complex, embodied resources (e.g., bald directive forms and touch) that close off activities competing for a peer's attention and which are calibrated in response to the child's non-compliance. The social force of directives is additionally dependent on the way children overlay verbal directives with affective displays (e.g., forms of prosody that indicate heightened emotional involvement). Important consideration is also given to the instructional context of the activity, including the teachers' goals for the activity and how they set up expectations for participation. Such a multilayered analysis reveals how children creatively adapt aspects of the adult culture to fit the goals of the peer social group, effectively imbuing learning to read with the pleasures of human sociality. In its detailed descriptions of how children build there own learning ecologies (Erickson 1982) for reading, this analysis has implications for reading instruction and also contributes to social theories of learning, which largely underestimate the ability of peers (of similar capabilities) to influence one another's learning.

Alison Johnson

How came you not to cry out?" Pragmatic effects of questioning in child rape trials in the Old Bailey Proceedings 1700-1799. (Contribution to *Legal pragmatics*, organized by Kurzon Dennis)

This study explores the representation of the crime, the accused and the victim through an examination of the pragmatic effects of questioning in historical rape trials of the 18th century in The Proceedings of the Old Bailey (www.oldbaileyonline.org). We see how identities are constructed linguistically in these historical records, particularly through methods of aggressive and negative questioning of the details of the commission of the alleged crime. Combining a corpus-based forensic discourse-analytical approach, a corpus of 153 trials has been collected from the larger online database. In this paper I focus on 52 of those trials involving child victims, to examine the construction of child victim identities. Using computational tools: *WordSmith Tools* (Scott 2010) and *CFL Lexical Feature Marker* (Woolls 2011) we see how the choice of questioning constructs the defendant and the crime in benign ways, and analysis also reveals how ideologies and myths about rape were reproduced in the courtroom. Drawing on Reisigl and Wodak's (2009) 'discourse-historical framework' we are able to see how contextual factors such as rape myths (Simpson 1986) of the time work in conjunction with the linguistic construction of identity through trial discourse. Consideration of the pragmatic effects of these questions and their underlying ideologies, which are both reflected and constituted in the social attitudes of the time, can help to explain the high proportion of not guilty verdicts and indictments to lesser charges. This research reflects on recent calls in the contemporary context for better victim treatment in general and more witness sensitivity in rape trials in particular.

Rodney Jones

Adaptability, adaptive technologies and digital surveillance: Conversations with algorithms (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

Today we are witnessing an explosion of what are know as 'adaptive technologies': websites that make recommendations to us based on our past behavior, search engines that serve up results based on our past searches, digital social networks that decide for his which friends are important to us and whom else we

might like to be friends with, and mobile apps that alter the way they interact with us based on where we are, what we are doing, and whom we are with. Most of the texts people encounter through digital technologies are essentially information gathering devices that not only 'read' their readers, but also 'write' them, constructing discourse positions and social identities for them based on past interactions and behaviors. Most of this 'reading' and 'writing' is done not by humans, but by algorithms, strings of computer code that convert linguistic and physical behaviors into data points that are used to determine the kinds of texts and kinds of interactions users are exposed to in the future. Most of the ways website and mobile apps adapt to users, however, are not so much based on users' needs or goals (though often they are presented as if they are) but rather on the commercial agendas of internet companies and advertisers.

Scholars of language, not to mention rank and file users of technologies, are just beginning to come to terms with the pragmatic (as well as the legal and ethical) implications of adaptive technologies and the almost constant surveillance they entail. In many ways, adaptive technologies are fundamentally changing the rules of interaction. Nowadays, for example, simple actions like clicking a hyperlink, choosing an item from a drop-down menu, making a purchase, or even simply being present at a certain location have become speech acts of sorts. At the same time, it is often unclear to people, exactly how such speech acts are interpreted and the kinds of consequences they might have. Conversing with algorithms (whose workings and intentions are almost always hidden from us) is, of course, very different from communicating with humans. Nevertheless, human users of such systems regularly and actively form inferences about the protocols that lurk beneath digital texts, and often adjust their online actions and utterances based on how they think they might be processes, and in so doing, build up new sets of assumptions and inferential processes that are different from those they have developed for communicating with humans.

This paper explores the ways people adapt to adaptive technologies, and the kinds of strategies they develop to 'game' algorithms, evade surveillance, anticipate the way information they reveal might be used, and interpret the kinds of texts that algorithms serve up to them. Based on two month long ethnographic study of 20 users, it draws on concepts from pragmatics and mediated discourse analysis to explore the ways online shopping sites, social networking sites, health and fitness apps, and search engines adapt to the behavior of users, and users' awareness, interpretation of and responses to these adaptations.

Hanbyul Jung

'It doesn't make sense. But it actually does': Disagreeing to agree in focus group interviews with Korean EFL teachers (Contribution to *'Tell me all about it': Interactional dynamics in research interviews*, organized by Williams Valerie & Kathryn Roulston)

Focus groups, another form of research interviews—usually involving more than two participants at a time—are an underused method of knowledge production in applied linguistics. Although research in this area is still rather limited—understandably so, with its methodological difficulties implied within the logistics of transcribing and analyzing multi-participant interview data, focus group interviews provide the locus for rich data for analysis—both in interaction and content-wise (Puchta & Potter 2004). Using Conversation Analysis (CA), this presentation aims to respecify focus group interaction as a locus for participants' locally, collaboratively and sometimes incongruently accomplished action, specifically focusing on the contingency of participants' discussion sequences that work towards formulating a "collaboratively constructed, well-informed" response to the protocol initiated by the moderator.

The focus groups were conducted within a program evaluation context with eight groups of Korean teachers of English participating in a study-abroad teacher development program in the U.S. All groups, each consisting of 4-6 teachers and conducted in Korean, addressed (a) the recruitment process, (b) the teachers' needs, goals, and expectations prior to the program, (c) how these were met, and (d) the teachers' suggestions for change. The particular excerpt to be discussed in this presentation—transcribed then glossed and translated into English—is a collaborative response construction attempted together by four of the participants, where in fact, their disagreement on the topic allows a more dimensional perspective into the issue being discussed. Discussing the level of importance of English test scores versus experience as English teachers in being qualified to participate in the study-abroad workshop, the participants formulate their arguments each based on their own experiences, prevalent policies or "hearsay stories," displaying interactional incongruence but which surprisingly result in construction of a unified, well-informed, relevant response to the focus group protocol. The analysis shows that participants display use of (a) affiliation and disaffiliation, (b) alignment and disalignment to each other's talk as well as, (c) specific grammatical construction that allows epistemic access to higher territories of

knowledge (undisclosed government policies) that come together to form a colorful interactional sequence specific to the institutionality of multi-party focus group interviews.
The implications highlight the need for such detailed analysis, which enables a more nuanced, complex and grounded view of the research concerns that animate focus groups in the first place. The contingent, moment-by-moment unfolding of the interaction not only allow diversity in the interaction but also insight into the epistemic primacy accessed by the account givers, further applying validity to the story told. The analysis further cautions that thematically based summaries of the talk bears the risk of evaluative misconceptions and underscores the need to conduct micro-analytic studies of focus group interaction in large-scale program evaluation research.

Bertie Kaal

Real world versus e-Worldview: Time and space frames of reference in technologised society (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

This historic discourse-space study of the nature of attitude and attention fields focuses on spatial cognition as an overall organizing principle for making sense of the world and adapting to change. Human resilience has a proven record of existential success and our adaptability will always be challenged by natural disasters, such as earthquakes, drought and epidemics. However, since the industrial revolution our perception of the world has witnessed an epistemic paradigm shift from natural to technological interventions in our daily lives that change our notions of time and space from natural phenomena to human agency. From the turn of the 20th century, technological innovation has been affecting human behaviour and from the turn of the 21st century, technology is getting into the minds and sensory-motor system of high-tech communities in which technological agency is often considered normal. This raises questions about the ethics and existential desirability of such innovation and its hegemony.
A review of some of the literature on spatial cognition by way of which people make sense of the world relates technological discourse to human behaviour (e.g., Soule 1956; Ellul 1964). A sample analysis of discursive worldview constructions in academic discourse will illustrate how the human coordinate system of space, time, and point of view (Levinson 2003) has shifted over time. This could reveal fundamental changes to our sense of space and time and consequently to attitude and attention to instincts, intuitions and the epistemology of our natural habitus. In what way do technology-driven presumptions affect modern worldviews? And who benefits at whose expense? Such questions may be answered by a critical discourse analysis for technological topoi, such as computer concepts (e.g., 'delete' and 'reboot') and notions of controlled agency, such as 'innovation', 'efficiency', 'artificial intelligence', or 'e-Humanities'. Awareness of the cognitive grounding of technologised discourse may provide a basis for social interpretations of the spatial premises of contemporary worldview logic and suggest possibilities of constructing alternative worldviews.

Leila Kääntä, Gabriele Kasper & Arja Piirainen-Marsh

Teacher's definitions in CLIL physics classes: A multisemiotic perspective (Contribution to *Definition in interaction*, organized by Bilmes Jack, Gabriele Kasper & Richard Fitzgerald)

Our presentation deals with definition sequences that occur during teacher-led whole-class instruction in a CLIL (Content and Language Integrated Learning) physics lesson taught in English in Finland. Specifically, it examines the ways in which a teacher and the students collaboratively negotiate their understanding of physical concepts related to Hooke's law ("Extension is proportional to the force"). The analysis focuses on the form, function and sequential unfolding of the participants' definition activity. We examine how talk, body and the material ecology, such as classroom furniture, pedagogical artefacts, and inscriptions on the blackboard, feature in the participants' definitions. By taking a multisemiotic perspective to analyzing the participants' locally occasioned, interactionally constructed definitions, the study provides empirical evidence of how teachers and students accomplish definitions of scientific concepts in CLIL lessons (see Dalton-Puffer 2013), what kinds of actions and use of meta-language the definition talk involves, and how the definitions are formulated and oriented to as interaction unfolds.
While there is research on word definitions and explanations in second language interactions in both everyday (Mazeland & Zaman-Zadeh 2004) and classrooms situations (Markee 1994; Mortensen 2011) as well as on children's developmental trajectories in doing definitions in primary classroom interaction (Watson 1985), to date only Dalton-Puffer (2007, 2013) has analyzed the range of actions carried out in CLIL lessons, one of which is definitions. Moreover, these studies have mainly described how language

is used to explain or clarify individual words, whereas research on the role of multisemiotic resources in 'doing definitions' is still scarce (see Mortensen 2011). Building on the previous studies and the methodological and theoretical framework of conversation analysis, we will show how the activity of defining physical concepts is sequentially quite complex as it involves the teacher's initial formal, abstract definitions which are elaborated with explanations, classifications and analogies. These occasion repair initiation by students and the teacher's subsequent repair actions. The teacher's definition-related actions are accomplished through a variety of semiotic resources in context-dependent ways, including demonstrations with the help of gestures, teaching materials and classroom furniture, and references to graphs drawn on the blackboard. The students' repair initiations seek to clarify the teacher's definitions and indicate either a language-related or a reference-related problem, both of which are accompanied by the teacher's further conceptual clarifications. By bringing these coordinated activities to the fore, the findings shed new light on the temporal and sequential unfolding of 'doing definitions', what kinds of actions the activity involves and the kinds of understandings and orientations that the participants display during the activity. They also shed light on the educational order of CLIL science lessons by explicating how physic concepts are "installed" (Macbeth 2000) as instructional objects through the classroom interaction.

Daniel Z. Kadar

Ritual, aggression, and participatory ambiguity: A case study of heckling
(Contribution to *Researching and understanding the language of aggression and conflict*, organized by Sifianou Maria & Pilar Garcés-Conejos Blitvich)

The present study explores the phenomenon of participatory ambiguity in ritualistic interactional settings that are associated with a specific pattern of aggressive behaviour. Participation' refers to Goffman's (1979, 1981) notion of participation status, i.e. various ways in which individuals can position themselves in relation to producing, interpreting, and evaluating talk and conduct. We are interested in a specific aspect of participation, namely ratification – the assumed right to participate in an interaction. 'Ambiguity' describes forms of behaviour, which deviate from participant and observer expectations of interacting in certain discursive roles, without clearly violating (un)ratified participation roles. We take heckling in performing arts as a case study.

Heather Kaiser

Schmoozing in the business domain: Small talk as a tactic for mitigating rejection in Uruguayan service encounters (Contribution to *Understanding traditional and mediated service encounters*, organized by Fernández-Amaya Lucía, María de la O Hernández-López & Pilar Garcés-Conejos Blitvich)

The present study examines the communicative behavior of Uruguayans in store or shop settings, using natural data from the face-to-face interactions of Uruguayans operating in various "domains": spheres of life in which certain socio-cultural norms and expectations guide both verbal and non-verbal interaction (Fishman 1972; Boxer 2002). Whereas small talk is often a means by which to begin conversation, especially with strangers and frequently in an attempt to ease the awkwardness of a situation (e.g., Malinowski 1923; Schneider 1988; Boxer 2011), in these data, small talk is called upon as a key strategy for mitigating rejection in the business domain (cf. Raevaara 2011). This finding contrasts with the use of post-rejection small talk in the domestic domain, where it was significantly less frequent.

This study contributes to the establishment of baseline native speaker pragmatic norms that can be compared with those of other speech communities and service encounter types (e.g., online and via telephone). Based on Locher and Watts' (2005) theoretical framework for relational work is the assumption that what is most done among the speakers of a given community is deemed politic (i.e., appropriate) behavior. Therefore, post-rejection small talk would be an appropriate strategy for promoting the success of the service encounter, despite a dispreferred response (i.e., rejection). Likewise, participants who do not engage in this type of talk run the risk of being perceived as unfriendly or even rude.

The situations under analysis emanate from an 80 hour corpus of audio recordings derived from spontaneous interactions. Ten women, from lower to middle socioeconomic speech communities in Rosario, Uruguay, generated the data over the course of nine weeks in 2009. While this research sheds light on two aspects of communicative behavior—the use of small talk in face-to-face encounters and how this use varies by domain—it raises further questions regarding the future of interpersonal communication as outsourcing, globalization and new (impersonal) technologies advance ever forward.

Julia Kaiser & Arnulf Deppermann

Achieving the transparency of action: Intention ascriptions in second position (Contribution to *Action ascription: Attributtions of actions to prior turns*, organized by Deppermann Arnulf)

Action ascription is indispensable for participants in interaction: The correct interpretation of a partner's prior behavior as a certain action is vital for other participants in order to perform next actions which deal adequately with projections of the partner's prior action, build their actions on shared understandings etc. (cf. Levinson 2013). However, a partner's action may be ambiguous or indeterminate. In such cases, explication of the partner's intentions is one way to make the locally relevant meaning of a partner's behavior transparent and to make it an object of public, intersubjective confirmation, before producing a responding action.

The study to be presented deals with intention ascriptions to an immediately prior, adjacent behavior of an interactional partner. It analyzed data from German talk-in-interaction, focusing on the use of the intentional predicate *du willst/sie wollen* ('you want') in second position. Data come from the German talk-in-interaction corpus FOLK (135 hrs./1,3 mill words) hosted at the IDS Mannheim.

We will show that intention ascription responds to and explicates different sources of intransparency of a partner's prior behavior. The partner's behavior may be treated as being in need of explication in order to be intelligible at all. Oftentimes, however, intention ascription is used to make the partner's behavior comprehensible as being part of a larger joint or individual project or strategy of the partner (i.e. a kind of documentary interpretation), as being an ingressive action which initiates a first step of a larger trajectory of action, or as indexing the partner's motives or reasons for the action. Crucially, in cases in which intention ascription is used to warrant for the intersubjective comprehensibility of the partner's behavior, this is done with respect to identify how the partner's action impinges on own future action, i.e. its possibilities, partner's expectations and readiness for cooperation.

There is, however, also an ironicizing use of intention ascription, which challenges the partner's prior actions. Intention ascription then is used to reveal the partner's hidden, strategic motives, criticize inapt intentions pursued by partner's behavior or to ridicule or tease. In these cases, intention ascription is used to either morally comment on the partner's performance and identity, revealing its "true" nature as opposed to what the partner "feigns", or it is designed to let the partner know that the speaker is not "fooled" by the appearances the partner is seen to try to create. I.e. the speaker displays his own knowledge about the partner which is displayed to be in contrast to the partner's assumption about the speaker's naivety. But even ironicizing intention ascriptions may be formulated as check-questions and make partner's statement relevant, because they can serve as a strategy to tease out the partner's real objectives.

The paper will discuss linguistic, sequential and functional properties of different practices and analyze how they are related to each other.

Eleni Kapogianni

Intended meaning and hidden intentions in the use of irony (Contribution to *Theoretical pragmatic and philosophical linguistic insights into irony and deception*, organized by Dynel Marta)

This paper focuses on the ironic speaker's (communicative) goals, categorising them as *overt*, *subtle*, and *covert*, within a (Neo)Gricean framework of analysis that also considers the dynamic elements of ironic discourse.

First of all, it is argued that "ironic meaning" is not a single implicature, but a bundle of implicated propositions, which convey the speaker's primary and secondary intended meanings (Jaszczolt 2009). Following a step-by-step examination of the outputs of the ironic operation, it is shown that the interlocutors can often perceive an implicature as a premise leading to further conclusions about the speaker's goals and status within the discourse setting. Significantly, one of the ironist's more subtle communicative goals is to be established as a cooperative speaker, despite the superficial breach of the maxim of quality, and to assume the role of a credible and elaborate evaluator.

Furthermore, the ironic setting is also examined in terms of providing opportunities for covert insincerity. In agreement with Bosco & Bucciarelli's (2008) observation that deceit can be achieved without necessarily asserting something untrue, but merely by implicating it, examples of lying through being ironic are examined in terms of multiple parallel (communicative) intentions on the part of the speaker. This discussion gives rise to another important distinction between the (covert) desired outcome of an utterance and the (overt or subtle) communicative force of the utterance, which function on two different levels. Finally, the implications of this analysis for the traditional categorisation of the four Gricean

maxims are considered, highlighting the fact that the maxim of quality is essentially different from the rest, due to its independence from the felicitousness of the conversation.

Riina Kasterpalu & Tiit Hennoste

Estonian change-of-state tokens ahah, aa, and ahhaa: From neutral to affective response (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

Flagging information receipt may play a vital role in interaction. A growing body of studies on change-of-state tokens across different languages has shown how thoroughly participants follow the flow of interaction moment by moment during the ongoing talk (Heritage 1984; Local 1996; Maynard 2003; Gardner 2007; Couper-Kuhlen 2009; Reber and Couper-Kuhlen 2010; Emmertsen & Heinemann 2010; Golato 2010, 2012; Hayano 2011). There are only few studies on Estonian change-of-state tokens so far (Keevallik 1999; Hennoste 2000; Kasterpalu & Keevallik 2010; Kasterpalu 2012).

In our presentation, we introduce research in progress on three main change-of-state tokens in Estonian. Using conversation analysis and interactional linguistics as a research method, we outline the functional differences between the tokens *aa*, *ahah* and *ah(h)aa*. Our research is based on the Corpus of Spoken Estonian of the University of Tartu (Hennoste *etal*. 2008). The data comprises face-to-face conversations as well as phone calls, both everyday and institutional interaction. The study is based on sub-corpus of 430 000 words in total.

We argue that the differences between *aa*, *ahah* and *ahhaa* are based on four features: (1) indication of the cognitive and/or the emotional change of state; (2) possible problem foreshadowed by the turn design; (3) necessity of an additional information; (4) allocation of responsibilities for (un)successful change of state.

Estonian *ahah* is used in response to pieces of information which are neutrally delivered and have a neutral impact on the recipient. In addition, *ahah* does not show orientation towards any additional information. Therefore, *ahah* is also used to close up a sequence, *e.g.* repair sequence.

In contrast, by saying *ah(h)aa* speakers display an emotional change of state. Firstly, *ah(h)aa* is an expression of insight. Secondly, it is often found in response to a turn that fails to meet the expectations of the previous speaker, either in terms of the action and/or the information provided. Thirdly, in case of disappointment, *ah(h)aa* is used to cover the emotion and display a surprise or a realization. Finally, *ah(h)aa* indicates that although some information has been delivered, and there was, to some extent, a change of state in the recipient's knowledge, the incongruence in epistemic statuses still remains. Hence, the responsibility for providing additional information or further explanation is allocated to the previous speaker.

Aa is used in the state of cognitive dissonance to indicate both the cognitive and emotional change of state. By saying *aa* speaker claims to have realised or recollected issue at hand. Therefore, speakers usually continue their turn overtly displaying their previous different knowledge, and they may cancel their previous action based on erroneous information. Thus, *aa* is a sign of now-achieved epistemic congruence, indicating successful change of state. *Aa* does not imply the orientation towards any additional information.

This study broadens up our understanding of the usage of change-of-state tokens cross-linguistically. Our findings provide a comparative perspective on Estonian and its related language Finnish systems of information receipt.

Yasuhiro Katagiri

Co-creation of "ba" in consensus-building dialogues (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

Consensus-building is most significant of the activities for people to engage in dialogue interactions. It is ubiquitous in our daily lives, from scheduling a meeting between colleagues to negotiating on treaties between nation states. it is a prerequisite for cooperative joint actions. Consensus is not a mere sharing of information, but involves deeper commitments and responsibilities between participants on its outcome, e.g., a shared inclinations/expectations/promises to certain courses of actions to take derived from its outcome. A commonly conceived and employed method for achieving a consensus would then be rational negotiation between individuals involved, i.e, through the exchange of proposals, acceptances, rejections and elaborations of the contents to be agreed upon.

We argue in this paper for an additional and constrastive method with which people engage in consensus-building in real-world practices of dialogue interactions: co-creation of `ba". Here, each participant, by

entering the dialogue “ba”, a situation in which dialogue takes place, most notably a situation of face-to-face interaction, is to commit herself to act in such a way as to develop and maintain this “ba” together with other participants of the “ba”, as well as to openly admit to other participants of her commitment. Dialogue participants would behave based on Wakimae (discernment) of the `ba", as maintenance of `ba" becomes equally or more significant than the content of agreement. In turn, this shared orientation toward “ba” provides a solid foundation for shared commitments to consensus outcomes.
Based on an analysis of laboratory-setting story construction task dialogues in Mr. O corpus, which has been collected in a number of languages, including Japanese, English, Thai and Arabic, as well as an analysis of real-world dialogue data, we examine ways in which co-creation of “ba” is manifested in consensus-building dialogue interactions, e.g., apparent collective identities, individually sub-optimal display of incompetence or concessions.

Kuniyoshi Kataoka

(In)compatibility of an interactionist tenet and cultural kata ‘form/shape/style/model’ (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

I will argue in this presentation for a broader-range integration of “micro” and “macro” levels of social interaction by incorporating the Japanese notion of kata ‘form/style/model.’ Talk is assumed to be replete with contingencies that emerge in situ among participants. While I generally agree with this assumption, recent studies of talk are heavily involved in revealing the universal mechanism of turn-taking, sequence organization, and/or institutional constraints (based on Conversation Analysis’ programmatic tenets) to the detriment of communal and cultural practices shared among participants. What should be remembered now, I argue, are indigenously customized preferences in organizing talk and discourse. My point specifically concerns renewed interest in an ethnopoetic kata ‘form/ shape/ style/ model’ embraced as performative “habitus” among the Japanese speakers. Kata, in its broader sense, is stable as well as versatile, often serving as an organizational “template” for interaction, which at opportune moments may change its shape and trajectory according to discursive developments. That is, preferred structures should not be confined to emergent management of conversational contingencies, but should also incorporate culturally embedded practices of the community. In order to push this claim forward, I will look into different types of interactional scenes, ranging from a dominantly monologic to a highly dialogic one. In a monologue style, for example, a CPR instructor was observed to construct his instruction based on a layered tripartite structure of multimodal elements. A kata-driven construction is also observed in a highly involved, interactional interview about the Great East Japan Earthquake, in which both interviewer and interviewee were recursively oriented and attuned to the same rhythmic pattern consisting of an odd-number of kata. Based on these observations, I propose that indigenous principles of organizing discourse are as crucial as the mechanisms of conversational organization, with the higher order of macro cultural preferences inevitably infiltrating into the micro management of talk.

Istvan Kecskes

Discourse-segment analysis combined with conversational analysis to better understand intercultural interactions (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

This paper proposes that intercultural interactions should be analyzed both on utterance and discourse-segment level because interlocutors show creativity on the discourse-segment rather than utterance level. Single utterances are reflections of individual human cognition while span of utterances in the discourse-segment reflect socio-cultural, environmental, and background factors. While CA preserves its distance from conventions and shared knowledge (generally, but not always) by avoiding materials of obvious social importance, DA tends to focus on such materials. This paper encourages the combination of the two approaches for a couple of reasons. First, analysis of intercultural interactions requires a rigorous approach to both the micro level and macro level because traditional utterance analysis may not reveal much since the formulation of utterances may be erroneous and/or unintelligent, and thus misleading. Secondly, a broader, socio-cultural analysis encouraged by DA could be also problematic because socio-cultural patterns are not being represented, but are rather being co-constructed in intercultural interactions. The combination of CA methods and DA methods is not impossible even according to Schegloff (1997) who made the point that for any consideration of a "text" and its "context" (whether academic or "critical" in one or another respect), one should first analyze that "text" on its own terms. By

doing this, any form of "discourse analysis" of an interactional segment would then require a CA-type of analysis as a first step. The discourse segment analysis that is proposed here can reveal important details about speakers' language processing in intercultural interactions. First we do a rigorous, detailed analysis of utterances in CA style, and then try to fit these pieces of information into the topic frame that the discourse segment focuses on. The method will be demonstrated through the analysis of two discourse segments: one between a Korean speaker and an English speaker, and the other between a Chinese speaker and a Korean speaker.

Leelo Keevallik

Simple and complex formats of change-of-state (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

This paper explores the interactional difference between two kinds of information receipts in Estonian conversation: a simple change-of-state particle (*aa, ah, ahah*, approx. 'oh') and complex claims of having arrived at a changed cognitive state (*ma saan aru* 'I understand', *ma mõistan* 'I get (it)'). Minimally, a speaker can mark change-of-state with a particle. At the same time there are also positions in conversation where a more elaborate or specific claim is warranted. For elaboration on the content of the change of state, the particle variants *aa/ah* can be deployed as turn prefaces, enabling the speaker to continue immediately. However, for defining the specifics of the changed state, such as whether it concerns merely epistemics or also affiliation, a clausal format can be used.

Particle and clausal formats of change-of-state are mutually exclusive, thus functioning as alternatives for accomplishing the "same" task. Sequentially and temporally their distribution is different. The particle is regularly deployed earlier in a sequence than the clauses. When new information is produced for the first time in a conversation, the particle seems to be an adequate receipt. The clause tends to be used when the other speaker has insisted upon a trajectory or argument beyond the first instance. Phrases 'I understand' and 'I get (it)' thus imply a higher degree of prior epistemic access than the particle. They also claim an effort by the speaker and can therefore constitute reinforced claims of a changed information state. Furthermore, as a realization token, the particle variant *aa* (Keevallik 1999) can be implemented in overlap with the other's turn. In contrast, the clausal formats are produced in the clear and may even be prefaced by other items, such as *jah* 'yeah', *ei* and *eino* , both approx. 'no'. The clauses define the prior as having gone beyond what is the necessary new information for the recipient. While the particle may encourage further expansion by other, clausal formats terminate sequences by receiving information as no longer news.

The clausal format is furthermore used in sequences where the stakes are high for the speaker. She has either made a request or asked for a favor and it has been turned down. Dispreferred answers are regularly received with more than a simple change-of-state. The clausal formats display a higher degree of affiliation than the particle, as "understanding" the other is an achievement (Coulter 1979). By choosing the more affilative clausal format the speaker receives the new information as a socially sensitive account. By comparing simple and complex formats of change-of-state the paper shows that this phenomenon involves a range of interactional matters from realization to affiliation, and from indexing a changed epistemic state to implying a cognitive achievement in parallel to the other's mind.

Friederike Kern

Clapping hands with the teacher: What synchronization of activities reveals about learning processes (Contribution to *The social organization of learning in classroom interaction and beyond*, organized by Ohlhus Sören & Friederike Kern)

Conceptualizing learning as a change in participation is a promising way of bringing CA methodology and research on learning together. Learning is then located "in the methodic character of the activities within which the subject participates" [1]. However, there are different ways how participation as an analytical category may be mapped upon sequences of talk-in-interaction [2], [3]. Moreover, is not yet clear what aspects of participation may be vital for learning processes, and which of the many facets of talk-in-interaction the participants orient to as 'learnables'.

On the basis of a case study, I will attempt to describe what two first graders learn during a language training session by using the 'learning as changing participation' approach. The focus will be on two language games – or, more technically, practices – that are meant to teach the children how to syllabify words correctly which is considered an important predecessor ability to learning how to write. In both games, the children have to syllabify words given to them by using different techniques, i.e. clapping each syllable while speaking, or drawing arcs under the written words. The games – or practices – thus

include verbal routines in combination with specific bodily movements ('clapping', 'drawing'). The teacher's job is to guide and monitor the children's attempts to come to grips with the course of the games, and with the problem of syllabifying words.
In my data, the multimodal and sequential microanalysis reveals how the children subtly change their way of participating in the two "language games" over time. More specifically, the children slowly shift the way they synchronize their activities with their teacher's. This is visible particularly well during the 'clapping'-game: whereas, at the beginning, the children start speaking and clapping as soon as the word is produced by the teacher, they later delay their actions until the teacher has started the activity herself. To achieve this, the children change their focus of attention, mainly observable in the way they coordinate their viewing direction with the teacher's mouth and hand movements before she begins to clap. The more the children synchronize their activities with the teacher's, the more she praises their performances, which is presumably an expression of her belief that the children are getting better at syllabifying. The analysis suggests, however, that the children have learned just another thing: to synchronize parts of their own behaviour with their teacher's in order to solve the task at hand. Thus, from an empirical perspective, learning how to play the language game becomes the same as learning how to syllabify.

Reza Kheirabadi

News values in Iran: The view of journalists in state- run news agencies (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

The study of "News Values" as a set of (non) linguistic factors which play a pivotal role in news selection process has been in the center of attention for both linguists and media researchers at least since the publication of Galtung and Ruge's seminal paper in 1965. Apparently endless lists of news values have been suggested by many researchers. This paper sets out to contribute to this tradition by providing insights in news values fom Iran, where all media (TV and radio stations, almost all major news agencies and daily newspapers) are totally or partially state - run and receive government support, consequently, this makes the case of Iran a unique phenomenon. In particular, this study aims to scrutinize the concept of "news values" or let us clarify the term as "essential characteristics of the news as judged by Iranian gatekeepers who decide on publication". In 2010, I conducted 20 interviews with Iranian journalists and extracted an inventory list of criteria important for Iranian journalists. Most of them had a "classic" view of "news values" based on academic textbooks and other resources taught in Iran media faculties. To them the concept of "news values" was related to the "Who? What? Where? When? Why? How?" factors. (see Kheirabadi and Aghagolzadeh 2012 a and b). For this paper, 10 follow-up interviews have been done with the journalists previously interviewed to see if their perception of the "news values" concept has undergone meaningful changes in the meantime. The findings of this semi-longitudinal and comparative research indicates that reference to elite people (mainly political authorities) continues to be the most prominent news values in Iranian media atmosphere (about 80 percent of the journalists believed that this factor is among the most important news values), a conclusion in accordance with the findings of a text analysis of Iranian newspapers done in 2008 by Aghagolzadeh and Kheirabadi. However, the analysis of the interviews taken in 2014 shows an interesting attitude shift towards more dynamic news factors (by dynamic I mean those news factors relating to news production and distribution process not product-based news values) in a way that now the element of competition with other media is considered as a more important factor than four years ago which is probably due to recent financial situation in Iran. Competition with other media shows the concern of media managers about the financial matters which was absolutely absent in my findings four years ago. I feel that due to current economic situation in Iran during which the financial support of the government has been reduced considerably comparing with 4 years ago, media policy makers and managers are now more concerned about competition with other local and international competitors, especially satellite channels and online news websites to gain more audiences and consequently attracts more financial supports and advertisement. As far as I am concerned, this is the first research conducted within a processed-based framework about Iranian media and majority of (linguistic) researches done about Iranian media have been conducted by text-based approaches (such as Halliday's SFG approach) mostly with a critical flavor. Although the research has been done within Iranian context and reports this country's media situation, many findings and suggestions may be interesting for international researchers.

Agnieszka Kielkiewicz-Janowiak

Young and old people's conversations about ageing: A case of recontextualisation

and discursive collaboration (Contribution to *Age and language use*, organized by Englert Christina)

Following the idea of ageing as a lifelong experience/process, we assume that people of *any age* do have a *story of ageing* to tell, either their own or the one they have been socialized into, i.e. their culture's story (cf. Gullette 2004). In this project it is our aim to capture these stories and trace the discursive mechanisms operating. In particular, a question has been posed whether ageing is conceptualized, by the young and the old, as *decline*.

Ageing is investigated here through intra- and inter-generational interviews first with a focus on *young* adults, who are either interviewees or interviewers. The format of the interview was meant to be as open as possible, legitimizing a variety of responses and probing the most salient associations.

In one data set young adults in Poland interviewed their peers about ageing. The aim of the (discourse) analysis has been to reveal the way young adults conceptualize adult ageing, drawing mostly – for lack of strictly personal experience – from family experience and public knowledge. Narrators refer to common knowledge, encoded in social stereotypes as well as 'expert' opinion, mostly garnered from the media. They also address socio-economic issues (notably the controversial pension system reform in Poland) which seem the only link between their own life stage and later life.

Young adults are able to use general social knowledge about ageing and *recontextualise* it into their personal experience. Even though they view ageing as referring to the other rather than self, they show much anxiety at the prospect of growing old themselves. They deal with the problematic nature of the topic by – discursively – othering it, i.e. both representing and positioning the ageing process and the ageing individual as 'the other'.

In a second set of data, a young interviewer talks to elderly people about ageing. We demonstrate how in intergenerational encounters participants cooperate with and/or challenge their age-other interlocutors by claiming either common or distinct ground in conversation. We argue that members of different generations, both young and old, while supporting their interlocutors, are not only motivated by having to meet the requirements of efficient communication but are also guided by *generational intelligence* (Biggs and Lowenstein 2011). In this attempt the young draw from their social knowledge of ageing and the little personal experience available to them, and prove able to relate to their elderly interlocutors in discussing this personally and socially sensitive topic. Older participants, on the other hand, present their experience of ageing in ways designed alleviate the threatening character of the topic. Both prove sensitive and skillful communicators

Manfred Kienpointner

Argumentative strategies in tourism ads: How to adapt to an international audience (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Within this paper, I would like to describe, analyze and evaluate argumentative strategies in tourism ads (as found in traditional and new media such as newspapers, posters, leaflets, websites, online videos, etc.). Using Verschueren's (1999: 61) concept of „adaptability", these argumentative strategies will be understood as specific instances of "the property of language which enables human beings to make negotiable linguistic choices from a variable range of possibilities in such a way as to approach points of satisfaction for communicative needs".

In the case of tourism ads, the advertisers have to select those types of arguments which are especially efficient, in order to adapt to the preferences of an increasingly international, highly heterogeneous audience, and to persuade this audience that a specific country/city/region has attractive properties which differ from all competing places (cf. e.g. the ad slogan *There's nothing like Australia*) and that these differences are especially interesting from the cultural perspective of the audience.

Moreover, the selected arguments have to be formulated in a way which is most suitable for the persuasion of the recipients of the tourism ads. Hence, the most efficient strategies of verbal representation have to be selected from inventories of figures of speech (cf. Kienpointner 2011).

A corpus of tourism ads will be analysed in order to provide a list of especially prominent types of arguments and figures of speech. Furthermore, these texts will be critically evaluated as to their plausibility. In this way, it can be shown whether these strategies are plausible or fallacious examples of "strategic maneuvering" in the sense of van Eemeren (2010: 40), that is, whether the strategies manage to follow norms of argumentative rationality and at the same time are persuasively efficient, or not.

Scott F. Kiesling

Specifying stance in gender indexicality (Contribution to *Indexing gender revisited: On the non-referential aspects of gendering*, organized by Pavlidou Theodossia-Soula)

Ochs's essential insight in *Indexing Gender* (1992) was that there are ways of acting, doing, and being in the world that are gendered, and it is those ways of being in the world that are most commonly indexed with particular linguistic forms or constellations of forms. Her oft-reproduced figure presents a schematic with arrows to represent these social ways intervening between the direct indexical connection of linguistic form and speaker gender.

Of the three elements intervening between linguistic form and gender, *stance* was and is the least defined and theorized. In this paper, therefore, I explore more fully what a stance is and what it means to index a stance. I begin with the general definition that stance is the relationship created between a speaker and some *stance focus*. This definition, however, merely pushes things on to the other concepts in the definition, namely: speaker, discursive figure, and relationship. I will mostly focus on relationships in this paper.

I suggest that there are three main kinds of relationship taken up in an utterance, or *stance bid*: affect, alignment and investment.

Affect is the polarity or quality of the stance. This kind of relationship encompasses evaluation and sentiment, as well as things like how aggravated or mitigated a speech act is. *Alignment* is a social relationship, focusing on how the animator aligns (vis a vis the stance focus) with interlocutors. *Investment* is similar to epistemic stance, in which the animator is signaling the strength with which the stance bid is made.

I demonstrate how these three dimensions can lead to improvements in understanding how indirect indexing works in conversation. My main example is derived from a published example analyzing masculinities in interaction. Kiesling (1997) shows how stances taken by different men index different kinds of masculinities. I show that these analyses can be made more robust and specific by connecting the discursive forms and strategies used by the men to affect, alignment, and investment. I further show how these stance dimensions are semiotically aligned with ideologies of masculinity and gender more broadly.

This view of stance suggests that indexing gender, even indirectly, is much more complex than initially proposed, and provides the beginning of a framework for specifying more completely the indexical connections between linguistic form and gendered ways of being in the world.

Younhee Kim

Orienting to asymmetries of knowledge in conversation: Definitions in interaction (Contribution to *Definition in interaction*, organized by Bilmes Jack, Gabriele Kasper & Richard Fitzgerald)

This study looks at the sequential environment where participants are engaged in definitional activities in conversation between L1 and L2 English speakers. Definitional activities arise when one or some of the parties in conversation express uncertainty about each other's knowledge of the target term, thus bringing the asymmetries of knowledge across the parties in conversation to the surface of interaction. Definitional activities can be done in a preemptive way, preceded by a move to check the interlocutors" knowledge status (e.g. try-marking or a knowledge check question such as "do you know what X is?") or can be occasioned by the repair initiation of the recipient (e.g. "X?", "what is X?"). However, repair initiation that leads to definitional activities was extremely rare in the data of the current study. Most instances of repair initiation were treated as if targeting a hearing problem unless the repair initiator made it explicit that the trouble source lay in a lack of knowledge by employing the particular format of repair initiation, "what is X?". Volunteering to provide a definition when in doubt, seems to be preferred over initiating repair that reveals the lack of knowledge on the part of the repair initiator. The former, providing unsolicited definition, however, might risk seeming to underestimate the recipient's knowledge status. In the latter case, the repair initiator herself often provides her tried definition in the form of try-marking in an effort to put the sequence back to the main trajectory.

Definitions performed by the interactants show the definition provider's membership categorization analysis of the recipient. The level of granularity of the provided definition varies according to the perceived membership of the recipient. The speaker would provide a very generic one, e.g. "It's an American car" or a more elaborate one depending on the perceived knowledge status of the recipient and also on the interactional purpose of the moment. In topic-initiating positions, definition seems to take more elaborate form if it ever appears. Even when definitional activities are seemingly not oriented to asymmetries of knowledge, they seem to serve actions that involve epistemic superiority among participants such as clarification or correction.

Alan Kim

Typology of grammatical encoding of deference expressions: In search of parametric differences in cross-linguistic honorifics (Contribution to *Re-examination of the discursive approach to politeness - Where are social norms, politeness judgements and universality gone?*, organized by Obana Yasuko)

This paper attempts to test a working hypothesis that every language encodes linguistic expressions of deference toward a (socio-linguistically) senior person systematically on to grammar in one way or another, e.g. honorific markers for addressees in the T/V distinction in French and German, and the usage of Sir/Madame, Your Grace/Honor/Majesty in English. Contrary to what is generally believed, one finds elaborate grammatical encoding of politeness (GEP) in these western languages --- the pervasive use of subjective modals as seen in 'Would you please fill this registration form?,' 'Would you mind to lower the volume a bit?,' 'I would be extremely grateful for your perusal of my recent publication,' and the like, equivalents of which are also pervasive in other European neighbor languages. That is, politeness encoding in these languages is done via modality, namely subjunctive mood. In languages like Japanese, Korean and Chinese, grammatical encoding of politeness or deferential expressions (GEP hereafter) is extensive not only on to nouns, but also to adjectives, adverbs, and verbs. Deference in these languages is also encoded in the interlocutor's grammatical roles (e.g. subject and (in)direct object). It is noteworthy that languages like Japanese and Korean exhibit special morpho-syntactic operations such as inchoation (de-agentivization via passive), and heavy usage of causativization (for the purpose of power-concession to Superior) and transaction of favor (as in appreciation remarks). In some Australian aboriginal languages, a bystander as interlocutor is subject to undergo grammatical coding. The investigation of range and types of grammatical encoding of politeness expressions in language has to date attracted little or no attention, and the present study attempts to explore this neglected field of linguistic typology. The study will lead to the conclusion that linguistic politeness may be universal to languages with rich parametric variations, which will in turn help enhance understanding of the nature of the sociolinguistic pragmatic usage of politeness in a given language.

Myung-Hee Kim

The use of honorific language as interactional strategies in Korean (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

This study explores the mixed use of honorific forms (contay-mal) and plain forms (pan-mal) by Korean speakers in task-based conversations. It is known that speakers of Korean or Japanese obligatorily make a linguistic choice to use either an honorific or plain form in accordance with their evaluation about the relationship with the addressee, the formality of the situation, and so on. However, recent studies on honorific language in Korean or Japanese argue that speakers often mix honorific forms and plain forms even in situations with status differences, and that their use is rather dynamic and context-sensitive, not strictly fixed based on social norms as had been thought by traditionalists (Chang 2014; Lee 1999, 2011; Strauss 2005; Maynard 1991; Barke 2910; Okamoto 1999; Saito 2011). Drawing on these studies and also keeping in mind the relative paucity of the research on the subject in Korean using actual discourse data, this paper examines the extent to which Korean speakers alternate honorific forms and plain forms in task-based interactions, and attempts to show how the style shift is employed to achieve the interactional goals by the speakers. The data "Mr. O Corpus" is part of a cross-linguistic video corpus consisting of three types of interactions--conversation, narrative, and problem-solving task--in American English, Japanese, Korean, and Arabic. I examined the task-based conversation data, where two people worked together to construct a story by arranging a set of fifteen picture cards. The data consist of 20 pairs of Korean speakers—10 teacher-student (T-S) pairs and 10 student-student (S-S) pairs. The T-S pairs met for the first time for the task, but the S-S pairs were close to each other. A preliminary analysis on the data shows that the speakers indeed alternated between the two forms within the same stretch of talk; in fact, all but six S-S pairs, who used plain forms to each other, demonstrated a mixed use of honorific and plain forms in their conversations. It seems that the prevalent use of style shift indicates the complexity of the phenomenon and the speakers' sensitivity to the immediate context as well as the societal norms they might be constrained by. It seems that the speakers' choice to use an honorific form or plain form has a variety of interactional functions, such as (a) involving the addressee into the talk, (b) marking the affective stance toward the addressee or the situation, (c) adjusting or maintaining the relationship, and so on. This paper will also touch upon the use of (hyper-)honorific forms by teachers in confrontational conversations and show how it contributes to the speakers' goal of managing relationships during an interaction.

Duane Kindt

Indicating a change-of-state in novice-to-novice conversation-for-learning interaction (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

In his seminal study of the "change-of-state" (COS) token *oh*, Heritage (1984) notes that COS tokens indicate a recipient's change in "current state of knowledge" (p. 299), a change from, as Schegloff (2007) describes it, "non-knowing to now-knowing" (p. 118). More than simply "marking the receipt of information" (Sidnell 2013, p. 92), they differ in form (Golato 2010; Wu 2004) and type (Couper-Kuhlen 2009; Local 1996) and are context (Heritage 2002; Shimotani 2008) and language (Hayashi 2009; Koivisto 2013) dependent. Closely related to interlocutors' epistemic progression (Heritage 2012), this notion also strongly influences indicator usage in a second language (L2) as novice users endeavor to maintain affiliation/alignment (Emmertsen & Heinemann 2010; Goodwin 1981) with shared-L1 interlocutors when speaking L2 (Greer in press; Hayano 2013).

Of particular importance to second and foreign language educators in showing the development of interactional competence (Barraja-Rohan 2011; Hall & Doehler 2011) and subsequent assessment (Gan, Davison, & Hamp-Lyons 2008; Van Compernolle 2011), COS between English expert and Japanese novice speakers of English has been examined (Ikeda 2007; Leyland 2014). Little attention, however, has been paid to the variants used by novice speakers amongst themselves (Sullivan 2010), particularly in a naturalistic classroom setting. From a collection of cases taken from data captured with head-held camcorders in English as a Foreign Language (EFL) oral communication courses at a private university in Japan, this CA-informed study attempts to describe and categorize many of the ways that Japanese novice L2 speakers indicate COS during conversation-for-learning interaction.

From the data, several tokens appear in both Japanese (*a*) and English (*oh*) that are similarly used in L1 contexts, but there are also indicators common to EFL classrooms (*a + I understand*), operating at times not only as a receipt but to facilitate *doing being a language learner* (Mori & Hasegawa, 2009). Other resources include stand-alone (repetition), combinations (*a* + synonym), those with additional talk (*oh + that's great*), and multimodals (*a* + gesture)—as learners work to maintain co-alignment (Stivers, 2008) and establish epistemic common ground (Heritage 2012). It appears that in *doing Englishing* the confluence of social, institutional, and linguistic structures results in an unusually wide variety of resources used to indicate change of state.

Jeremy King

Relational work in 18th century business communication: Commissive speech acts in Colonial Louisiana Spanish (Contribution to *Towards a diachrony of relational work: Factors behind sociopragmatic change in 18th and 19th century Europe*, organized by Paternoster Annick & Marcel Bax)

In recent years, the field of (socio)pragmatics has seen an increasing amount of study of speech acts to explore divers questions related to linguistic behavior in the Spanish language. In spite of the burgeoning of this area of study, the category of commissive speech acts has been all but ignored in scholarship (Márquez Reiter and Placencia 2005: 74). Only a small number of studies (among them Rall 1993; Hardin 2001; Chodorowska-Pilch 2002) focus exclusively, or partially, on this class of speech acts in Spanish, and even fewer studies deal with commissives in contact varieties of the language. The colonial period of Louisiana, during which English, French and Spanish were employed to differing degrees, presents such a context for study. Although Spanish was the de facto language of government interactions in Louisiana for much of the 18th century, there is a dearth of work dedicated to the language of this period.

The corpus chosen for analysis in the present study consists of 100 business letters drawn from the *Galveztown Papers* collection housed in the archives of Louisiana State University (with the original documents held in the *Archivo General de Indias* in Seville, Spain). These letters, which represent correspondence between various Spanish government and military officials in Colonial Louisiana, center around a variety of issues faced by the inhabitants of the Louisiana territory in the latter half of the 18th century. For the present study, all commissive speech acts and supportive moves were identified and coded according to a modified version of the taxonomy presented in Bilbow (2002). Results of the study reveal that the level of power of the speaker (= letter writer) proved to be the most significant factor in the formulation of commissives. Inferiors writing to superiors strongly preferred the use of the morphological future tense to express commissives, while superiors tended to employ the simple present tense and indirect formulations. The results of this study are compared with those found for varieties of modern Spanish in order to pinpoint changes in sociopragmatic behavior over the past several centuries.

Brian King

Narratives of hypothetical vicarious experience in sexuality education (Contribution to *Narratives of vicarious experience in talk at work*, organized by Zayts Olga & Neal Norrick)

This study focuses discourse analysis on the use of hypothetical vicarious narratives as part of discussion in a secondary-school sexuality education lesson. These narratives take the form of narratives told about the experiences of a hypothetical self or other, inducting the listener into the story for the purpose of stimulating reflection and discussion around issues of sexuality. By applying narrative analysis to these classroom audio recordings, it can be demonstrated that these sexual stories are rendered tellable in a classroom of teenagers via their hypothetical framing, and vicarious insights can be transferred from the taleworld to the here-and-now of the telling world. In this way, the participants relate hypothesis to reality as part of the transactional goals of group discussion. Because of the hypothetical nature of the story characters' experiences (including hypothetical selves), students are able to align with taleworld ascriptions of sexual subject positions which might normally be avoided during identity performances in the heterosexual market of a school. Students readily inhabit sexualized hypothetical subject positions even when doing so involves stepping outside of the boundaries of binary gender, binary sexual orientation, and body dimorphism (i.e. male vs female). Thus the participants are provided with an opportunity to explore self-hood in relation to topics such as sexual agency and non-binary understandings of bodies and desires, while still managing their peer group identities.

Alexandra Kinne & Tonia Sperling

Modal auxiliaries in advanced learners' academic writing – A corpus study (Contribution to *The use of hedges in academic writing by EFL learners*, organized by Ott Tavares Paulo & Bruna Milano)

This study examines the use of modal auxiliaries as a discourse-pragmatic hedging strategy in the written academic texts produced by German advanced learners of English as a foreign language (EFL). Despite their importance in the academic register, there is only little research on modal verbs used as hedging devices in academic learner writing. The study presents a comparative, qualitative and quantitative corpus analysis based on the *Corpus of Academic Learner English* (CALE; Callies & Zaytseva 2013) and a native speaker control corpus to examine how EFL learners use modal verbs as a hedging strategy and if there are differences in their use as compared to native speakers of English.

Hedging, i.e. "the expression of tentativeness and possibility in language use" (Hyland 1995: 33) is essential to academic writing. Hedges are understood as modifiers of a writer's commitment to the truth-value of a proposition (Prince et al. 1982: 85) and enable the writer to present claims with caution and to soften categorical assertions (Hyland 1995: 33). Serving this function, in their epistemic usage, modal auxiliaries (e.g. *can*, *may*, and *might)* are an important means of hedging, as they qualify the meaning of a sentence and reflect the writer's "judgement of the likelihood of the proposition it expresses being true" (Quirk et al. 1985).

The adequate use of hedging devices to express commitment and detachment to their propositions has been found to be problematic even for advanced learners who have a good command of grammar and lexis (e.g. Hyland 1995; Hyland & Milton 1997b). So far, studies on the use of (modal auxiliaries as) hedging devices provide an inconsistent picture (e.g. Hu et al. 1982; Hyland & Milton 1997a; McEnery & Kifle 2002).

Analysing modal verb uses among a continuum of probability ranging from certainty over probability to possibility (e.g. Holmes 1982, 1988; Hyland & Milton 1997b), depending on the degree of commitment they convey, this study sets out to find how EFL learners use modal auxiliaries in their academic texts as compared to the academic writing of native speakers. In particular, it examines the frequency of modal verbs with regard to questions of overuse and underuse, but also considers differences concerning the degree of certainty or doubt that is employed.

Elena Kirsanova

The pragmasemantic potential of food language units (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

Considering a food language unit (a lexical item that directly (*bread, milk*) or indirectly (*salt, oil*) contains the seme "food" in its semantic structure) under a pragmasemantic angle we acknowledge a direct connection between the wealth of its long-established associations and semantic correlations and its functional activity. These facets of a sememe are linked together through what we may call its

pragmasemantic potential – the instrumental efficiency of a food language unit to accumulate and render various types of information about: material phenomena (colour, shape, size, consistence); human beings (their biological needs, physical and psychological characteristics, social status); psychological processes (perception, emotions); human activities (material, social, interpersonal, intellectual (judgments, ethic and aesthetic evaluation, motives); communication processes; material and spiritual cultures. There is hardly anything that cannot be described by food language.

Such information capacity of food language units together with their intra- and intercultural universalism (the ability to be understood by a wide range of communicants despite their sex, social status or nationality) are the two key factors of their powerful pragmatic potential.

Unfortunately a wealth of implied information and seeming simplicity may play a bad trick when it comes to decoding discoursive meanings based on culturally specific semes implicitly integrated in their semantic structure.

For example, the item *apple pie* in certain contexts(*as American as apple pie, as American as mom and apple pie, apple pie virtues*) generates a persistent reference to the American national values (home, family, motherland, patriotism), the meanings unrepresentative in British contexts.

In the English culture and language *tripe* (both the dish and the word) have acquired negative associations (namely 'something poor, worthless, or offensive') whereas in Robert Burns' "Address to a Haggis" the word displays quite opposite connotations.

The English idiom *bread and butter* describes a rather scant livelihood (*They that have no other meat, bread and butter are glad to eat*) while its Russian calque on the contrary builds up an image of prosperity.

Interpreting original meanings based on food language is a real challenge for translators who have to adapt them to another culture.

This paper addresses different contexts with references to food and explores the disproportions in semantic structures of most common food language units (such as *bread, butter, salt, cream, etc.*) in terms of their information content and functional activity. By way of contextual analysis of originals (Russian and English newspaper and literary texts) and their translations it provides analysis of translation failures and successes in interpreting national alimentary codes and their cultural adaptations.

Jens Kjeldsen

How to argue with pictures - on visual acts of rhetorical arguing (Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

In argumentation theory discussions on whether or not pictures can convey arguments are often made on the basis of semiotic notions of sign and meaning, on philosophical conceptions of truth, and on argumentation-theoretical rules of fallacies and validity.

However, rhetorical argumentation, which is the kind of argumentation we all perform every day, is not primarily about meaning, truth or validity. It is about action. Thus, the rhetorical approach (Kjeldsen 2014; Kock 2013, 2009) shares the view of communication held by speech act theory and pragmatics (Austin 1962; Searle 1969, 1979). Instead of viewing communication as transference of meaning, communication is considered as a way of acting in the world. In this there is no difference between verbal or visual argumentation. On the contrary, the possibility of visual argumentation lies exactly in the fact that argumentation is a communicative act – not a verbal text.

As an approach to the study of argumentation pragma-dialectics (Eemeren & Grootendorst 1983; Henkemans 2014) is based on the theory of speech acts, viewing argumentation as an illucotionary act complex, and as a perlocutionary act of convincing. The theory, though, is limited to verbal communication, rejecting the visual the possibility to make arguments. In recent years, however, also pragma-dialecticians have become more open to the possibility that also pictures can be used to perform argumentation (Eemeren et al. 2014).

This paper firstly argues theoretically that visual argumentation is possible. The primary reason is that neither conclusion nor premises need to be stated explicitly for an audience to understand that they are presented with an argument (cf. Grice 1975; Wilson & Sperber 2012). Since argumentation is a form of communicative action it should not be delimited to discrete, verbal texts. It is necessary, though, that the audience understand that the performative act "argument making" is carried out (O'Keefe 1982, cf. 1992). Any audience grasping this will be inclined to search for the elements of the argument(ation) in the instance of communication presented. Thus, visual representations can express propositions as implicatures, and hence be used to make arguments.

Secondly, this paper will illustrate how visual argumentation is possible by analysing instances of visual and multimodal representations through the combination of rhetorical argumentation theory, speech act theory, and pragmatic notions of relevance and implicature.

Sonja Kleinke

Constructing the other – intercultural conflict and cross-cultural differences in public Internet discussion fora. (Contribution to *The digital agora of social media*, organized by Johansson Marjut, Sonja Kleinke & Lotta Lehti)

Typically, the meta-discursive negotiation of intergroup conflict in society takes place at *in-group* rather than *intergroup* level. Web 2.0 applications such as virtual online discussion fora have created new formats of public intercultural encounters, in which the cultural background and affiliation of participants is constituted discursively, through talk exchange, and in a highly dynamic and highly 'relevant' way (Scollon & Scollon 2012[3]; Gumperz & Cook-Gumperz 2007; Corder & Meyerhoff 2007). In these fora, representatives of majority and minority cultural groups contribute to the construction of meaning in the public sphere as equal and ratified participants. It is especially in the discussion of political topics that intercultural conflicts (van Meurs & Spencer-Oatey 2007) surface and emerge between (groups of) users from different cultural backgrounds with incompatible social objectives. The negotiation of these conflicts is closely intertwined with the mutual- and self-construction of complex virtual cultural identities and very much in line with the principles of identity construction outlined in Bucholtz & Hall (2010).

The present study examines how users construct complex virtual (group-)identities against the background of cross-cultural differences and intercultural conflict. It focuses on two threads of from the public online discussion boards UK-Debate and the BBC-run HAVE YOUR SAY dealing with intercultural problems in the UK (*Is there any realistic hope of integrating muslims as a whole?* and *What tests should immigrants face?*), both unfolding between UK-c itizens and migrants from various cultural backgrounds .

Using categories developed in CDA (e.g. Miller 2014; Reisigl 2007), the study investigates how participants construct their respective cultural in- and out-groups and negotiate group affiliations in virtual public space at a *personal private* as well as an *intergroup* level. The study addresses two questions: Firstly, which linguistic strategies do participants use in order to construct themselves and others as members of a minority/ majority culture? Secondly, how do participants oscillate between private personal and public group identities when negotiating their respective identities in the discussion?

The results obtained so far show that in both threads members of the cultural minority are mostly treated as an undifferentiated group, not only by members of the majority culture group, but also by self-allocation. Both groups use similar linguistic means to criticise hierarchically higher out-groups outside the forum. However , the two groups, i.e. users constructing themselves as members of the cultural majority and those constructing themselves as members of a cultural minority, respectively, also develop distinct group-specific patterns of interaction. In both threads, people from minority cultures participate far less actively in the discussion. They avoid overt criticism against hierarchically equal out-groups and rarely fuel the discussion by directly criticising individual members of the thread-internal out-group. By contrast, participants constructing themselves as members of the cultural majority often target their criticism directly against (virtually present) co-participants representing minority groups. The study compares the linguistic means used by both parties to highlight cross-cultural differences and investigates how both groups use private information in order to construct individual and group identities.

Bettina Kluge

Adaptability of address in a social media context: Nominal and pronominal forms of address in a Latin American blogging community (Contribution to *Address, variation and adaptability*, organized by Lappalainen Hanna & Jenny Nilsson)

In an ongoing project on blogs treating the topic of migration to the French-speaking Canadian province of Québec, written by francophoneand hispanophone migrants and / or migrants-to-be, we observe the interaction between bloggers and their readers (e.g. Kluge 2013, 2014; Frank-Job / Kluge2013). Especially among Latin American bloggers, new members to the emerging Community of Practice (Wenger 1998; henceforth CoP) are often welcomed enthusiastically by older members and are helped along in the immigration process, receiving crucial emotional support during this difficult, life-changing transition period.

This talk will focus on the forms of address observed in the corpus, as they can be shown to be an important indication of membership in the CoP and showing adaptability to the different interactional

situations documented in the corpus. The corpus consists of ten francophone and ten hispanophone blogs and includes both the original blogs posts and the comments left by other members of the CoP. As might be expected, outgroup members (or those that are treated as outsiders by other members of the CoP) tend to be treated by *usted*, the V-form (according to Brown / Gilman 1960), while most members use the T-form of pronominal address to address other members: *tú* and / or *vos*, according to the regional variety of the writer. New members of the CoP are especially eager to present themselves in such a way as to receive T-forms immediately. Notably, voseo users from Argentina and Uruguay tend to adapt less to their interactants, while other voseo speakers often use the more frequent and less regionally marked tuteo forms.
In this talk, I will present two interesting case studies:
- In one blog, a commentator who does not conform to the rules of the CoP is treated as a troll by other members of the CoP. The suspected troll is either treated by usted to show emotional distance, by denigrating, condescending tú or by being treated in third person, as if he was nonexistent, putting him in the role of a bystander (cf. Goffman 1981).
- Cohesion in the CoP is also enhanced by ludic play and banter between bloggers who know each other well (as attested by their intertwined blog roll and comments in each others' blogs). Here, we observe cases of deviant address, mostly the use of *usted* to well-known persons who are normally treated by *tú* or *vos*. In addition, nominal forms of address are very important to establish a ludic mode of interaction.

Aino Koivisto

Registering an informing as neutral vs. consequential for oneself: The Finnish change-of-state tokens "aijaa" and "aha(a)" (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

In English the central resource for marking change of state is the particle *oh* (Heritage 1984), whereas in Finnish there is an abundance of different particles serving this function. Like German, Finnish is thus a *particle-rich language* (cf. Couper-Kuhlen 2009; Golato 2010), especially when it comes to change-of-state tokens. Previous research has shown that some particles and particle combinations in Finnish are specialized in indexing rather complex cognitive change-of-states, such as recollection and now-understanding (see Koivisto 2013, 2015). In addition, in Finnish there is a group of particles that seem to share the same basic epistemic meaning, that is, they all index a change-of-state in terms of having received new information. This raises a question as to whether some particles are interchangeable in function, or whether there is a division of labor between them. This paper compares two such particles, *aijaa* and *ahaa*, in an attempt to answer this question.
It will be shown that in order to distinguish between these two elements, the exact quality of the cognitive change indicated is not a crucial criterion as they both indicate that the speaker has received new information. Also, the sequential position does not seem to matter: both of these particles can be produced in second or third position in a sequence (i.e., as a response to a first position informing and as a response to a question-elicited informing). Rather, it becomes relevant to consider the status of the prior informing from the recipient's point of view (that is, the speaker producing the token *aijaa* or *ahaa*). As this paper will thus show, one of the central aspects that seems to influence on the choice between the two particles is whether the prior informing is consequential for the recipient. The paper's claim is that *aijaa* typically functions as a neutral registering of a piece of information that mainly concerns the informer, while *ahaa* is more likely to convey that the informing affects the recipient's future actions in a way or another or changes his/her ideas about them. The paper will thus demonstrate that in languages that rely heavily on particles in expressing cognitive and emotional states, the relevant parameters for distinguishing between them can be something beyond the sequential contexts and type of the cognitive shift indicated.

Sonja Kolberg, Sascha Demarmels & Ursina Kellerhals

How language sets imagination in motion: A phenomenological approach to the reading of promotional texts in the tourist industry (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

To investigate the imaginary potential of language in tourist communication, our paper will apply Wolfgang Iser's phenomenological approach to the reading process. Even though originally conceived as a "theory of art" (Iser 1974, S. 274), Iser's theoretical framework may provide useful insights for the analysis of any text which is "performative" in the sense that it creates objects of imagination rather than just representing 'what is' (cf. Iser 1991). In promotional texts about tourism products as well as in literary texts, the "picturing" of the objects described is done by the imagination of the reader who, in the

reading process, also becomes emotionally involved. Based on Iser's theory, we want to show how the imaginative operations and anticipations of the reader of promotional texts in the tourist industry could be explained as effects of certain linguistic strategies. One of these strategies is the indeterminacy of the text, manifesting itself in "gaps" ("Leerstellen"). Iser goes so far as to question the imaginary power of multimodal forms such as films because they lack these gaps.
The implications of Iser's theory for the language of tourism will be examined on the basis of two examples. First, the phenomenological approach allows us to reconsider the empirical results of an explorative study in which we asked how to best market sustainable tourism products to customers (Wehrli et al. 2013). We found that certain linguistic devices evoked more emotional, others more rational responses, and that it is essential that features related to sustainability are communicated in a way that reaches customers at the emotional level. Secondly, we will examine the imaginative potential of a selected corpus of multimodal forms of tourist communication in the light of Iser's scepticism. Do these forms indeed impair the imaginative activity of the customer – or are there new varieties of possible "gaps" arising out of the complex semiotic relations between word and image?

Tom Koole

Action ascribing responses (Contribution to *Action ascription: Attributtions of actions to prior turns*, organized by Deppermann Arnulf)

A major concern for participants in interaction is to establish the action that an interlocutor has performed with a prior utterance. Research so far has suggested that action quality is a product of the design of an utterance in terms of vocabulary, morpho-syntax, and phonetics (Curl & Drew 2008), the position of that utterance in a sequence of actions (Schegloff 2007), and the relative epistemic statuses of speaker and hearer (Heritage 2012). Moreover, it has been noted that this is not solely a concern of the addressee, since participants need to establish mutual understanding (intersubjectivity) of the action (Heritage 1984).
In this paper I will present conversation analytic research of responses that ascribe particular action meaning to a prior utterance. The data are Dutch telephone calls from a corpus of mundane calls between friends or family members, and from a corpus of emergency calls.
In the mundane calls, I will be concerned with the responses (i) "(ja) precies" and (ii) "(ja) klopt" to utterances in which speakers formulate their understanding of some issue. These responses can be translated into English as (i) 'yes exactly' and (ii) 'yes correct' but in particular the latter is not a very common response type in English. In contrast, there seems to be a close match between the two Dutch response types and German (i) '(ja) genau' and (ii) '(ja) stimmt'. I will show that in the mundane telephone calls, that the (i)-type response treats a prior formulation of understanding as an assessment while the (ii)-type response treats it as factual information. Moreover, I will show that this does not necessarily depend on the design of the prior utterance. The 'ja precies' response targets a different action element in the prior utterance than the 'ja klopt' response.
I will use the emergency call data to show that ascribing action meaning is not necessarily done in the turn immediately following the targeted utterance. As Whalen & Zimmerman (1989) have shown, call-takers in emergency calls treat callers' trouble reports as 'requests' by granting (or denying) help in the closing phase of the call. I will show that call-takers can also treat the trouble report as a civic 'service' of the caller rather than as a 'request' by thanking the caller in the closing of the call. Thus the action ascription of the caller's trouble report is only established in the dying seconds of the call.

Monika Kopytowska

Creating pictures in our minds: Distance, context and multimodality in television news (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

As claimed in the literature on media and social cognition "[a] central feature of mediated communication is that it alters the spatial and temporal relationships between people, between a person and a stimulus, and between the elements of complex stimuli" (Reeves et al. 1982: 297), which enables "transcendence of time and space". News media organisations, working on the assumption of what is (or rather should be) considered newsworthy, select and put together messages from different times and places. In this process, journalists work discursively on various dimensions of distance in order to bring the represented reality cognitively and affectively "closer" to the audience. Their choices of "what" and "how" to select and present are both ideologically motivated and ideologically constitutive (also in terms of "professional ideology" and normative models of journalism).
The present paper revisits the notion of *distance* in the news, drawing on the insights from semiotics, Cognitive Linguistics, Discourse Space Theory, MediaSpace theory (Couldry and McCarthy 2004) and various theoretical approaches to *mediatization*. Distance in its various dimensions is claimed to be the

key principle structuring journalistic work, which is discussed at the level of the medium (e.g. TV), practices, and products. The author distinguishes several dimensions of distance, viz. spatial distance, temporal distance, epistemic distance, axiological distance and emotional distance, as they exist between the events covered by the journalists and the audience, and demonstrates how journalists work to reduce it. The process of reducing the distance is discussed under the term *proximization*, originating in Chilton's Discourse Space Theory (2004, 2005, 2010). While in Chilton's approach as well as in another model developed later by Cap (2008, 2010, 2013), proximization serves to present possible threats as more imminent and thus legitimize political actions, here it is regarded as the basic process inscribed in news media practices. The temporal and spatial dimensions are related to the fact that the events presented happened or happen out there in the world, beyond the audience's immediate experience. The epistemic distance results from the fact that the audience is not necessarily familiar with the events and phenomena presented in the news, while the axiological distance means that such events have to do with different cultural values, beliefs and practices. Finally, emotional distance has to do with various degrees of emotional involvement on the part of the audience.

If we consider the structural and functional features of news discourse, such *distance operations* seem to be, whether intentionally or not, applied by the newsmakers, to influence the audience's cognitive-affective involvement and, as a result, perceptions, judgements and actions. The paper demonstrates how journalists make the reality they (re)construct and (re)present more relevant and emotionally-engaging for the audience (or, in other words, bring the mediated reality cognitively and affectively "closer" to the audience) by overcoming various dimensions of *distance*, and discusses the motivations behind and implications of choosing various proximization strategies (i.e. how they make things seem 'close to home' and therefore urgent). This is done in the case of news being a process, i.e. journalistic strategies of news selection (news values) and a product, i.e. news text in its visual and verbal dimension.

On the thematic level, the paper explores the coverage of the Garissa University College attack in April 2015 in Kenya in BBC, Euronews, Sky News, CNN, NBC, Al-Jazeera English, KTN Kenya and NTV Kenya.

Data analysis involves the integration of qualitative and quantitative methods, on the assumption that corpus linguistics, in particular when used in combination with qualitative approaches, can become a valuable tool for discourse analysis as it allows for the quantification of recurring linguistic features necessary to substantiate qualitative insights and for reliable generalizations concerning the effects of various linguistic choices.

Helga Kotthoff

Indexing gender in teacher-parent consultations (Contribution to *Indexing gender revisited: On the non-referential aspects of gendering*, organized by Pavlidou Theodossia-Soula)

The concept of "indexing X" comprehends non-exclusive and indirect relationships between stylistic characteristics, speech activities and social categories, e.g., those of gender (Ochs 1992). Thus it seems better equipped than the ethnomethodological concept of "doing X" to grasp linkages and co-articulations of various identity-related relevance structures that are not placed in the foreground of the interaction, but rather occur "on the side."

In this lecture, I deal with teacher-parent conferences at German schools, which I should perhaps have called "female teacher-mother conferences" to be exact. In the discussions, mothers often talk in detail about everyday activities in their family. They present themselves as private tutors or "co- teachers" for their children (Kotthoff 2012), thereby giving insights into gendered divisions of labor in the home. They often cite themselves urging their children to work for school. I will take a close look at quotations.

I will analyze the specific enactment of cultural models of motherhood that do not form the focus of these talks. My data stem from currently 28 consultations at German schools of various types. Cedersund and Svensson (1996, 133) write that the way teachers talk about students during consultations is an important source of information about school culture and the norms and values existing within the school system. We find that cultural assumptions about motherhood are also produced, reproduced and displayed in these talks, e.g., by mothers themselves.

Dorota Kotwica

Functions of intersubjective evidential expressions in Spanish research articles. A diachronic study (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)

In modern scientific writing the expression of evidentiality is considered as a part of stance of the writer which not only adduces the source or information for the claims he or she makes but can also be used as a strategy for persuasive and interpersonal aims (Hyland 1999).
We claim that in achieving these effects, the scientific writing developed, over time, a set of highly intersubjective evidential resources. The (inter)subjecitivity here is understood "in terms of the question whether the evidence (and the conclusion drawn from it) is only available to the speaker or is rather more widely known (including the hearer)" (Nuyts 2001: 398-399). We believe that due to the persuasive nature of the scientific article, the intersubjective dimension of evidentiality becomes more salient in this genre where "(...) the S/W engages the addressee in negotiating the availability and/or interpretation of given evidence" (Whitt 2011: 359).
In this paper, the analysis is conducted in a corpus of Spanish scientific articles dating from the 19th and early 20th centuries (the period of the evolution and consolidation of the genre in Spain). The analysis focuses on the resources used with intersubjective evidential meaning and aims at establishing relations between the dimension of intersubjectivity, the type of evidential expression, the evidential meaning (direct/indirect and their subtypes) and the function accomplished (for example, boosting). From the diachronic perspective, the strategic uses of intersubjective evidential expressions are examined in order to observe the evolution of this characteristic in the genre during the period under review.

Reinhard Krapp & Paul Roessler

Punctuation and emotion in German drama of the 18th and 19th century

(Contribution to *The pragmatics of punctuation: Past and present*, organized by Kytö Merja & Claudia Claridge)

D. a. Moor. *Thu das, mein Sohn. - Ach, es hätte mir doch das Herz gebrochen! Schreib ihm - -*
(Schiller: „Die Räuber", 1. Akt, 1. Scene)
Faust. *Habe nun, ach ! Philosophie,*
Juristerey und Medicin,
Und leider auch Theologie !
(Goethe: „Faust, der Tragödie erster Teil", Nacht, Studierstube)

Emotions are encoded via different channels of communication and related to non-verbal, para-verbal, and verbal meanings of expression. Punctuation marks as para-verbal expressions fulfill several important tasks:
They disambiguate verbal expressions concerning various conceptual components of emotion (type, reference, intensity). They also disambiguate parts of the emotion´s overall information (relevance for the recipient, formation and relation of the narrative´s components).
We will contrast drama texts of two periods, which differ with regard to emotional expression: the German Storm and Stress epoch and German Classicism.
As you can see in the first example, emotional expression in German Storm and Stress' drama enables the spectator to get an idea, how emotional affection influences the characters actions. For that, emotions are expressed in a natural and immediate way. *Der alte Moor* expresses his DISAPPOINTMENT (type of emotion) with the interjection *Ach* (reference). The components of the narrative of the DISAPPOINTMENT follow a natural order of informational relevance. The most important information in this dialogue, the consequence of the DISAPPOINTMENT, i.e. the request of the father to Franz to write to Karl, surrounds the direct expression of the DISAPPOINTMENT and the reason for/probable effect of it. The comma separates these two parts of information, defining them as two close parts of an expressive illocutionary act and marking a rest in the speech. The intensity of this whole illocutionary act is underlined by the exclamation mark.
As you can see in the second example, emotional expression in the German Classicism is used to illustrate the reason for the characters actions, so they can be evaluated morally. In this scene Faust expresses his ANGER and DISAPPOINTMENT (type of emotion) as seen in the first example with the Interjection *ach* (reference). His worthless studies, *Philosophie,/ Juristerey und Medicin,/ Und leider auch Theologie!*, are the cause for his feelings and the more important part of information, because it is the reason, why he refuses to science and dedicates himself to practice magic. The emotional expression is inserted in the phrase to fit in the metric scheme of this "Versdrama", located before the nouns, which form the scope of the interjection. *Ach* is separated from the whole phrase (because of the inverted order of the full sentence) by the comma and the exclamation mark, which also underlines the intensity of the expressed emotion.
Focusing on the drama subgenres of "Trauerspiel" (tragedy), "Versdrama" (verse drama) and "Schauspiel" (play), we will analyse the historical drama texts of Schiller´s "Die Räuber", "Die Braut von Messina" and "Maria Stuart", and Goethe´s "Götz von Berlichingen", "Faust, der Tragödie erster Teil" and "Iphigenie auf Tauris".

Which punctuation marks do the authors use for which purpose, and to what extent? Can we spot a subgenre- and/or punctuation strategy which correlates with the different traditions of emotional expression in German Storm and Stress and German Classicism? We will discuss this in the context of the authors´ discourse on contemporary grammatical norms and in particular the area of conflict between normative discourses and the existing conventions of punctuation.

Heike Krebs

Cooperative trailers? – The pragmatic role of trailers as film transcripts (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

Along with the historical development of cinema and the growing success of this new industry, producers started to promote their films in various ways, one of them being the presentation of short extracts of the original film, which came to be known as the trailer. Now, while the number of multimodal analyses of film is steadily growing, closer examinations of trailer related filmic discourse are still rare and often, the perspective taken is one of movie marketing, supported by literary terminology.

Considering the fact that trailers can be regarded as the most effective way of advertising (Hediger 1999: 112), which is an important way of customer communication, a linguistic perspective seems more than called for. Even more so, using Janney's claim that "film making and film viewing can be understood as interrelated aspects of a complex form of public audiovisual discourse" (2012: 87), the trailer could be considered as a, or the, central mediating element between a film and its viewers. In order to analyse the trailer's pragmatic function in this relationship, I assume that trailers are multimodal transcripts of their films, i.e. reconfigured multimodal complexes using same and different elements of the original script in a different context to different ends.

Starting from the trailer, I want to investigate the role of pragmatic approaches within the transcription process from film to trailer in order to make Jäger's theory of transcriptivity (2010) more feasible: How can Grice's maxims of conversation (1991) and Sperber and Wilson's relevance principle (1995) influence the constitution of an effective trailer? Which roles and functions are assigned to certain modes and to what effect? My interest therefore lies in the micro perspective of the multimodal transcription process with regard to its pragmatic potential for the reception of the trailer. In a later step, this might come in useful for further pragmatic inquiries on the macro perspective, such as the whole process of film marketing, which could thus also profit from linguistic methods.

Paul V. Kroskrity

The language ideological foundations of authenticity and adaptability in two native American language renewal sites. (Contribution to *Adaptability, authenticity, and ideologies in indigenous languages*, organized by Ohara Yumiko)

For endangered language communities, the seemingly contradictory metrics of authenticity and adaptability represent two attributes that appear to be essential for success in language renewal programs. Certainly programs need to be founded on indigenous concepts and values if they are going to be viewed as authentic or authoritative (Bucholtz 2003; Woolard 2008; O'Rourke and Ramallo 2013) and as an appropriate way for a language community to move forward into the future while retaining a critical connection to its ancestral community (Nevins 2004; Wilson and Kamana 2001; House 2002; Kroskrity 2013). But whereas authenticity hinges on "local" space and often an ancestral past, endangered languages usually need to do more than merely reproduce the prior text of bygone days. Scholars of language revitalization have also emphasized the need for endangered languages to adapt to new contexts of usage, new genres, and new ways to "speak the present" as well as the future (e.g. Cotter 2001; Loether 2009; Neeley 2012; Perley 2012). But what is the proper mixture of these sometimes competing language ideologies (Kroskrity 2009a)? Based on my own research in two rather different communities, I present data that argues for understanding each language community and its needs for language renewal as flowing from a history of language ideological diversity and change. For both the Village of Tewa (N. Arizona) and the Western Mono communities of Central California, I trace the specific development of their indigenous language ideologies within a larger history that also includes colonial, hegemonic, and postcolonial contact with other sociocultural influences such as nation-states and global forces. Against this background I describe work and progress on two projects of language revitalization. For the Village of Tewa, I want to connect its popular concern with indigenous ideologies of language and identity, of linguistic purism, and of circulation of knowledge to restrictive practices regarding access to the practical dictionary of Tewa I am currently producing with members of the community. For Western Mono communities like Northfork and Auberry, I want to relate their language ideologies of syncretism,

utilitarianism, and variationism (Kroskrity 2009b) to problems maintaining a standardized orthography and to a willingness to innovate as with the production of the multimedia CD-ROM *Taitaduhaan: Western Mono Ways of Speaking* (Kroskrity, Bethel, and Reynolds 2002). The goal of this presentation is to reject the possibility of a one-size fits all model of language revitalization in favor of a cultural and historical understanding of the needs of contemporary indigenous communities that are experiencing language endangerment.

Barbara Kryk-Kastovsky

Implicatures in early modern English courtroom records (Contribution to *Legal pragmatics,* organized by Kurzon Dennis)

The question addressed in this paper is whether implicatures are relevant to the courtroom context if we define them loosely, along the Gricean notion of meaning-nn, as "inferences meant but not said". After all, in court one is expected to talk exactly to the point, avoid ambiguities and vagueness and keep in mind the two clauses of the Miranda Principle (1. You have the right to remain silent, since 2. anything you say can be used against you).

The hypothesis to be examined in the course of my analysis is that in courtroom discourse the dividing line between the utterance meaning and the speaker meaning (meaning-nn) is determined by the notion of power and runs along the division between the two parties on the opposite sides of the bar: the interrogators (the judge, the attorneys) and the interrogated (the defendant, the witnesses). On the basis of selected Early Modern English trials I will demonstrate that in the 17th century courtroom the interrogators, acting from their position of power, could manipulate their discourse to achieve multiple non-literal meanings. Thus their utterances contained many instances of irony, metaphors, metonymy, and other conversational implicatures. In contrast, the powerless interrogated had to resort to literal meanings so that their answers to the interrogators' questions were not misinterpreted to their disadvantage. Fortunately, the presumption of innocence already existed in Early Modern England and it was the judge's responsibility to see that prisoners were given every opportunity to prove their innocence. In short, it was the judges who decided about the (often tragic) outcome of the courtroom proceedings.

Some such cases are discussed in my analysis of two trials where the defendants were members of nobility (*The Trial of Lady Alice Lisle* and *The Trial of Titus Oates*). These are contrasted with an exceptional case, i.e. the trial of a monarch (*The Trial of King Charles I*). The analysis demonstrates that the implicatures generated in the course of the three trials had a significant impact on the final sentences (in all three cases the defendants were found guilty).

Silvia Kunitz

Delayed feedback practices in oral exams of Italian as a foreign language (Contribution to *Managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction*, organized by Nelson Marie, Sofie Henricson, Catrin Norrby & Camilla Wide)

Delayed feedback, typically in the form of delayed error correction, is a common yet under-investigated activity in the foreign language classroom (Rolin-Ianziti 2010). In this paper Conversation Analysis (CA) is used to describe the interactional practices adopted by two teachers of Italian as a foreign language in delayed correction sequences that occur after the students' oral exams. The present study explores the organizational features of such sequences, and the situated identities and epistemic stances to which teachers and students orient.

In the US institution where the data were video-recorded, the students' oral skill is assessed through a multi-part oral exam (Galaczi 2010), consisting of a student-student interaction phase, followed by an interaction with the teacher. In 6 out of 17 cases, at the end of the exam the teacher gives individualized delayed feedback to the students.

In the data, the feedback sequence is launched by the teacher with a general (and typically positive) assessment of the students' collective performance during the exam. The teacher then addresses the problematic aspects of the students' individual performance in a variety of ways which project different interactional affordances and sequential trajectories.

The teacher in fact may: (a) start out by formulating the student's error/difficulty in general terms (e.g., *you have a problem with some of the endings*) and then possibly provide examples; (b) invoke an incorrect form used by the student by introducing a relevant explanation (e.g., *remember that if you are using a past tense verb…*); or (c) straightforwardly pinpoint the incorrect form (e.g., *you don't say "commerciale" in Italian*).

As s/he locates a specific trouble source, the teacher may: (i) prompt the student's self-correction through designedly incomplete utterances (Koshik 2002), question-formatted turns and upward intonation; (ii) request an account for the incorrect usage; (iii) provide the correct form with or without an explanation. These actions make relevant different responses from the students and show the teacher's orientation to different aspects of their identity.
For example, by prompting the students the teacher provides them with an opportunity to self-correct, thereby orienting to them as accountably knowledgeable participants who are expected to provide the correct form. On the other hand, when the teacher completes the correction or launches into a lengthy explanation, the relevant responses (such as change of state, acknowledgment, and agreement tokens) accomplish the student's recognition of the teacher's epistemic authority. However, the students may invoke their identity of active agents (Markee & Kasper 2004) by showing awareness of their errors, by displaying understanding of the teacher correction, and by providing unsolicited accounts (see also Waring 2007) on their own behalf or on behalf of their exam partner.
Overall, this study contributes to the literature on advising and, specifically, to the research on delayed correction in the language classroom. It also shows how CA findings in this area could be fruitfully applied in teacher training programs, to enhance the teachers' reflective practice and to foster awareness of the interactional resources at their disposal.

Maxi Kupetz

Negotiating understanding when dealing with personal experiences: Generalizations with German "man" and "du" (Contribution to *I, you, we and the others: Dynamic construal of intersubjectivities in grammar and in interaction*, organized by Etelämäki Marja, Ilona Herlin, Tapani Möttönen & Laura Visapää)

How do participants manage to uphold mutual understanding in tellings of personal experiences in social interaction? In this paper, I explore specific linguistic forms used to make mutual understanding explicit: generalizations with the German pronouns 'man' and 'du' (cf. also Laitinen 2006; Scheibman 2007; Stukenbrock in prep.). I will show how generalizations such as 'man fühlt sich hilflos' (*one feels helpless*)or 'du gehst zugrunde' (*you're destroyed*) are systematically used in late phases of stories about personal experiences. They show an understanding of either one of the participant's or a third party's emotional situation that is being dealt with in the story, and they allow for other participants to assess and/or agree on the (possible) emotional consequences of the events described.
The paper is part of a larger study on empathy in social interaction, where empathy is conceptualized as a display of understanding of, feeling for, or understanding of and feeling for the emotional situation of another person (Kupetz 2014). Affectivity and understanding are not investigated in terms of inner states and motives, but are looked at in terms of displays which can be interpreted by the participants themselves, and which, hence, become analyzable for the researcher (Schegloff 1992; Deppermann/Schmitt 2008; Sorjonen/Peräkylä 2012).
Methodologically, the study is based on Conversation Analysis (Sidnell 2010; Sidnell/Stivers 2013) and Interactional Linguistics (Couper-Kuhlen/Selting 2001; Barth-Weingarten 2008), with special attention being paid to the coordination of verbal, vocal, and kinetic resources (Deppermann/Schmitt 2007; Selting 2013; Mondada 2013). The corpus underlying this study contains two types of data of spoken German: video-recordings of everyday interaction between young adults, and audio-recordings from radio phone in-shows in which the caller's personal experiences are addressed.
By empirically investigating specific forms of generalizations as resources for the negotiation of mutual understanding in German interaction, the paper contributes to the cross-linguistic debate on the construal of intersubjectivities from a conversation-analytic perspective.

Satomi Kuroshima

Reading aloud: The practice of reading a label in the service environment (Contribution to *Object transactions: Embodied encounters at the counter*, organized by Mondada Lorenza & Marja-Leena Sorjonen)

In a commercial environment such as encounters at a retailer, restaurant etc., the labels of goods are purposefully displayed for the customers, staff or others dealing with the products. Such labels are in fact not only shown for the purpose of selling and buying the products but also recognized by the participants as 'the interactional object' which becomes a resource for them to implement a particular social action in these environments. This paper will elucidate the ways in which the practice of reading a label aloud is employed for accomplishing some action in the interaction between shop keepers and customers for the interactional purposes in various local contexts. The data used for this paper are video-recordings of a

shopping activity that occurred in various local retail stores in Japan. In the excerpts chosen, the participants include three native speakers of Japanese (including the shop keeper) and a non-native speaker. The interaction therefore involves occasional code-switching between English and Japanese.
The paper will demonstrate two ways of getting some action accomplished with the practice of reading labels on products. By reading the label, the speakers are: (1) presenting the label as a legitimate ground for doing an action, for example answering a question, and (2) introducing the labeled object as something noticeable and noteworthy. In the former case, for instance, the speaker is quoting the sticker that is attached to the sake bottle ("The one which says 'recommendation' is from Kyoto, isn't it?") in response to a question such as, "Which one is their recommendation?" Such a response to a request for information which quotes what is available for the public, reflects the speaker's orientation to the visual information as a basis for building one's claim as a legitimate answer even when the speaker is not exactly chosen as a next-speaker. In the latter case, on the other hand, by reading the label or whatever information visually available on a product (e.g., "Robucho:::n"), the speaker is presenting the labeled object as something mentionable and thus the label is understood as a resource for the accountable action of noticing. It is also important to note that the action of noticing involves the speaker's bodily display (i.e., gazing at an object with a label, pointing, etc.) as well as the relevance to the ongoing activity of shopping (i.e., looking for something to purchase). In other words, such noticing is done in service to introducing the object as a candidate item for purchase.
Unlike reading a label to identify a product, this way of 'recognizing' the object has a particular relevance to its visual availability for action formation. The speaker can claim to have good grounds for performing actions like answering questions or marking an item as a good purchase candidate as their interactional goals. Such visual materials are thus a situated object within an intricate human interaction (Goodwin 2007; Mondada 2012) and reading them aloud is a means for the parties to talk to make the object relevant to the ongoing activity.

Dennis Kurzon

Literal interpretation and political expediency: (Contribution to *Legel pragmatics*, organized by Kurzon Dennis)

In July 1535, the trial of Sir Thomas More took place, in which the ex-Lord Chancellor was accused, and found guilty, of high treason for not expressing support for two statutes passed in 1534: the Act of Succession, which laid down that the children of Henry VIII and his wife Anne Boleyn be the rightful heirs to the throne, and that an oath be sworn by the nobles and other subjects of the realm in support of the succession; and the Act of Supremacy, which stipulated that the English monarch be the head of the English Church replacing the Pope in Rome. More's defence was based on the literal interpretation of the statutes, arguing that since he did not take the oath, he could be found guilty of misprision [concealment] of treason only, and not treason itself. Moreover, as far as the Act of Supremacy was concerned, he was silent. Therefore, he could not be charged with any crime, for he did not perform any deed that could be construed as a crime. He considered himself, since he had resigned the Chancellorship, a private person who need not relate to public affairs. However, it will be argued, More misunderstood – or refused to understand -- the ultimate purpose of the statutes, which may stem from his being a lawyer: he gave the statute a literal interpretation and ignored extralinguistic information, since such information does not play a role in interpretation, unless a literal interpretation would not make sense in the context (a possible precursor of Heydon's case of 1584). On the other hand, Henry's advisers wanted all prominent people in the realm to indicate support for the King's moves to divorce his wife, Catherine of Aragon, and marry Anne Boleyn, and to ensure success in the national process of changing religious In terms of Grice's Cooperative Principle, we may say that More ignored any implicature derived through the violation (intentional or otherwise) of the maxim of quantity. Although the statute involved mentioned only "misprision of treason" as the crime committed if a person does not take the oath or speaks against the king's policy, More failed to read between the lines and, therefore, failed to take into account current political pressures.

Amelia (Amy) Kyratzis

Peer ecologies for learning how to read: Framing the activity and orchestrating participation in bilingual preschoolers' play enactments of reading to a peer
(Contribution to *Multimodal and multilingual resources in participants framing of situated classroom literacy activities*, organized by Kyratzis Amelia (Amy) & Sarah Jean Johnson)

Based on scales of emergent literacy (e.g., Sulzby 1985), children who engage in repeated readings of picture books at the preschool age, usually with parents, "are sorting out oral and written language relationships" (Sulzby 1985) and take away a wealth of literacy skills from these activities, including understanding that pictures carry story meaning. In this study, I examine how preschool children enrolled in a bilingual preschool in California frame and orchestrate in play the activity of reading aloud to a *peer* or group of peers. Examples are drawn from a larger ethnographic study which followed children's peer interactions in a preschool classroom over two years. Examples where one peer pretends to read to a peer or group of peers were identified and analyzed.
The examples illustrate how the child leading the reading uses a range of embodied and multimodal resources, including prosody (reading voice – Gumperz & Cook-Gumperz 2005) and holding the book up and facing it outward toward the peer, to invite the peer's attention and to indicate what the peer should see or attend to in the book (C. Goodwin 2000; Goodwin & Goodwin 2004). Concomitantly, the peer being read to uses a range of embodied resources to exhibit that they are attending to the reading, (including tracking the book page through their gaze), (Hindmarsh et al. 2011; Erickson 1982, 2004). An embodied participation framework displaying the peer's attention to the page being held up or out by the reader is thereby constituted (C. Goodwin 2010). The interactional accomplishment of reading to a peer is underscored by the fact that if the peer does not display these embodied forms of attention, or attends to a competing reading, the child leading the reading recalibrates (Goodwin & Cekaite 2012) her efforts to get the peer to attend, including using enhanced gestures, test-questions, code-switching, and other multimodal resources. In that one child attempts to control what the other peer sees, the reading to a peer activities also enable children to enact particular forms of social organization among participants which may or may not be ratified in the sequence of moves (M.H. Goodwin 1990, 2006). By being aware of children's own goals in reading with one another, educators might better design and facilitate such activities.

Afef Labben

On the meanings of face in the Tunisian culture (Contribution to *Face revisited: A valid concept for cultural and linguistic diversity?*, organized by Schröder Ulrike, María Bernal, Thomas Johnen & Bernd Meyer)

'Face expressions' in Tunisian Arabic (TA) are numerous. They include expressions using the literal meaning of face as 'the front part of the head', figurative and idiomatic expressions, collocations, and proverbs. Although a substantial body of literature about face in a variety of cultures exists today, however, little research has been undertaken to study face in the Tunisian context. The present paper investigates how the notion of face is encoded in Tunisian Arabic. The corpus used included 86 TA expressions collected by the researcher using her knowledge of TA as a native speaker of the language as well as through observation of authentic conversations. The expressions were categorized in terms of use and meaning and categories were established by the author after a careful study of the corpus. The analysis took Brown and Levinson's (1987: 61) definition of face as "the public self-image that every member wants to claim for himself" as a starting point. Consistently with evidence from other cultures challenging Brown and Levinson for "their emphasis on the individual, rather than the communal aspect of face" (Liu 2010: 128), results show that face in the Tunisian culture does not only represent the individual self-image but is also conceptualized as a 'public group-image' and even as a 'public inanimate object-image.' The analysis also shows that face in the Tunisian culture encodes a variety of meanings such as superstition, pride, honor, reputation, dignity, trustworthiness, fame, and shame. The study has implications for intercultural politeness research and cross-cultural communication.

Veronika Laippala & Juhani Luotolahti

Emoticons as indices of adaptability in the Finnish Internet (Contribution to *Adaptability in new media: From technological to pragmatic affordances*, organized by Virtanen Tuija)

Emoticons, i.e. the graphic representations of facial expressions, are perhaps one of the most conspicuous features of Computer-Mediated Communication (CMC; Herring, Stein & Virtanen 2013). Various studies have defined as their functions the description of the writer's emotions and the indication of how the message should be interpreted (Danet 2001; Derks, Bos & Grumbkow 2007; Dresner & Herring 2012). In other words, writers use emoticons to adapt (Verschueren & Brisard 2002) to the written mode of communication; in face-to-face communication, the same information could be transferred through non-linguistic elements.

Herring (2007) reports that the use of emoticons varies according to the communication setting. Accordingly, Dresner & Herring (2010) and Derks & al. (2007) note that emoticons are typical of informal CMC, and Lehti & Laippala (2014) find them very infrequent in politicians' blogs, seemingly a more formal mode of CMC. However, as argued by Skovholt, Grønning & Kankaanranta (2014: 781), emoticons still "have an ambiguous status in written discourse", and more knowledge is needed about their use.

The present large-scale quantitative study analyses the texts in the entire Finnish Internet that include emoticons. The focus is on their co-occurrence with other established CMC-features also reflecting informality: non-standard spelling, abbreviation, non-standard punctuation and telegraphic syntax (see Bieswanger 2013: 464; Herring 2012; Baron 2008: 151; Danet 2001: 17). The objective is to study whether emoticons are still typical of informal CMC, or whether their use is spreading to more formal varieties which, despite the emoticons, respect the standard writing conventions.

The data consists of the Finnish Internet Parsebanka project aiming at turning the Finnish internet into a language resource. The current version includes 1.5 billion tokens and has full morphological and dependency syntax annotations. The syntax annotations enable quantitative analyses of non-standard punctuation, such as the repetition of question marks, as well as that of telegraphic syntax, such as the omission of the finite verb (Frehner 2008: 63; Herring 2012). The study of non-standard spelling and abbreviation is based on the morphological annotations and complemented by key-word analysis (Stubbs 2010) focusing on lexical differences between texts.

The study of some 300 000 web pages manifesting more than a million emoticons suggests that they are used not only in very informal, conversational texts, but also in texts that otherwise seek to follow standard writing conventions. Writers thus seem to use emoticons to adapt to the written mode also in settings which show a preference for standard language. This finding contributes to a better understanding of the dynamism of CMC: although the use of emoticons was perhaps originally caused by technological restrictions of informal CMC, in more formal settings their use can be seen as an opportunity to adopt a practical way of transferring information.

Daniela Landert

"… and assure you on my faithful word" – Creating credibility and trustworthiness in Early Modern English (Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

The aim of this study is to investigate how language users position themselves as credible, reliable and trustworthy sources in Early Modern English. I am going to look at two settings in which such a stance is particularly desirable or even necessary, namely court trials (based on the Corpus of English Dialogues 1560–1760) and medical writing (based on the corpus of Early Modern English Medical Texts). In the first case, witnesses and defendants have a clear and often personal interest that their testimony is perceived as reliable and trustworthy (see Grund 2012, 2013). In the second case, a similar interest is given for authors of medical texts, who want their readers to trust their accounts of diseases and treatments (see Hiltunen und Tyrkkö 2011; Marttila 2011).

Meta-communicative expressions are an important linguistic resource for creating authorial stance (see Boggel 2004, 2008; Dossena 2012; Gray, Biber and Hiltunen 2011; Taavitsainen 2000). I will show how a subset of these, namely first person uses of communicative verbs, are strategically employed by speakers and authors who position themselves as credible sources of information. By using apparently neutral expressions like *I say* and *I tell you* speakers draw attention to the fact that they are the speaking subjects; they express a strong commitment to the truth of the proposition and, through this, project themselves as reliable witnesses and authorial experts. Additional verbs (e.g. *I assure you*) and modalised variants (e.g. *I may say*, *I cannot tell)* are used to express a more differentiated stance towards the information that is presented and they further reinforce credibility. My results suggest that these functions of meta-communicative verbs can become active in very different contexts. In court trials, witnesses employ these resources when being questioned in a dialogic context, while very similar patterns can be observed for authors of medical texts, who are not co-present with their audience.

Of particular interest for my analysis are the theoretical and methodological challenges that are posed by the complex communicative constellations of the historical texts I investigate. In the case of trial proceedings, problems arise due to the uncertain accuracy of the scribal transcriptions (see Culpeper and Kytö 2010; Kytö and Walker 2003). In the case of medical texts, the problems are due to the fact that the texts are based to varying extent on (translations of) older texts (see Alonso-Almeida and Mele-Marrero 2014; Pahta 2011; Taavitsainen et al. 2011). This means that the texts cannot be treated as reflecting the positioning of a single author. Instead, we deal with representations of multi-layered positionings of several authors, some of which we might not even know. Such "problematic" data are the rule rather than

the exception for historical studies and, therefore, it is crucial to develop a theoretical framework of social positioning that can accommodate complex author constellations.

Data

A Corpus of English Dialogues 1560–1760. 2006. Compiled under the supervision of Merja Kytö (Uppsala University) and Jonathan Culpeper (Lancaster University).

Early Modern English Medical Texts. 2010. Compiled by Irma Taavitsainen, Päivi Pahta, Martti Mäkinen, Turo Hiltunen, Ville Marttila, Maura Ratia, Carla Suhr, Jukka Tyrkkö.

Hanna Lappalainen

From news to weather forecasts, from titles to first names: Change in Finnish address patterns (Contribution to *Address, variation and adaptability*, organized by Lappalainen Hanna & Jenny Nilsson)

Address practices have changed in many cultures during the last decades (e.g. Clyne et. al. 2009). This has also taken place in Finland where V forms were rapidly replaced with T forms in many contexts in the beginning of 1970s. The change was not as total as in Sweden, but especially elderly people are still addressed with V-forms in e.g. service encounters and other institutional contexts. Until now V forms have also been favored in political debates and TV news. In Finnish the V forms van be used together with first name + surname but not with a first name alone. On the whole, the usage of first names and terms of address are not very typical for Finnish and their usage is rare e.g. in service encounters. (See e.g. Nuolijärvi & Tiittula 2001; Yli-Vakkuri 2005; Havu et. al. forthcoming.)

My paper discusses changes in the Finnish address culture in the light of a case study. The focus is on television news and especially moments in which an anchor makes a transition from news to a weather forecast and gives a turn to a meteorologist. My aim is to study how this transition is done and what kinds of changes have taken place during the last four decades, from 1980s to 2010s.

I will concentrate on the following factors:

1) **Reference vs. address.** Does the anchor address the meteorologist directly or does he refer him by using 3rd person forms?

2) Form of reference/address.

a. **Name**. Is the meteorologist addressed/referred by his whole name or by his first name?

b. **T/V**. Does the anchor use T or V forms or does he avoid the choice between them when he addresses the meteorologist?

c. **Titles**. Does the reference/address include a title?

3) **Non-verbal means**. How are such non-verbal means like gazes and gestures used in transitions?

My previous results show that Finnish weather forecasts have changed radically: the formal references (title+FN+SN) have been replaced with informal direct addresses (typically only FN). The change reflects general tendencies towards informalization and familiarization which have been related to globalization. (Cf. e.g. Andersson 2002; Sifianou 2013.)

Eva Lavric & Brigitte Seidler-Lunzer

Wine tastings as a genre in expert/non-expert communication: An empirical analysis (German - French - Italian - Spanish) (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

We would like to present the genre of wine tasting as an example of expert/non-expert communication and of a type of speech closely related to action. Our study is based on a quadrilingual video corpus (German, French, Italian and Spanish) recorded for the EU project “VinoLingua”. The wine tastings we included in our corpus were held by sommeliers on the one hand and by winegrowers on the other, both of them speaking to a non-expert public. These widely monologic texts have a clear-cut structure, which may however vary according to the situation. This is reflected in a different order and importance of similar components, where the typical moves build up distinct patterns in the sommelier and in the winegrower variant. Tastings done by sommeliers have a different aim than tastings done by winegrowers in the course of a visit to the wineyard. The sommelier sells his competence and the area of wine as a very special domain the public might gain access to; the winegrower sells the wine (plus his own competence as the one who has made it) as a part of a whole setting which the client will recall when he drinks the wine he has bought. Especially in winegrowers a whole scale of stances can be observed, from a very didactic approach with little specialized terminology and a lot of explanations, to an attitude close to that of the sommelier, where terminology is mainly used as a means to impress and to affirm one’s own competence.

Kiri Lee & Young-Mee Yu Cho

Mismatches in subject and addressee honorifics and indexical meanings in Japanese and Korean (Contribution to *Indexicality and social meanings of honorifics: A cross-linguistic analysis*, organized by Lee Kiri)

In our study in honorific/non-honorific verbal suffixes of Japanese and Korean (Lee & Cho under review), we note that continual shifts between honorific/non-honorific verbal suffixes are observed in the course of a single speech situation, and thus we determine that the speaker makes a conscious choice to indicate a specific meaning within a socio-linguistically confined discourse. We also claim that Silverstein's notion of "indexical order" (Silverstein 2003) is crucial in understanding a spectrum of meanings created by such alternations.

Following our previous studies in honorifics, we further focus on verbal affixes that mark Subject Honorifics (SH) and Addressee Honorifics (AH) in Japanese and Korean. We investigate cases where, contrary to the expectation dictated by one dimensional Power and Solidarity consideration, the speaker has the freedom to mark and not to mark SH or AH, thus creating mismatches to incur specific social meanings. In Japanese, both the honorific language *-masu* or the non-honorific language *-ru*, can incorporate the "respect" affix (*sonkei-go*) and the "humble" affix (*kenjo-go*), resulting in six logical possibilities to mix-and-match them. For the honorific language, all three are AH as default, and can be SH, depending on the context. The matter is a bit more complex for the non-honorific language, because by using non-honorific language, utterances are not AH, but the speaker sometime chooses a respect affix or a humble suffix within the non-honorific language such as *irassha-ru?* "Are you going?" to index specific social meanings such as "speaker's identity" and "avoidance of conflict between age and status" at the Micro-indexical level.

In Korean, there seems to be less room for mismatches in general than Japanese, but increasingly we observe such examples as *ka-sye*? "Are you going?" and *capsu-si-ess-e*? "Did you eat?" where SH is used not with the corresponding AH endings but with non-honorific endings. These mismatches occur in order to encode intimacy and honorifics at the same time, as these utterances are used only to older family members or intimate people with higher status (age, for instance). SH is obligatory to mark their difference in status at the Macro-indexical level, but by dropping AH, the speaker adds a specific social meaning at the Micro-indexical level. The inverse situation is also observed in the teacher's speech to the class, such as *pap mek-ess-supnikka?* "Did you eat a meal?" where AH ends the utterance but non-honorific *mek-ta* is used instead of suppletive honorific *capsu-si-ta*. The teacher maintains her public façade by using AH, thus marking it as a public discourse, but avoids SH to acknowledge the status difference between herself and her students.

As illustrated by parallel cases in Japanese and Korean, we will investigate exactly what kind of social meanings are encoded by SH/AH mismatches, and how such micro-level manipulations made by an individual speaker are accommodated while maintaining honorific at the Macro-level.

Augustin Lefebvre, Mayumi Bono & Chiho Sunakawa

Information control and accountability in social interaction: The case of the theatrical performance (Contribution to *Bonded through context: Rethinking language and interactional alignment in situated discourse*, organized by Ide Risako & Kaori Hata)

In the introduction of *The Presentation of Self In Everyday Life* (1959), Goffman provides a strong hypothesis about the question of "how context *bonds* participants in and through the moments of interaction" by comparing "social life" to a "theatrical performance". In Goffman's model, individuals "create alignment" by controlling the "impression" they produce during their "expression" in front of an audience. Crucial to manage his performance's expression is the "conclusive information" (*ibid*.:1) the individual possesses about his partner in interaction, and the way he *controls* this information during the interaction (*ibid*.:87). According to Goffman, "many crucial facts lie beyond the time and place of interaction or lie concealed within it" (*ibid*.:1).

The proposed study seeks to examine and re-specify the nature of the "conclusive information" and of the "information control" during the social interaction by examining the practices of actors during a rehearsal in an intercultural context.

The problem of how participants produce relevant information during their interaction is particularly observable in the video corpus we collected in Japan in 2014 under the " *Human -Robot-theatre project* " in which the director is Japanese, while the actors are French. The text actors are using is translated in French from Japanese and often poses problems of interpretation, due to linguistic and intercultural differences. The French actors often need to make its meaning clear before performing it. The study

focuses on the information production by the participants when they elaborate a *reasonable meaning* of the text *before* their rehearsal (1) and *during* it (2).
1. The Japanese director and the French actors *describe and clarify the meaning of each line of the play* by producing and sharing linguistic and cultural information before its performance.
2. The actors *perform* the text by producing methodically *multimodal accounts* (voice intonation, gaze direction, gestures, etc) in order to provide to the audience resources to understand and to interpret the situation according to their previous descriptions. Through their multimodal contributions the actors elaborate an *accountable* performance, *i.e*. a here and now *fully interpretable* theatrical performance.
Those two kinds of methods (1 and 2) will be examined at the sequential and multimodal level, relying on the methodology of Conversation Analysis (Sacks et al. 1974) and Multimodal Analysis (Goodwin 1981; Mondada 2009).
The study shows that the actors performance is *audience-oriented*: one of their main concerns lies in the fact that their play be *intelligible and interpretable by the audience*. In Garfinkel's term, they make "commonplace scene visible" (1967: 36) by producing *in situ* a common cultural background.
The proposed study examines in detail how actors produce step-by-step a *credible* theatrical performance, mirroring aspects of "naturally occurring interaction". To that extent, observing theatrical performance shows us that the question of "how context bonds participants in and through the moment of interaction" can be examined through the focus of the *information production*. Participants make their theatrical performance interpretable, accountable, before and *while* producing it.

Claudia Lehmann

"Americans just don't get irony" (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

Americans are said to be 'ironically challenged', which means that they often take humorously intended, insincere utterances at face value. In particular British people like to reinforce this stereotype and highlight themselves as the more "subtle" users of the English language (see e.g. Duffy 2004, and the comments therein). But this stereotype has also found its way into linguistic theory (e.g. Lakoff 1990: 173; Barbe 1995: 5).
The paper presentation will report on an experiment to test the hypothesis that Americans are more hesitant in understanding irony than British people. In order to do so, a pilot study was conducted. Nineteen native speakers of English, of which ten were British and nine U.S. American, were asked to rate 39 ironic utterances with regard to their degree of irony (from 1 = "not ironic at all" to 5 = "highly ironic"). All instances of irony were taken from a casual conversation between three females from the north of England and the researcher. The conversation was recorded using a participant observation design.
A Mann-Whitney U test as well as an independent samples t-test was administered for the mean ratings of both groups and revealed that there are indeed four instances that were rated significantly different. The results therefore provide evidence for the hypothesis that Americans and British understand irony differently. What is striking though is the fact that the direction of rating is not in the predicted way: If it were true that Americans "don't get irony", they should, on average, rate lower than their British fellows. However, the mean ratings of the four significantly different instances were higher for the American group without exception. This result does not support the claim of an American "failure" to recognize irony.
The presentation will conclude with a qualitative discussion. In order to draw a more comprehensive picture of these four exceptional instances, they will be compared to 'standard cases' of irony, i.e. instances of irony that were rated "4" or higher on average by both the British and the American group. First, tentative analyses show that 1) these four instances differ from the 'standard cases' of verbal irony regarding the features 'sincerity' and 'eloquence' and that 2) Americans seem to put more emphasis on situational irony than British do.

Lotta Lehti

"I am right because..." Argumentation in online discussions (Contribution to *The digital agora of social media*, organized by Johansson Marjut, Sonja Kleinke & Lotta Lehti)

Web 2.0 offers a novel possibility for everybody to express their opinion in public. On the one hand, this is an asset: a present-day public sphere, i.e. a space of public deliberation and rational argumentation on social and political matters in which any citizen can participate (Habermas 2008 [1962]). On the other hand, this as a threat because of the polemic discourse and lack of reasoning often present in online discussions. The aim of this paper is to examine the expression of opinion in online discussions from the

perspective of argumentation. While the term argumentation can refer to a number of phenomena (Micheli 2014), this paper concentrates on the analysis of arguments used to back up an opinion presented in online discussions.
The material analysed consists of online discussions on a specific theme: the news coverage of a research (Blomberg, Kallio & Kroll 2010) concerning social politics, namely the opinions of social workers about the causes of poverty in four Nordic countries. The main result of the study was that compared to their colleagues in Denmark, Norway and Sweden, Finnish social workers perceive poverty more often as a consequence of individual attributions such as laziness. The results of the study were widely reported by the Finnish press, stating, overall, that Finnish social workers are more ”rude” towards their clients than their Nordic colleagues. Among the various online discussions concerning the news item, this study concentrates on the discussions on three different newspaper sites, a total of 300 comments.
Following the work of Boltužič and Ŝnajder (2014), I will identify both the stance and the argument backing up the stance in the 300 comments in the material. A preliminary analysis shows that m ost of the comments are more or less explicit expressions of opinion concerning either the (popularized) results of the research (=Finnish social security workers are rude) or the reasons behind the claimed rudeness. Further, most participants back up their opinion with 1) arguments from analogy (e.g. rudeness in other institutions in Finland), 2) causal arguments pertaining to the education and work conditions of social security workers and 3) arguments based on personal experience (cf. Walton, Reed & Macagno 2008; Perelman & Olbrechts-Tyteca 1958). In the presentation, I will especially discuss the nature of the latter argument type: can clients' personal experience be considered as expert knowledge? In addition, I will analyse the metacomments concerning the nature and quality of argumentation in the comment thread.

Miriam Leibbrand

Assets in executive financial discourse (Contribution to *The Pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)

The language of corporate financial disclosure is a topic whose importance is widely acknowledged in the fields of business communication, business discourse, accounting and finance. Within business communication and business discourse, the most productive approaches to investigating the language of financial disclosure, especially that of the annual report and the CEO’s letter to shareholders, are based on discourse and genre theory and analysis.
This conceptual paper focuses firstly on the business communication and business discourse approaches to the language of financial disclosure and examines what kind of language issues are raised in previous literature on financial communication, a corporate function. Its second aim is to outline how linguistics can make a further contribution to the analysis of the language of financial communication, based on the assumption that financial communication is strategic communication through language. It is specifically assumed that the language of CEOs represents an asset. A focus is therefore put on executive financial communication. The paper adopts a rhetorical perspective which draws on the model of metadiscourse and embraces the semantics and pragmatics of discourse.
Using an exploration of the business communication and business discourse literature on financial disclosure over 15 years, it discusses the language issues identified in the literature on the CEO’s letter to shareholders and the annual report from a linguistics perspective.
Two linguistic devices offer further insights into the value of executive financial discourse: metaphorical expressions and discourse markers.
The results are considered relevant for further theoretical work and for corpus-driven and corpus-based research on business discourse, especially financial discourse. They could also pave the way for automatic text analysis based on future research within the suggested framework, as well as for raising awareness of language in accounting and finance discourse on intangibles.

Magdalena Leitner

Reconstructing social norms: The case of kinship in 16th-century Anglo-Scottish letters (Contribution to *Re-examination of the discursive approach to politeness - Where are social norms, politeness judgements and universality gone?*, organized by Obana Yasuko)

While there is co nsensus among Scottish historians that kinship played a central role in defining social relationships and obligations, recent research argues that the value of kinship changed in the early modern period (Cathcart 2006: 213-214, 2008: 137-138; Dawson 1999: 211-212; MacInnes 1972: 373). These

arguments exemplify the historian's agenda of reconstructing shared norms from individual interactions. Within the discursive approach to linguistic (im)politeness, such generalisations are questioned since they tend to reduce the "complexity" of context-dependent meaning and individual variation (Mills 2011: 48-49). However, concerns have recently been raised that participants' (im)politeness evaluations are not just "idiosyncratic", but "embedded" in wider socio-cultural contexts (Kádár and Haugh 2013: 64-69, 94-95). Notably, Eelen (2001: 217), whose critique of traditional politeness theories is seen as initiating the "discursive turn" in (im)politeness research (Mills 2011: 26), did not reject social norms per se, but called for a discursive reconstruction of them.

This paper links the local with the social level through a discursive social-network approach and tests historians' claims about kinship from a historical pragmatic perspective. Participants of different communities within the same wider socio-cultural context are contrasted to investigate how they resort to kin-based social norms within their networks. A comparison is made between 16th-century epistolary interactions of a Scottish Highland clan and the diplomatic correspondence between James VI of Scotland and Elizabeth I of England, addressing the following questions: how is kinship expressed in the language of clan management and royal letters? What role does kinship play in correspondents' evaluations of behaviour in conflict situations?

To develop a discursive approach that accounts for social ties and norms, Spencer-Oatey's (2005: 100) concept of social rights/obligations is combined with Milroy's (1980) social-network analysis and Bucholtz's (1999) discursive approach to group identity construction. The modern frameworks are adapted to the socio-historical context. Scottish correspondence is drawn from the *Breadalbane Collection, 1548-1583* (2004/2007), an online edition of 324 letters, centring on the Glenorchy Campbells and their social network in the West/Central Highlands. A contrastive dataset of 50 letters is selected from editions of the correspondence of James VI and Elizabeth I. Correspondents' use of kinship terms and their evaluations of behaviour in conflict situations are analysed through qualitative contextualised readings. Address/reference terms in opening/closing sections of letters between kin relations are examined quantitatively to identify patterns of usage.

Preliminary findings indicate that kinship had similar pragmatic meanings to correspondents in different social networks. In opening/closing formulae, kinship was used as a conventionalised linguistic device of expressing group membership, albeit constrained by hierarchical relations between correspondents. In conflict situations, the strategic foregrounding of kinship seems to have strengthened complaints about breaches of behaviour. Individual/situated variation is also attested: norms that were more specific to particular relationships between correspondents could override kinship.

Pierre Lejeune & Laurent Gautier

Micro-linguistic realizations of predictive speech acts in central bank reports – a cross-linguistic study (Contribution to *The pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)

Aims and scope. This study aims at analyzing a prototypical speech act in financial communication (Palmieri & Palmieri 2012), *i.e.* predictions, at a micro-linguistic level and in a multilingual corpus. The analyzed genre is that of central bank reports as those documents do not only comment on the economic situation of one country over the last three to six months but also give insights into the possible evolution of the situation in the future. This act of prediction relies on the one hand on the analysis of economic variables, but on the other hand it also includes a part of uncertainty that appears to be an inherent component of the speech act. The paper will thus focus on the linguistic means used to realize the speech act at the syntax-semantics interface: lexicon, but also modal markers in a broad sense including the language-specific use of moods (see Miecznikowski *et al.* 2012 for the argumentative dimension of predictions).

Corpus. The analyzed corpus is made of a set of comparable sub-corpora (Teubert 1996) in French, German, Portuguese and Spanish. The compiled data are the periodic reports published by the central banks themselves over the last three years (2011-2013) under different labels (*Bulletins de la Banque France, Monatsbericht der deutschen Bundesbank , Boletim Económico do Banco de Portugal , Boletín Económico del Banco de España*). Each sub-corpus was cleaned up and then POS tagged with ®TreeTagger in order to allow qualitative and quantitative approaches.

Methodology. The overall methodological framework is provided by discourse linguistics and especially by the notion of 'discourse model' as it was adapted to specialized discourses by Gautier (2009). The model is made of four interacting levels in a top-down perspective: (i) prototypical speech act, (ii) propositional content on the basis of predicate-arguments-structures, (iii) intra- and transphrastic relations and (iv) phraseological and stylistic features. The study then essentially focuses on the link between the first and the third levels, under consideration of the most frequent variables in the predicate-arguments-

structures (predicates of rising and falling, arguments such as unemployment rate, growth rate, gdp and so son). It proposes an in-depth analysis of the most salient elements: verb choice, epistemic and attitudinal markers, discourse markers and use of the irrealis moods.
Results. Even if this study doesn't include an analysis of the markets' and investors' reactions to these publications, the discussion of the results pays special attention to the degree of certainty/uncertainty conveyed by the texts, as well as to cases of absence of truth value of predictions, resorting for this purpose to notions such as 'hypothetic locator' (Culioli 1990) and 'preconstruction' (Sériot 1986). In this sense, the paper ends with a discussion of the articulation between predictions and the other speech acts constitutive of the reports, especially the assertive ones.

Eve Lejot, Katrien Deroey & Birgit Huemer
Multilingualism at the University of Luxembourg: Policy, practice and attitudes (Contribution to *Multilingualism in tertiary education: Institutional communication and the (in)visible roles of standard and non-standard varieties*, organized by Smit Ute & Monika Dannerer)
Multilingualism is a key feature of the identity and development strategy of the University of Luxembourg. This is reflected in its slogan: 'University of Luxembourg. Multilingual, personalized, connected'. The University Language Centre was recently founded to support multilingual education and the growth of the university as a research institution.
To establish the needs for language and communication support and inform language policy decisions, we conducted an extensive needs analysis among staff and students. This paper presents the findings of that investigation.
The needs analysis consists of semi-structured interviews with study programme directors and online questionnaires for all staff and students. The interviews principally enquired after the following: language entry requirements for students and the means used to assess language skills; current language support provided in different study programmes; and the perceived need for academic, professional and general language support for staff and students. The online questionnaires collected data on students' and staff's self-assessed proficiency in the three main languages, and the perceived need for specific language and communication support across study programmes, disciplines and staff categories.
The interviews with the programme directors revealed that language entry requirements vary greatly across study programmes and that applicants' language skills have hitherto mainly been assessed in a non-standardised way. Interviewees mostly thought that for students academic writing support was paramount, while for their academic staff they did not usually feel any need for research- or teaching - related language support apart from proofreading. At the time of writing, the student and staff questionnaires are being administered. However, in our presentation we will be able to present and compare the findings of all three parts of the needs analysis so that we can highlight the perceived needs for language and communication support at this multilingual university as well as how these relate to its language policy.

Ingrid Lennartson-Hokkanen
Challenging the Writing Center L1 tutorial model (Contribution to *Managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction*, organized by Nelson Marie, Sofie Henricson, Catrin Norrby & Camilla Wide)
Widening participation in higher education has brought new challenges to Swedish university settings in recent decades. The development of Writing Centers is one way of providing an infrastructure of support for the sharing of academic writing expertise to students and teachers.
This paper focuses on the linguistic repertoire in three Writing Center tutorials with L1 tutors and L2 undergraduate writers by means of qualitative interactional analysis. The following two research questions guide the study: What is the balance of high order and low order concerns ? (High order concerns include for example content and organization whereas low order concerns include grammar, lexical issues and spelling.) What is the overlap between these two categories? Data include approximately three hours of tutorial audio recordings as well as written and verbal guidelines given to tutors.
The current study explores the difference between Writing Center policy and tutors' practice. The Writing Center uses a tutorial model striving to produce monolithic tutorials while the tutors' feedback focuses on the critical needs of the individual student writers. The tutors are instructed to address L1 and L2 writers almost identically in a tutorial model elaborated for L1 writers. One characteristic feature of the L1

tutorial model is that it separates high order and low order feedback into different stages of the writing process. High order concerns are to be addressed in the early phases of the writing process whereas low order concerns are to be attended to in the later phases of the writing process. This separation may be appropriate for L1 writers but the approach can be contested for L2 writers who require low order feedback through all the stages of the writing process (Blau, Hall & Sparks 2002; Ferris 2003; Taylor 2007).

The theoretical framework is consistent with New Literacy Studies and 'the Academic Literacies model' with an ideological model of literacy which considers reading and writing as social practices that vary with context and culture (Street 1984; Lea & Street 1998; Lea & Street 2006). Point of departure also includes L2 writing research which suggests that L1 and L2 are different because of L2 writers on-going second language learning (Matsuda & Cox 2011) and Writing Center research, which shows discrepancies between Writing Center instructions and tutors' actions (Blau, Hall & Sparks 2002; Taylor 2007).

Within the scope of Academic literacies, research is not only carried out to prove something to the institution but it aims to influence the thinking of the members of the institution (Grimm 2003). Preliminary findings indicate a need for revision of the L1 model for tutorials with L2 students. Analysis shows that tutoring is constructed according to the needs of the L2 writer rather than making distinction between high order and low order concerns. This calls for increased awareness of second language acquisition and development of second language writing ability in tutor training as well as in policy documents.

Jie Li & Ziran He

Effects of contextual information on processing unfamiliar metonymy (Contribution to *understanding metonymy: Context and cognition*, organized by Chen Xinren)

This paper examined the processing of unfamiliar metonymy under different contextual conditions in two experiments. By contrasting with the processing of familiar metonymy, Experiment 1 explored the time course of unfamiliar metonymy under different SOA conditions (250, 500 and 1000 ms) at a lexical level, i.e., in a no-context condition. The results showed that priming of unfamiliar metonymy were quite similar to familiar metonymy in the RT tendency but deviated in the amount in every SOA condition, which meant that unfamiliar metonymy were much more difficult to access in a no-context condition. Consequently, Experiment 2 hypothesized that metonymy processing might be speeded up by contextual information, and assumed that the processing of unfamiliar metonymy would vary in different scales of contextual information. To test this assumption, Experiment 2 first set up a model to manipulate the contextual information at different levels to form different contextual conditions in which unfamiliar metonymy were processed. By detecting the processing of metonymy under different contextual conditions, Experiment 2 explored how metonymy processing was affected by scaled contexts. The results indicated that unfamiliar metonymy encountered processing difficulty unless in a strongly-supported context, suggesting that just some key information in a certain context was crucial in processing unfamiliar metonymy. Based on the findings in the two experiments, a Scalar Salience Model was proposed to account for the effects of contextual information on unfamiliar metonymy processing.

Justina Liauksminienė

Mental verb imperatives as pragmatic markers in Lithuanian (Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

Recent research into the pragmatic markers in European languages have primarily focused on metatextual and interactional functions of adverbials, interrogative and comment clauses in various types of discourse (Traugott 1997; Aijmer 1997, 2002, 2013; Aijmer, Simon-Vandenbergen 2003; Brinton 2001, 2008; Lewis 2006; Heine 2013). Some studies have analysed the relationship between the form of imperatives and a wide range of speech acts in which they occur (Condoravdi, Lauer 2012; Jary, Kissine 2014), others highlight changes in their semantic-functional status (Van Olmen 2010, 2013). In Lithuanian, there still have been no studies that would analyse imperative forms of mental verbs (MVs) which undergo parentheticalization (PRTH IMPs) and develop pragmatic functions, however multifunctionality of parenthetical complement-taking-predicates as well as their discourse functions have already been addressed (Usonienė 2012, 2013; Ruskan 2012). The purpose of the paper is to explore the synchronic multifunctionality of the imperative forms of the given verbs in different types of discourse (journalistic, academic, fiction and spoken) and their use for coding author's role in text creating. The current analysis will not address the polemic issue of distinguishing between grammaticalization and pragmaticalization (Traugott 2003; Brinton 2006; Van Olmen 2010; Heine 2013 among others).

The present study focuses on the Lithuanian imperative MV forms *suprask(i)* 'understand'.IMP.2SG, *supraskit(e)* 'understand'.IMP.2PL., *patikėk(i)* 'believe'.IMP.2SG, *patikėkit(e)* 'believe'.IMP.2PL, *žinok(i)* 'know'.IMP.2SG, *žinokit(e)* 'know'.IMP.2PL used parenthetically, e.g.:

(1) *Greit* *paaiškėjo* *dėsningumas –* *žmogus*
s oon turn-out.PST.3 regularity.NOM.SG man.NOM.SG
buvo *va išėse . . .* *daug* *gėrė,* *valgė,*
be.PST.3 party.LOC.PL much drink.PST.3 eat.PST.3
suprask – *šventė . . .*
understand.IMP.2SG celebrate.PST.3
'The regularity has soon turned out – the man was at the party or just ate and drank too much – **in other words**, (he) celebrated.' (CCLL)

The data have been obtained from the Corpus of the Contemporary Lithuanian Language (CCLL) (sub-corpora of fiction, news, and spoken language (http://tekstynas.vdu.lt) and the Corpus of Academic Lithuanian (CorALit) (http://coralit.l t). The findings of the pilot study show that the use of the Lithuanian PRTH MV IMPs is most frequent in spoken discourse, a few instances of the verb forms under analysis were observed in written academic discourse. The preliminary results are comparable to Brinton's (2008: 76–79, 154–161, 251) insights into the diachronic semantic functional variation of the imperative forms of the English verbs *say* and *see* (matrix imperative ~ parenthetical ~ comment clause). The present analysis reveals that the Lithuanian PRTH MV IMPs exhibit the loss of their directive content of the imperative, namely, that of obligation, and gradually acquire pragmatic functions. They have been found out to serve the interactive function (emphasizers, persuasion, reformulation, and attention-getting/-maintaining devices).

Christian Licoppe

Making visible concerns with action ascription when 'relaying' talk. (Contribution to *Action ascription: Attributtions of actions to prior turns*, organized by Deppermann Arnulf)

This communication examines a particular class of situations in which participant display an overt concern towards ascribing meanings and actions to prior talk, that is situations in which one participant C puts constitutes herself as a 'relayer' (Levinson 1988) of the talk of a speaker A to a recipient C. Such situations usually occur when B displays limited access to and understanding of, the talk of the speaker A for instance because of problems of auditive access (being far away from the source of the talk, being auditively challenged, etc.), or linguistic competency (in which case C takes the position of relayer-interpreter, in an ad hoc or 'official' way). When C's strays away from mere 'repetition' of B's talk by producing formulations of A's prior talk, the 'relayer' displays both her ascription of meaning and action to the prior talk (thus making such ascription an available, complainable, repairable and contestable matter for other participants), as well as her particular sensitivity to just 'reproducing' such an action, in the way she reformulates it.

Based on a corpus of judicial hearings with remote participants we would like to look at two instances of this phenomenon

- In the first, a (remote) counsel puts herself in the position of relaying questions of the judge to her (remote) auditively-challenged client; her subtle reformulations display her understanding of what the judge's questions do, and the way she is sensitive to the implications of such questions to her client.
- In the second case a judge who is worried about the linguistic competence of an interpreter, reformulates for her the prosecutor's argument she is supposed to interpret, giving rise to a complex collective renegotiation of the talk, with sequential implications.

Grit Liebscher & Christine Kampen Robinson

Stance and affiliation through laughter: Co-constructing group experience (Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)

Since Glenn's (2003) seminal work on laughter, some head-way has been made in better understanding the role of laughter in interaction (e.g. Glenn and Holt 2013). Building on this research, we are interested in the implication of laughter in displaying stance and affiliation and ultimately in its role in co-constructing group experience among Low German-speaking Mennonite women. In our analysis, we will pay close attention to distinguishing stance from the related notion of footing.

The data used for this paper come from 10 audio-taped focus group and individual interviews with Low German-speaking Mennonite migrants from Mexico to Canada. The interviews were conducted by a non-group member in English, Low German, and High German. The topics of discussion primarily addressed

participants' language use and linguistic experiences in school, church, and home, and especially in conjunction with their migration experiences.

Based on an interactional analysis, we argue that, in these interviews, laughter has a special function of co-constructing group membership through making common experience relevant. In our data, this laughter often occurs following a stance previously taken in the interaction in order to index affiliation, i.e. an "affective level of cooperation" (Steensig 2013; cf. Stivers 2008) constructing co-experience. In following Fox et al.'s (2014) call to investigate "how linguistic form also contributes to staking out *affective* stance and negotiating rights to experience" (738), we are particularly interested in the overlap of affective, evaluative and epistemic stance, as in the following excerpt from the data:

Excerpt 1: Oohlala
001 Int: can you talk a little bit about what
002 school was like in mexico?
003 Patty: oohlala:: ((sexy and drawn out voice))
004 All: Hahahaha hahahaha Hehehe[he
005 Aggie: [(patty?)
006 Patty: the [floor is mi::ne
007 All: [huhu hahaha hehe
009 Int: go ahead
010 (0.2)
011 Patty: hm (oohlal[a) (well)
012 All: [hehehehehehihihi
013 Greta: no you were not allowed to say oohlala
014 in mexico in school no

In the pronunciation of "oohlala" with drawn out Spanish intonation, the evaluative stance towards the question (evident through the explanation given to the interviewer in ll. 013-014) overlaps with an affective and epistemic stance towards the school experience. The immediately following laughter by the other Mennonite women indexes affiliation and constructs co-experience.

Other examples in our paper will touch on the relationship between stance and the construction of language attitudes (Liebscher & Daily-O'Cain 2009), especially with regard to stance-taking towards varieties, including mixed language use. Beyond footing as the keying of utterances, the notion of stance seems to allow us to grasp the more nuanced negotiation of positions we take up to another. Arguably, laughter and stance-taking then becomes a tool of manifestation of group boundaries and constructing common experience even overrides different kinds of norms typically associated with certain language practices (e.g. language gaffes).

Maria Francisca Lier-DeVitto

Clinical practice with children in a conflictual relationship with her/his mother tongue. (Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)

This study starts from the attested fact that Structural Linguistics, which received the title of 'science', aimed at attaining what is *universal* in language. It is also accepted that the marginal status of *la parole* (linguistic behavior in context) came as a logical consequence of the establishment of *la langue* and *the Universal Grammar* as its object. That is why such a scientific program limits itself to the internal properties of language, which is, no doubt, a legitimate trend considering the scientific program rigorously carried on (Milner 1987). What is questionable and questioned here is that grammatical rules acquire the status of *norms of behavior* regulating what "*can/must*" and, therefore, what "*cannot/must not"* be produced in language usage. Under such a viewpoint, equivocal, erratic linguistic behaviors tend to be left out of serious considerations. Needless to say that at the extreme of such irrelevance is symptomatic speech, which has to do with a tragic facet of the speaker/mother-tongue relationship, i.e., an uncomfortable way of inhabiting the mother tongue, reflecting a conflicting dynamics that seems to render *adaptability* a subject matter to be enriched with such well known dramatic cases. It is true that Linguistic Pragmatics studies have focused on linguistic behavior, but they do not deal with the very nature of symptomatic speech/discourse as a "problematic proposition", since the target is to discuss disorders in linguistic interaction. Therefore, the speaker/mother-tongue relationship itself and its effects on linguistic production are not held relevant enough. It is worth recalling that reflection on the notion of mother-tongue has not been under careful attention in clinical fields. This presentation pays particular attention to the fact that there is scarce inquiry into the crucial participation of structural problems on interaction/communication disorders, taking into account the symptomatic relationship between the subject speaker and his/her mother tongue. Clinical data will be presented to illustrate the discussion.

Niina Lilja & Arja Piirainen-Marsh

Telling about learning experiences: Reported speech and re-enactments (Contribution to *The social organization of learning in classroom interaction and beyond*, organized by Ohlhus Sören & Friederike Kern)

This paper analyses the role of reported speech and re-enactments in language learning activities. More specifically, it investigates 1) how reported speech and re-enactments are used in L2 learners' tellings of past interactions in which they participated and 2) how re-enactment of past events creates a structure for constructing objects of learning. Previous research has described the diverse linguistic, prosodic and embodied resources that participants draw on to describe past events and enact characters involved in them (Holt & Clift 2007; Sidnell 2006). Reported speech and re-enactments are routinely found in narratives, where they contribute to the way that participants depict themselves and others as social agents in past encounters. Although the contexts and functions of reported speech have been studied widely, little attention has been paid to way that L2 learners re-enact past interactions and thereby construct their experiences, stances and alignments within these interactions. This paper addresses this question in the context of everyday learning tasks designed for learners of Finnish as a second language.

Our data comes from "learning-in-the-Wild" activities designed for courses focusing on conversational Finnish. The activities were designed following the sit-talk-sit model developed in Sweden (see Clark & Lindeman 2011). First, the students prepared themselves for everyday service encounters by collecting vocabulary and planning their tasks. Second, they video-recorded their own service encounters in pairs. Third, back in the classrooms, the students shared their experiences. Our focus is on the tellings during this third phase, which are typically constructed mainly through reported speech, followed by sometimes elaborate multimodal re-enactment of the past events. In the talk we present a detailed analysis of how one group of learners co-constructs the telling of an encounter in which the learners experienced a problem of understanding. We show how the participants coordinate their limited linguistic resources with gaze, gesture, facial expression and body position to narrate and re-enact the past encounter, and while doing so, co-construct an object of learning. The participation frameworks established in the course of the telling enable the participants to establish and sustain shared focus on the object of learning and initiate a series of interactional activities through which they engage with this object and build a new understanding of it. The findings contribute to understanding the multimodal and interactive character of re-enactments, and shed new light on their emergent functions as "virtual re-presentations of relevant events" (Sidnell 2006: 406) in creating meaningful moments of experiential learning.

Camilla Lindholm & Tuula Tykkyläinen

"In other words, the message comes in fact through three senses". Training staff who take care of people with dementia, the case of the Finnish conjunction eli(kkä) (Contribution to *Interaction in dementia*, organized by Plejert Charlotta & Camilla Lindholm)

This paper studies the potential of communication training in enhancing interaction skills in professional groups working with persons with communication challenges. The micro-analytic approach of conversation analysis (CA) is used to provide a detailed description of the process of training caregivers in communication.

With proceeding illness, a person with dementia meets gradually increasing challenges in using speech and language. The ability to communicate and to participate in everyday life deteriorates. As a result of this, the division of communicative labor changes, emphasizing the skills of the co-participant as a key to successful interaction.

The focus of this paper is on the interactional features of communication training. The data are drawn from the ongoing research project *Dementia and Interaction: Intersections between research and communication training* and present a professional group participating in a Finnish communication intervention model called OIVA (Koski et al. 2010). OIVA aims at improving interaction between caregivers and people with complex communication needs. The main tool is video guidance; caregivers film everyday interactions and meet with a trained OIVA-guide to discuss these situations.

The present study analyzes the practices used by the OIVA guide to promote reflection among the staff on interaction in general and on the building-blocks of successful interaction in particular. The focus is on the guide's attempts to change the professional group's ´way of seeing´ their daily work (Goodwin 1994; 'professional vision'). Of certain interest are guides' reformulating and rephrasing turns with the Finnish coordinating conjunction *eli(kkä)* (*in other words*, *so*). These turns are used to accomplish various actions, like promoting talk about the persons with communication challenges as skillful conversation partners and about the professional caregivers as capable of fulfilling these persons' needs. Thus, communication

training can guide a professional group to perceive itself and its clients as competent participants with acapacity to communicate despite the challenges brought about by complex needs. The change of perception is at the heart of communication improvement.

Anna Lindström

Lending a helping hand: Analysis of transactions at the farmer's market

(Contribution to *Object transactions: Embodied encounters at the counter*, organized by Mondada Lorenza & Marja-Leena Sorjonen)

The farmer's market is a public space where individuals of different social, cultural, and linguistic backgrounds can come together and build a sense of a local community (Watson & Studdert 2006). As such, it provides a rich natural laboratory for students of social interaction. The propensity for interdependence and sociality at the market inheres partly in what Geertz' (1978) described as the "bazaar economy." This entails (among other things) a reciprocal relationship between the seller and the buyer where "the butcher or wool seller is tied to his regular customer in the same terms as he to them" (Geertz 1978: 30). Previous ethnographic and conversation analytic research of the farmer"s market has explored broad themes such as consumption as cultural engagement and identity construction (Pradelle 2006) as well as specific interactional practices such as the organization of offers and requests for the price of sales items (vom Lehm 2014). The present conversation analytic (CA) study is based on video recordings of the early morning hours at a weekly farmer"s market in a medium sized Swedish town. Over a period of a few consecutive weeks, we filmed a stall where a farmer and his adult daughter sold fresh produce and flowers. The farmer has been trading at the market during the last thirty years and his seniority was evident in that his stall was set up at the privileged outer corner of the market square. The recordings capture the farmer"s interactions with a stable clientele of regular customers who show up around the same time each week as well as a range of individuals who frequent the stall more intermittently or for the very first time. I will present a collection of instances where the customer gives the farmer a helping hand either through manipulation of artefacts (by for example silently grabbing a paper bag and holding it open so that the farmer may more easily fill it it with potatoes) or through the combination of verbal language and nonverbal action (by for example providing a verbal offer "to help" before assisting). In my presentation I discuss how these assisting moments emerge and develop. Preliminary analysis suggests that even though these transactions take place within the hustle and bustle of the market setting they involve intense mutual attention and coordination between the one who sells and the one who buys. Drawing on previous research of video recordings of interactions between older persons and care givers in domestic care settings (Lindström 2005; Lindström and Heinemann 2009), I am also interested in exploring how orientations to individual agency and interdependence are made relevant in these embodied micro moments of everyday interaction. The investigation is part of Uppsala University"s research initative on Language and ageing. Within this research program, one of our aims is to expose the interactional infrastructure that underpins *det goda åldrandet* (healthy ageing).

Jan Lindström & Ritva Laury

The interactional emergence of if-requests: Constructions, trajectories, and sequences of actions (Contribution to *Emergent grammar and praxeological ecologies: Clause-combining and the organization of turns at talk*, organized by Maschler Yael & Simona Pekarek Doehler)

Our paper concerns the sequential emergence of directives formatted as ’insubordinate’ or main-clauseless conditional clauses in Swedish and Finnish conversational interaction. Although subordinate clauses are normally thought to project main clauses to follow (e.g. Auer 2005), prior research has shown that crosslinguistically, ‘if’ adverbial clauses are commonly used without superordinate clauses for making requests (Evans 2007). This is also true of *jos* and *om* ‘if’ clauses in Finnish and Swedish (Laury 2012; Laury, Lindholm & Lindström 2013).

The directive, insubordinate *jos* and *om* clauses in our data fall into the more specific functional categories of requests, proposals and suggestions (Couper-Kuhlen 2014). We will show that these directives, even if syntactically unintegrated, are associated with an orderly sequential pattern organized in adjacency pairs; these emerge in conversation in response to actions done or not done by the recipients of the request.

Consider this typical sequence from our Swedish data, taken from a conversation between an elderly person (E) and her caregiver (C).

1 C: *vänta ska vi få handduken* [(*för den-*)
wait let’s get the towel (cause it-)
2 E: [*snä- å sen* **PRE**

plea- and then
3 *om du ville dra: den där röda mattan*(0.2) [*hit*. **REQUEST/**
if you would pull that red mat (0.2) **here**. **CONDITION**
4 C: [*ja:* **RECEIPT**
yes
5 [(*ska ja gör-*) **COMPLIANCE**
(will do-)
6 E: [*så går* (.) *lättare för me:j å=* **CONSEQUENCE/**
so it's (.) easier for me to= **ACCOUNT**

7 C:=*å kliva u:r*,
=to climb out,
8 E: *å stiga opp*,
to step up,

E is about to climb out from a bathtub. She formulates a cut-off **preface** of a 'please' type (line 2) and then makes a **request** to C formulated as a conditional clause (line 3). The conditional clause has a terminal prosody, and C **complies** with the request (line 5).

Note, however, that in line 6, E formulates a syntactically fitting consequent to the antecedent condition, which functions as **an account** for the request. The consequent is thus sequentially emergent rather than preplanned. From a macro perspective this may look like a canonical conditional clause combination, but the emergence of this construction results from interactional work in a sequence of actions.

In our data, we also find free-standing conditional antecedents without any consequent; such clauses have the potential to accomplish full-fledged actions in their own right. As we have seen, however, the interactional and syntactic structures emerge sequentially and there is a continuum of (in)dependence. What we find are emergent trajectories of action which may or may not end up in the form of a complete conditional clause combination. The conditional clause may be prefaced by some material, followed by a consequent clause or an account, as in the example above, or simply by an acknowledgment token or non-verbal compliance that may or may not end the sequence. The emphasis of our study is on such sequential trajectories; by this, we want to contribute to a better understanding of the role of subordination in talk-in-interaction and the emergent nature of units in conversation.

Our paper is based on Finnish, Finland Swedish and Sweden Swedish corpora of conversations in everyday and institutional settings.

Alessandra Lombardi

"Faszinierend und exzentrisch - nicht jedermanns Geschmack". Visiting a museum as a mediating experience. (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Starting from the idea of museum as "a mediating space between cultures", the paper will present the results of a study focusing on the communicative practices on and around the "Vittoriale degli Italiani", the famous museum complex commemorating Gabriele D'Annunzio's life and work located in Gardone Riviera on the Lake Garda. The analysis, based on diverse diachronic and synchronic textual data (tourist guides and travel memories as well as tourist websites and travel blogs), takes a sociolinguistic approach in order to reconstruct the perception/evaluation of German tourists faced with the experience of visiting "The Vittoriale". Considering the rich symbolic, partly controversial, historic-cultural value of this monumental museum and the long-lasting, deep-rooted tradition of contact and exchange between the German culture and the Italian world - as specifically mirrored in the *microcosmos* represented by the *Lacus Benacus* -, the paper aims to explain how this particular "tourist gaze" evolved over time reflecting the changing perception of Italy as a tourist destination and of the Italian culture as a whole.

Christopher Long

Universal constructs reconsidered: A social cognitive account of relational work (Contribution to *Re-examination of the discursive approach to politeness - Where are social norms, politeness judgements and universality gone?*, organized by Obana Yasuko)

With the advent of postmodern discursive approaches to politeness (e.g., Locher & Watts 2005; Watts 2003), the validity of universal theoretical constructs has come under much scrutiny. Underlying this trend is the social constructionist position that phenomenon such as politeness are constructed in ongoing interaction and, as such, interlocutor perceptions (i.e., first-order interpretations) must form the "rockbed" of any second-order theoretical analysis of such phenomenon (Watts 2005, p. xxi). A commonly accepted consequence of this position, as articulated by Eelen (2001), is that since first-order conceptualizations reflect the interpretations of specific (sub)groups, the 'universal' validity of second-order

conceptualizations is necessarily questionable. This conclusion has become so widely accepted that Mills has characterized it as representing the end of "the age of grand theorizing" (Mills 2011, p. 34). However, is such a conclusion warranted? Not all reject the validity of 'universal' constructs. Arundale (2006, 2010), for example, provides an account of human facework which incorporates both 'culture-general' (i.e., 'universal') and 'culture-specific' conceptualizations. In line with recent social-constructionist theories, Arundale also maintains that any application of his culture-general principle must be based on analyst interpretations of culture-specific emic construals. In this sense, although Eelen and Arundale differ in their view on the validity of universal constructs, both propose a second-order construct grounded in 'culture-specific' lay interpretations. In contrast, the current analysis offers a model of relational work within which lay interpretations are represented in terms of a culture-general cognitive mechanism: 'salience.' Following others (e.g., Arundale 2006, 2010; Goffman 1967; Locher & Watts 2005), relational work is defined as the general process whereby interlocutors negotiate their relationships with others. This process, however, is further defined as driven by two seemingly contradictory dimension of salience: the 'correlative' salience underlying behaviors that index a role-relation within expectations (and which are rarely the object of conscious evaluation); and the 'contrastive' salience underlying behaviors that index a role-relation outside expectations (which are typically the target of affective response). By incorporating these two dimensions of salience, it is demonstrated how a second-order theoretical conceptualization can be based on first-order interpretations that are, in fact, independent of culture-specific constructs. As such, a social cognitive model satisfies the fundamental tenet of social constructionism and simultaneously represents a valid culture general (i.e., 'universal') second-order construct. This account has the added benefit of being able to overcome various conflicting dimensions of previous accounts. For example, it is demonstrated how the postmodern distinction between 'marked' ('polite') and 'unmarked' ('politic') 'appropriate' behavior (e.g., Locher & Watts 2005), as well as Terkourafi's (2005) definition of normative versus non-normative 'polite' behavior can be explained in terms of the distinction between 'correlative' and 'contrastive' salience (and the affective response associated with each). It is also shown how this distinction provides an explanation of so-called 'volitional' as well as 'discernment' type linguistic forms and thus offers a unified account of behavior falling along the entire spectrum of normative predictability.

Dorte Lønsmann

Making sense of organisational change through vicarious narratives (Contribution to *Narratives of vicarious experience in talk at work*, organized by Zayts Olga & Neal Norrick)

The paper focuses on the role of vicarious narratives in employees' sense-making in relation to organisational change. The paper addresses the following research question: How do employees use vicarious narratives to makes sense of organisational change, and of their own role in the organisation? In this family-owned company, stories about the four generations of the founding family play an important role in making sense of changes and changing values in the organisation. When employees tell stories about the founders and about other employees, and especially when these are told again and again, the telling of the stories becomes a symbol of belonging to a corporate culture while at the same time contributing to creating that culture. The paper therefore also examines the ways in which vicarious narratives are part of the process of creating corporate culture and identity.

The data for the paper has been collected as part of a larger project on multilingual workplaces in Denmark. The fieldwork took place over a period of two years in one Danish SME and consists of ethnographic interviews with employees and management, observations from four different departments and written material e.g. in the form of emails. While the analysis of vicarious narratives in the interviews is the primary focus, the analysis is informed by ethnographic analysis of the full data set.

Julia Ludewig

The TED talk as an emergent discourse genre (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

With millions of clicks, TED talks are among the most often viewed items online. This number makes the short talks on issues of technology, entertainment, and design (TED) a salient media phenomenon. Aside from their sheer popularity, TED talks are interesting for their generic nature, that is to say, for the discursive homogeneity many TED talks display.

An indicator that TED talks are perceived as a genre is the very fact that they have a discourse label, "the TED talk." Furthermore, ever since their inception around the late 1980s, these talks have become a communicative stencil which can be transposed outside its original context, the technology and innovation-oriented TED conference. Now, college instructors assign their students TED-talk-style

presentations, and books promise their readers to tell them, for example, How to Deliver a TED Talk. The crystallization into a generic pattern is also visible in the parodies that exist; be it the so-called "Onion Talks" online or flow charts like the "TED-o-Mat" which gives satirical advice on how to churn out a TED talk.

My paper is a qualitative case study of select TED talks available in the form of video data together with transcripts on the TED website (www.TED.com). In addition to the actual talks, I also take into consideration the surrounding discourse which can be found on the TED website or other online or print media outlets such as blogs and newspapers. I analyze the talks as an emergent speech genre asking the following questions:

When and how did the TED talk evolve?,
What are its formal characteristics?,
How is rhetorical action performed in the talks?,
What is its social purpose?,
Who are the producers and recipients of this new genre?, and finally
(How) Did any of these aspects change over time?

I approach these questions with reference to TED talks' association with the silicon-valley-based TED conference and the internet which has become its prime platform of dissemination. Not only is the TED talk a fairly young genre which has emerged under our eyes. It is also marked by these contexts in its very form and in the way recipients consume it and react to it. I hypothesize that the TED talk is a hybrid of previous genres which integrates elements of discourse forms like sermons, memoirs, sales pitches, and academic talks in order to appeal to a certain audience, namely well-educated innovators, entrepreneurs, and intellectuals.

My paper takes TED talks as a case study of how a new genre emerges out of a specific setting and then advances to literally global representation by means of the World Wide Web and social media. Hence, it provides an example of how the new media foster the popularization of a genre which, nevertheless, has not been born digitally. TED talks thrive on the very cross-roads of traditional and virtual discourses combing traces of both spheres.

Elisa Lupetti

Subtitling and the structures of verbal conflict in the French cinema (2000-2010): Educational applications (Contribution to *Subtitles for the deaf and the hard-of-hearing*, organized by Eugeni Carlo & Franca Orletti)

The paper moves from a brief discussion of the analysis of family conflict in the French cinema (2000-2010), which aims to highlight how the forms of talk are subject to a process of clarification in the context of the film. It then reflects upon the further forms of simplification imposed by the practice of subtitling without having to sacrifice either the content of the conflict discourse or its force.

Studies conducted to date on the subject have focused on subtitles in a translational and contrastive perspective. While taking them into consideration and acknowledging their importance, the paper concentrates on subtitles in the same language of the film, examining the transfer from the oral language to the subtitled one. The corpus is made up of twelve conflictual sequences taken from *Père et fils* (M. Boujenah 2003), *Je vais bien, ne t'en fais pas* (P. Lioret 2006), *Non ma fille, tu n'iras pas danser* (C. Honoré 2009). Based on t hese sequences I will meditate on both the reliability and the usefulness of the subtitle from an educational point of view . By means of the above-mentioned sequences, transcribed and analysed with the conversational analysis and discourse-in-interaction-analysis' tools, I aim to study the actors' cues and the subtitled versions of their verbal exchanges, in order to understand how subtitles may be considered a useful educational tool. It is known that subtitles themselves offer a simplified version of conversations in order to respect the time and size constraints imposed by the screen. To this extent, by reducing the forms of talk, the 'physical' context (that is to say the size of the screen) causes a further reduction of the talk of actors who are already placed in a specific context: the filmic one.

The language of film thus appears as a simple and clear language that, while wanting to imitate the authentic language, eliminates what is called in French *scories de l'oral*: false starts, repetitions and hesitations accompanying speakers' intended words do not appear on the screen. I conclude that the oral language structures of the film are a reinterpretation of the authentic linguistic structures.

Ursula Lutzky & Andrew Kehoe

"Oops, I didn't mean to be so flippant". A corpus pragmatic analysis of apologies in blog data (Contribution to *Adaptability in new media: From technological to pragmatic affordances*, organized by Virtanen Tuija)

This paper examines the adaptability of speech acts (Searle 1979) to new media by adopting a corpus linguistic approach. In particular, it addresses the use and distribution of the speech act of apologising in a large corpus of blog posts and reader comments, illustrating how this speech act has undergone development with regard to the formal choice of linguistic expressions in this specific environment allowing for interactivity and communicative immediacy.
This work builds upon previous research in which we tried to uncover the ways in which users apologise in blogs. That study was the first large-scale analysis of the *Birmingham Blog Corpus* (*BBC*): a diachronically-structured collection covering the period 2000-2010 and totalling 600 million words. In our previous study we took an initial list of Illocutionary Force Indicating Devices (IFIDs) associated with the speech act of apology, and used a novel form of collocational analysis to reveal "hidden manifestations" (Kohnen 2007) of apologies in the *BBC*. We were able to achieve this without relying on external thesauri by examining the shared and unique collocates of each of our initial apology IFIDs. As a consequence, we discovered that the form *oops*, together with its many orthographic variants, is frequently attested with an apology function in our data.
In this paper, we look more closely at the uses of *oops* as an apology IFID in the *BBC*. Our initial analyses suggest that, although *oops* is often accompanied by a prototypical apology IFID such as *sorry*, this is not always the case and it appears that *oops* may be acting as an apology IFID in its own right in blog data. Thus, this paper will offer new insights into the nature of *oops* and its pragmatic functions, and make an important contribution to the wider debate on the role of speech acts in online data.

Lachlan Mackenzie

Sentiment and confidence in financial English: A corpus study (Contribution to *Emotional engagement "at work": Examining emotions in corporate/institutional discourse*, organized by Alba Juez Laura & JoAnne Neff)

A word whose frequency had been declining in English since 1800 but has very recently staged a minor comeback (according to the Google N-Gram Viewer) is *sentiment*, a word that invokes the world of emotions. In the financial world, *sentiment* is used primarily to invoke the "gut feelings" of an individual investor or of investors in general about the future movement of a share or of the stock market in general or indeed about the economy as a whole. The expectation may be one of no change, but *sentiment* is typically characterized as either "bullish" (expectation of a rise) or "bearish" (expectation of a fall). Contrasting with *sentiment* is the notion of *confidence*. Applied to financial prediction and decision (Kahneman & Tversky 1979), *confidence* suggests a more objective assessment, based on projections derived from the statistical analysis of past trends and from records of previous shifts in the market and oriented to a rational and efficient process of wealth maximization. The words *sentiment* and *confidence* are generally used (for example in construction with the modifier *investor*) as if they were synonymous, raising the possibility that financial markets are guided as much by feelings as by analysis, despite the enormous investment in the latter; one instrument for such analysis is called the Acertus Market Sentiment Indicator, which despite its name derives from five "objective" numerical variables. The purpose of this paper will be to examine, using the on-line 7.3-million-word Hong Kong Financial Services Corpus (http://rcpce.engl.polyu.edu.hk/HKFSC/) and drawing on notions from the field of behavioural finance (Shleifer 2000), how the words *sentiment* and *confidence* are employed in (this sample of) Financial English, using grammatical and collocational analysis.

Lian Malai Madsen & Andreas Stæhr

Locating 'high' and 'low' stratification in contemporary sociolinguistic economies (Contribution to *Effects of social stratification in everyday language use*, organized by Madsen Lian Malai & Andreas Stæhr)

Recent Danish sociolinguistic studies suggest that traditional class-related speech varieties have lost relevance to young speakers in current urban environments. Our research, however, shows that close attention to language use in interaction reveals that social status differences are still relevant to the way youth in Copenhagen use and understand speech styles in their everyday, but in new ways. Our presentation builds on different types of data (essays, recorded interactions, interviews and social media communication) from a collaborative linguistic and ethnographic research project in and around a culturally diverse school in Copenhagen (Madsen et al. 2013). We focus on how the adolescents use particular speech styles to invoke and re-create sociolinguistic stereotypes in situated interaction.
A significant insight gained from our meta-pragmatic data is that linguistic forms even if on the surface they seem linked to race and ethnicity, are used with meaning associations sensitive to, gender, social status positioning (Madsen 2013; Stæhr 2014) and institutional inequality (Madsen 2014). We have

shown how a speech style that has previously been described as multiethnic youth language is understood in contrast to academic standard speech. T he contrasting ways of speaking are labelled "street language" and "integrated" by the adolescents, and the on-going social value ascriptions to these styles seem to map on to a set of opposing binaries involving low/high; street cultural/academic; masculine/feminine; tough/polite; emotion/reason; youthful/adult (Madsen 2013).
In our presentation we compare the situated use of "street language" and "integrated" to the use and value ascription to a speech style labeled "old-fashioned" by the participants. This style proves an interesting hybrid construct involving elements of both conservative expressions and proverbs associated with standard speech, but combined with linguistic markers of traditional male working class identities. In addition, "old-fashioned" is understood as signifying Danishness adding a dimension of ethnicity to the value ascriptions. Our data suggest that linguistic signs and sociolinguistic stereotypes are reinterpreted. In this way traditional sociolinguistic economies appear to be changing among contemporary urban youth in Denmark. We argue that these changes involve cultural understandings of 'high' and 'low' stratification related to language use, but that to locate the current sociolinguistic significance of status stratification we need to attend to the situated interpretations of linguistic forms as part of the processes of enregisterment (Agha 2007).

Jenny Magnusson

Asymmetry and independence in supervision (Contribution to *Managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction*, organized by Nelson Marie, Sofie Henricson, Catrin Norrby & Camilla Wide)

The academic essay (degree project) is crucial to higher education. It serves as a synthesis of knowledge gained throughout education and further has an important role in the national evaluations of higher education. In Sweden this essay is called *the independent project*. In the independent project there is, however, a tension between independence and supervision. Independence is one of the goals in the national guidelines and therefore of central importance to the independent project. In general, independence concerns an ability to relate to different data or theoretical perspectives and to take the responsibility for and manage the working process (Rienecker & Jorgensen 2010; Meyer 2008). An additional critical factor is supervision (Zuber-Skerrit & Ryan 1994; Deem & Brehony 2000). Supervision is an asymmetrical practice, where inequality between student and supervisor is inherently present and needs to be considered in relation to requirements of independence.
The aim of this paper is to study how independence is constructed, enabled and enacted in the asymmetrical practice of supervision of independent projects. One supervision process with one supervisor and one student has been recorded and analyzed. There are very few empirical studies concerning supervision and independence and therefore, in this paper, independence will be studied empirically in different modes of supervision, i.e. supervision meetings, email conversations and different text drafts, sometimes with comments. The theoretical and methodological perspective is sociocultural and dialogical and more specifically based onLinell´s theory of communicative activity types (2012: 159 ff). This is a theoretical synthesis between micro-based conversational analysis and a more macro-oriented contextual analysis.
For the present paper, I have identified several strategies for how student independence can be achieved in asymmetrical and unequal interaction, both through the supervisor's enabling and through the student's enactment of independence. The different strategies are related to different analytical categories: topicality (Melander & Sahlström 2010), voicing (Linell 2009), engagement (Coffin & Hewings 2005) and remediation (Prior & Hengst 2010).
The results show that independence is a complex concept which can be understood in different ways. Both the student and the supervisor can use different strategies to enable or enact independence on different levels and in different ways.

Didier Maillat

The pragmatics of reference assignment in L2: Cognitive interference (Contribution to *Pragmatics in second language acquisition and bilingualism*, organized by Maillat Didier & Sandrine Zufferey)

This paper brings together pragmatics and second language acquisition, as we explore one of the paths indicated by Foster-Cohen (2000, 2004) that research in the pragmatics of SLA could take. We investigate pragmatic disambiguation processes in a second language (L2) across the lifespan. In doing so

we argue that a cross-sectional population of late L2 users of English provides an original and crucial insight into the pragmatic processes that govern reference assignment.
Taking a relevance-theoretic perspective on reference assignment (Sperber & Wilson 1995; Carston 2002), we hypothesise that pragmatic performance will deteriorate in L2 contexts. However, we argue further that the limitations imposed by a L2 on pragmatic processes will be felt *even if the pragmatic process under scrutiny is not directly affected by the limitations in L2.* That is to say that we expect pragmatic degradation to be the result of a cognitive overload, as opposed to semantic shortcomings and/or cross-linguistic interference. For this purpose, we focus on low-level disambiguation explicatures (assigning referents) in late German-speaking learners of English. Such processes would typically allow direct transfer from L1 into L2.
We use original experimental data that focus on the explicatures generated in reference assignment processes. Based on designs derived from those developed by Keysar and colleagues (1998), we observe in a cross-sectional population of 160 German-speaking learners of English, aged 10-80, how they assign referents in stimuli involving competing referents in a task that requires that the participant adopt the perspective of the speaker/instructor . We contrast these results with performance in a L1 control condition.
Our results show that pragmatic performance in L2 deteriorates significantly from the L1 condition – both in terms of accuracy and reaction time. L2 learners' referential disambiguation explicatures thus appear to be significantly hindered even when cross-linguistic positive transfer is possible (see Jarvis & Pavlenko 2008). We propose that these results are best accounted for in terms of a cognitive overload affecting pragmatic processes in L2. Further evidence of the correlation between the general cognitive capacity and referential explicature attainment is provided by a significant contrast across age cohorts.

Elizabeth Mainz

Practically speaking: Towards a more complete understanding of communicative competence in American pedagogy (Contribution to *Communicative competence in a era of super-diversity*, organized by Cook-Gumperz Jenny)

In the practical world of the classroom, teachers' beliefs about the languages their students speak are influenced by their perception of students' ability to communicate in English. Teachers make decisions about who their students are and what their students are capable of by assessing communicative competence. However, within their beliefs and their actions, there is considerable teacher-to-teacher variation in terms of what communicative competence is for their students.
Despite a growing multilingual student population in the U.S., monolingualism is still treated as the ideological norm (Wiley 2007). In American public schools, the languages students speak beyond English are treated as a problem rather than as a resource (Ruiz 1984). Whether a teacher believes that the languages their students speak are a problem or not affects the educational experience of their students.
However, many individual teachers have re-appropriated top-down language policies, creating classrooms that better reflect their own ideas about language and its place in education (Johnson 2010). Of course, teachers can unknowingly enact the problem-oriented beliefs of the school system, even if this framework is contrary to their own personal beliefs (Razfar 2012). In this presentation, I will examine the beliefs of teachers surrounding the communicative competence of their students, and what influence those beliefs have on their pedagogical beliefs.
I will present data from two groups of teachers. The first is a group of graduate students teaching within a university-sponsored program for high school students with an aim of sociolinguistic justice. The second group is comprised of high school English teachers working within an American public school. The teachers all participated in individual interviews, speaking about their language beliefs, their teaching philosophies, and their experiences with students.
All the participants discussed the communicative competence of their students, but spoke within the varying contexts of their own personal experiences and current teaching positions. The beliefs of the graduate students focused on larger systemic and political implications, or as one participant said,"for me, the linguistic is the political." The high school teachers' beliefs were localized and practice-based, focusing on actions within the classroom: "I can tell right away that they don't speak English, then it doesn't matter what language, as long as they work as hard as the other ones." This paper presents the ways that teachers talk about the communicative competence of their students, and how this changes given the context.

Carmen Maiz-Arevalo

Expressive speech acts in task-oriented online communication (Contribution to

Emotional engagement "at work": Examining emotions in corporate/institutional discourse, organized by Alba Juez Laura & JoAnne Neff)

Before Searle's inclusion of expressives in his seminal taxonomy of speech acts (1976), Austin (1975) had already described these acts as "behavitives" or those acts having to do with social behaviour and attitudes such as apologies or condolences. Searle intended to give a more precise definition of expressives as those speech acts whose illocutionary point is "to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content" (1976: 12). In contrast with the other speech acts in Searle's taxonomy, expressives are characterised for their lack of direction of fit —i.e. there is no match between the words and the world since the speaker is referring to her "inner" world rather than the "outer" one. It is precisely this "psychological" element what poses a problem when defining expressives in contrast to other speech acts. In fact, it has been argued that all other speech acts –e.g. directives, commissives, etc. –could also be defined as expressive since "the expression of a psychological state is not incompatible with any of the other kinds of speech acts: for example, any speech act type may be uttered with an intonation that unmistakably communicates joy, sorrow, anger or surprise" (Carretero et al. 2014: 265). In this paper, I shall consider expressives as those speech acts concerned with the expression (implicit or explicit) of emotions (or Affect in Martin and White's (2005) terms). A second distinction to be established is that between expressives which are 'self-centred' –i.e. the expressive focuses on the speaker's feelings –and 'other-centred' expressives, which focus on the addressee and usually play a socially ritualistic role in the construction of rapport amongst the interlocutors (e.g. apologies, thanking, compliments, etc.). Their ritualistic role also explains the fact that other-centred expressives tend to be typically formulaic and highly conventionalised, which may bleach the expression of authentic feeling (Austin 1975; Bach and Harnish 1979; Carretero et al. 2014 *inter alia*). Finally, it is important to mention that, in the case of face-to-face communication, the expression of emotions –whether self-centred or other-centred –can easily be supported by supralinguistic and non-verbal elements such as intonation, facial gestures or bodily posture, among others. However, these supralinguistic elements are mostly absent in computer-mediated communication (CMC henceforth) given its disembodied nature (Maíz-Arévalo 2013). In this case, typographical elements such as emoticons, capitalization, typographical repetition of letters, etc. might serve to underline the expression of emotions (Yus 2011).

With all the above in view, this paper is aimed at analysing expressive speech acts in a CMC task-oriented corpus, consisting of two channels (e-forum and chat). Despite their difference in synchronicity, both datasets share the following features: they are integrated by students using English as a lingua franca, the teacher is present (albeit more explicitly in the chat) and the main communicative intention is mostly transactional rather than interactional, since both channels were educationally targeted. Given the transactional nature of the tasks, the hypothesis posed was that expressives, especially self-centred ones, would be low-profiled. Likewise, other typographic expressions of emotion, like emoticons or typographic alterations of the text, were not to be expected given the fact that the interactional function of language was not the prevalent one (as it is in other CMC contexts such as social networking sites like Facebook, where these typographical outbursts of emotion are pervasive). Contrary to expectations, results show expressives can be used to boost rapport or mitigate face-threat.

Ali Reza Majlesi

Building instructed vision: How to see grammatical relations in practice (Contribution to *The social organization of learning in classroom interaction and beyond*, organized by Ohlhus Sören & Friederike Kern)

This study will focus on the use of various resources such as talk, body, and available artifacts - e.g. whiteboard and overhead - as public substrates (see Goodwin 2013) for teaching language grammar in Swedish as a second language classroom. Special attention will be paid to interactive corrective feedback sequences (e.g. Lyster & Mori 2006) in teacher-led grammar exercises where teachers and students use the surface of the whiteboard and/or overhead as a common arena of attention to operate on written sentences and analyze them (cf. Majlesi 2014). It will be shown how teachers and students model understanding of certain grammatical constructs, rules or relationships on written sentences through visual accessibility of focused items. The study will also demonstrate how the intelligibility of abstract grammatical concepts and relations as a cognitive phenomenon is constituted by a concrete set of observable and reportable actions. That is, teachers and students treat the written words as objects of inquiry and make abstract concepts objectified through concrete meta-talk (Storch 2008) and instructed embodied actions (cf. Mondada 2014). By observing video data from classroom interaction and by adopting a multimodal analytic method of interaction analysis (see Goodwin 2013; Mondada 2014), the instruction of grammar, as it occurs in real time, will be scrutinized.

Irani Maldonade

Reading and writing clinical practices: Mother-tongue, the promised homeland of the speaking/writing subject (Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)

This study aims at reflecting on some aspects of reading and writing practice in a therapeutic process carried out with a group of four children submitted to clinical care, during four months, at the Brazilian State University of Campinas (Unicamp); specifically at the Clinical Service where students of the Speech Language Pathology Course start their clinical practice. These children were referred to the speech therapy care by teachers and health professionals because they seemed to have symptomatic difficulties in the acquisition of reading and writing. In general, they failed to succeed in school. Some of them were considered "unsuccessful", while others had been diagnosed as dyslexics. In this study, instead of assuming the traditional speech-language evaluation procedure and therapy protocols, which take language as an observable objectthatcan be gradually learned by children, following the anticipated ascendant degree of structural hierarchical complexity (defined as the universal language acquisition developmental order); the present paper discusses *adaptability* from an interactionist theoretical perspective, which views interaction as dialogue and places the other-subject speech as a crucial starting point in the language acquisition process. It is highlighted here that the marginal role of speech in Linguistics appears as a consequence of language (*la langue*) defined as the only theorized object. It is also important to consider that in the traditional speech-therapy clinical view, the steady and stable verbal productions are conceived of as the very precondition for the reading and writing skills. Differently, in this study, it is assumed that speaking and writing productions reflect singular aspects of the relationship of the speaking subject with his/her mother-tongue. According to such a viewpoint, I shall discuss and interpret errors, erasures and self-repairs in the four children's texts focused here. It was observed that speech assumes an essential pressing character in the reading and writing acquisition process. It was also observed significant marks of subjectivity in the children's written texts, which allowed me to offer the interpretation that the subject speaker-language relationship is heterogeneous and deeply singular. It is argued here that such texts features provided important clues for the building up of an alternative approach to the reading and writing acquisition processes, which are here understood as articulated to the structuring of the speaking subjects as readers and writers. In this way, the discussion to be presented shall contribute to the linguistic reflection, particularly in field of Pragmatics.

Ricardo Maldonado & Juliana de la Mora

Según: A space builder into mirativity (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)

In the increasing number of studies of evidential markers in Spanish *claro* 'clear', *bueno* 'well' and *dizque* 'they say' have attracted the attention of most scholars (Kany 1944; Miglio 2010; Travis 2006; Olbertz 2007; Hummel 2011; Author 2011; Authors in press). Little attention has been paid to *según* 'according to' for which only the capacity to report or quote a previous assertion has been identified (Reyes 1996; Alonso-Almeida & Adams 2012). This paper attempts to show that *según* has developed not only evidential reportative functions as in (1) but also a set of meanings that move towards the dominion of mirativity. The markers in (2-5) not only report but also question the veracity of an assertion in different degrees:

(1) esa es una razón por la cual mi madre no viviría en Aguascalientes/ **según** afirma ella
'that is one of the reasons why my mother would never live in Aguascalientes/ *según (that's what she says)* she affirms'

(2) un día me llegó una señora// con <problemas> de hipertensión/// y **según** ella eh/ pues iba al centro de salud// pues <~pus> para que se le atendiera su problema/ pero ¿sabes cuánto llevaba?/ tres pesos
'one day there was a woman with high blood pressure /// and *según (according to)* her she was going to go to the health center, but do you know how much money she had? She only had three pesos'

(3) el mugroso amigo que **según** me iba a avisar/ él ya lo está tomando/ y nunca me dijo
'the damn friend that *según (supposedly)* was going to tell me about the course/ he is already taking it/ and he never said a word'

(4) hice mi protocolo/ mi proyecto// que **según** me estaba asesorando un tipo// que cuando le llevaba para revisiones/ me decía/ "¡ay mi hija <~mija>!/ te está quedando bien bonito"/
'...I wrote my protocol, my project, that *según (supposedly)* a guy was checking, but every time he had to give me feedback he just said "my dear your project is beautiful"'

(5) …especialmente en ese lugar donde él trabajó/ pues que/ el fuego era una forma de manejo/ político/ y social/ **según** él/
'…specially in that place in which he worked, because fire was a way of social and political control, *según (according to him, but I doubt it)'*

Based on samples from the Sociolinguistic Corpus of Mexico City (Butragueño & Lastra 2011) this paper shows that as an attenuation process takes place there is a shift towards subjectivity in terms of "veracity questioning". It is proposed that as reportativity diminishes the degree of subjective evaluation of the event increases (Langacker 1990). It is also claimed that for *según* to become an evidential-mirative marker it must become a space builder (Fauconnier 1985) such that the assertion is never located in the *space of reference* and only shows up in an *alternative space* where veracity is restricted to the subject or the conceptualizer's domain. Thus while third person uses are mostly mirative, first and second person subjects impose an attenuative reading. *Según* parallels partially the process by which *dizque* became a mirative marker (authors in press) and yet unlike *dizque* the reportative meaning prevails to the extent that the anaphoric meaning of the base form is preserved albeit in a schematic manner.

Howard Manns & Dwi Noverini Djenar

Person forms in youth interaction: Situational context and perduring meanings

(Contribution to *The social dynamics of pronominal systems*, organized by Bouissac Paul)

This paper addresses the question of the relation between situational meanings and meanings that perdure across contexts. This question underlies most sociolinguistic studies on how social meanings emerge in interaction. For such studies, explaining how participants position themselves in interaction necessarily requires a reference to broader cultural contexts. However, while it is recognised that meanings are grounded both in the immediate as well as the broader cultural contexts, reference to the latter is often made on an isolated basis. That is, aspects of culture are drawn upon to support the interpretation of a particular situational meaning. The cultural context being referenced is therefore of significance only to the individual case being examined. For example, an analysis of the way that a speaker uses the English *they* as a singular pronoun may reference notions of gender and feminist thought. But the processes through which certain aspects of these notions perdure and are recurrently invoked by different participants across different interactional contexts, and how the pronoun is collectively reworked for stance purposes, have received less attention.

Our aim in this paper is to broaden the conception of the indexical relation between a linguistic element, the situational context in which it is used, and the broader cultural context in which it is grounded by showing how recurrent linking between them gives rise to patterns of preferences as well as variation across contexts. To do this, we focus on pronominal variation in Indonesian youth interaction. Unlike many Indo-European languages, Indonesian has multiple forms for self- and addressee references. In interaction, speakers shift from one form to another to index different stances and positioning. A speaker may refer to her-/himself with the 'intimate' *aku* before shifting to the 'formal, public' *saya*, or *ana* (from Arabic), or *gue* (from Hokkien) and returns to *aku*. By examining variation and uptake of these forms across text types (conversation, teen fiction, online forums), we show that speakers regularly call on perduring meanings based on the stereotypical linking between speakers and regions (regional differentiation) and between participants in different types of relationship (social differentiation) to communicate stance situationally. Following Kiesling (2009), we refer to these patterns in terms of "exterior indexicality". To the extent that the pronominal forms are used to index social positions and draw on perduring relations to do with regional and social differentiation, we consider them as "social deixis" (Manning 2001). Based on our findings, we argue that social meaning is neither entirely situational nor socio-cultural but rather is dynamically linked to the mediation of macro-cultural and micro-cultural meaning.

Juliana Marcolino-Galli

Reflections on the relationship between memory and language in children´s speech

(Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)

This paper has as its source a central theoretical dealt with in a previous study focused on the relationship between memory and language in dementia. The reflections carried on at that time departed from a basic psychoanalytical and saussurian presupposition that language is not a cognitive function and that memory is not a storage locus of interiorized experience. Freud's work on aphasia started the development of a psychic apparatus as a language apparatus language and also as a memory device. In doing so, Freud dissolved the traditional hierarchy between cognition and language and therefore between memory and language. Some enigmatic aspects were brought about in the above mentioned study, indicating the complexity of this subject. Some of them have raised questions about the Language Acquisition,

considering the nature of adult-child dialogue, his monologues and narratives, which suggest the strong possibility of questioning the idea that the child's speech is heavily dependent on the external context in which it occurs. It is also stated that such a condition supports its communicative effect. De Lemos (1992, 1997) has proposed that language acquisition and the subjective process are deeply integrated and both are linked to structural changes: the position of the child in relation to the speech of the others and in relation to the language itself (*la langue*). Several occurrences in child speech, such as the errors, reformulations, have been explained as the effect of both specific movements of *la langue* in the child's speech and of his/her subjective possibility of listening to them (or not). It is assumed that the child enters language by incorporating fragments of the others' speeches and that such shortcuts retain "solid remains" of vivid scenes. Therefore, when they return to the child's speech, "memory" is called upon, especially in her/his monologues and narratives. The interesting aspect noticeable in such moments is that her/his speech is "different" from the utterances heard before and in different aspects (phonetic-phonological, morphological, for example) and, above all, they are remarkably different in that which concerns the so called semantic-pragmatic linguistic facet. That being so, repetition shows its intriguing face, i.e., thereafter, repetition induces heterogeneity and not strict homogeneity among speakers (LIER-DeVITTO and FONSECA 2012). We can look back at the incorporation process and state that repetition in adult-child dialogue is not equivalent to reproduction. Thus, terms like "fragments", "remains" and "return" which imply the concepts of "memory" and "repetition" will be discussed in my presentation that endeavors to reflect on language and memory in Language Acquisition, considering the transit of language fragments in dialogues between adult and child and its mnemonic effects in children's monologues and narratives.

Piera Margutti

Embodying understanding in the classroom: Construction and deployment of student answers in teacher-led instruction sequences (Contribution to *The Work of understanding in education*, organized by Gosen Myrte & Tom Koole)

As demonstrated by CA cumulative research, understanding is a cognitive process that surfaces/is embodied in talk by means of different interactional practices (Heritage 2005). Recent studies on classr oom interaction have shown that answering involves a range of practices and different types of behaviour, beyond that of wording an answer to the content of the question. For instance, students use specialized means (both verbal and visual, often simultaneously) to display their understanding, such as raising hands (Sahlström 2001), noticings and corrections (Kääntä 2014), as well as particles like change of state tokens (Koole 2010).

This paper focuses on instances of teacher-led instruction sequences, shaped as sequences of question/answer pairs. In this setting, teacher questions might be alternatively addressed to the class as a whole or to individual students. Thus, answering is subject to constraints and requirements different from one-to-one interaction. First, the right to answer is often subordinate to the production of displays of knowledge; not only must students know the content of the answer, but they also need to master how to hand out it (Margutti 2006). Second, when the whole class is addressed, students organize themselves either to answer in unison or as competing against their peers for the 'correct' answer. Third, questions might have more than one answer, all technically acceptable and potentially positively evaluated (Margutti & Drew 2014). These features of the setting have consequences for the the way in which students manage to differentiate their answers, so as to convey their understanding of the questions and/or of the whole activity of which the question is part.

Based on the analysis of extracts from 10 different lessons in two 3rd–year classes in Italy, the paper analyses instances of student answers to questions addressed to the whole class. I will look at the resources used to design the answers and at their deployment, showing how these embody a different type of understanding: whether that of the most proximal question or of the whole activity.

Juana I. Marin-Arrese

Epistemic legitimisation, commitment and evasion in the discourse of judicial and public inquiries (Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

This paper examines the use of epistemic stance resources as strategies for the legitimisation of assertions and claims, and as strategies for the obfuscation of speakers' responsibility and accountability in supporting or justifying the veracity or validity of their assertions (Marín Arrese 2009, 2011a). The framework for the analysis of epistemic stance draws on Boye's (2012) notions regarding the conceptual domain of epistemicity, which pertains to the expression of epistemic support and evidentiary justification

for the communicated proposition, and which comprises the subcategories of evidentiality and epistemic modality. It also draws on Langacker's (2009, 2013) notion of the epistemic level in language, and of speakers' striving for control of conceptions of reality in discourse. The various degrees of epistemic support and evidentiary justification reflect differences in the commitment of the speaker towards the communicated information; speakers make conscious choices to either enhance or mitigate the force of their assertions. Speakers, and politicians more so, have a vested interest in justifying their assertions, especially in the context of a judicial or a public inquiry, since they may be held politically accountable for their claims. Witnesses will strive to provide support or justification for their claims, thus attempting to manipulate the perceptions of hearers and defeat their mechanisms for epistemic vigilance (Sperber at al. 2010; Hart 2011). But speakers may also feel the need for mitigation or decreased commitment, which may be effective in both managing accountability for the information and in maintaining an appearance of cooperation (Berlin 2008). In oral testimony, the use of forms of evasion, such as 'agnostic qualifiers' (Caton 1966), which indicate uncertainty or lack of knowledge, and expressions of 'aphonic' stance (Brandt 2004), which include negation and some expressions involving non-assertive hypothetical or highly dubitative contexts, allows the politicians to distance themselves from a position of responsibility by claiming ignorance or lack of sufficient information. These forms of evasion or slipperiness, which have been explained in terms of face management in political interviews (Bull 2008), may however prove damaging to their credibility as witnesses in a public inquiry. The paper presents a case study on the expression of stance and commitment in the oral evidence given by Tony Blair, as British Prime Minister, in the Hutton Inquiry (August-October 2003), and to the Select Committee of the Iraq War Inquiry (2009), as former Prime Minister. It will be argued that Tony Blair's intended discursive legitimation of events will be reflected in the pattern of use of epistemic stance resources and in the expression of degrees of commitment or in evasion strategies. The paper aims to establish whether the stancetaking patterns in the two inquiries reveal particular preferred legitimisation strategies, which may relate to differences in Blair's perceived political involvement and responsibility for the events under investigation, and the main rhetorical goals of his testimony in the two inquiries.

Aurélie Marsily

Conditional or imperative mode? The influence of mother tongue in non-native productions of French-speaking learners of Spanish (Contribution to *Pragmatics in second language acquisition and bilingualism*, organized by Maillat Didier & Sandrine Zufferey)

The proficiency in a target language is related not only to lexicon and grammar, but also to the adequate use of pragmatic strategies, which are crucial for an interaction without misunderstandings (Escandell Vidal 1995). An important aspect in pragmatics is the notion of politeness. According to Alonso Pérez-Ávila (2005), "one of the fundamental pragmatic aspects that L2 didactics should point out today is politeness". Moreover, Valero Aguilar (2008: 365) adds that "it is in that aspect (politeness) that cultural diversity and socio-pragmatic errors indicate greater differences by L2 learners"

In this paper, I will analyze the pragmatic competence among French-speaking students of Spanish as a foreign language, in comparison with native speakers of Spanish. The aim of this project is to focus on how French-speaking and native students of Spanish make use of pragmatic strategies in particular situations, more concretely how they formulate requests in given situations. The focus of attention of this pilot study is on a specific topic which has been related to politeness, namely the use of the imperative vs. the conditional mode. Indeed, from a contrastive perspective, already Blum-Kulka & House (1989) have shown that, on the one hand, Spanish speakers tend to use more imperatives than French-speaking people and, on the other hand, that French-speaking people more often resort to indirect strategies. Castillo Lluch (2009), in her intercultural study, arrived at the conclusion that Spanish speakers address people in a more "informal" way, even when talking to strangers. Furthermore, there is ample research evidence that native language transfer is one of the major causes for shaping the interlanguage. That is why part of the study will be dedicated to the influence of the learners' mother tongue. Indeed, as Tarone (2006: 748) points out, "Selinker (1972) suggested that the way in which this [mother tongue transfer] happens is that learners make 'interlingual identifications' in approaching the task of learning a second language: they perceive certain units as the same in their NL, IL, and TL".

Hence, my hypothesis is that French-speaking learners of Spanish will tend to overuse the conditional mode as a politeness strategy in requests, whereas Spanish native speakers will use more imperative forms. This overuse of the conditional mode by French-speaking learners might be due to the influence of their mother tongue, which they transfer in their Spanish productions.

To carry out this pilot study, I will analyze requests in the Spanish informal conversation section of the CORLEC corpus as well as in a French corpus. I will confront them with non-native language productions in similar situations.
I expect the learners' use of imperative versus conditional forms to be related not only to the level of Spanish of the learners, but also to the context(s) in which the students have learned Spanish,. Furthermore, I expect factors related to the request itself to play a role, namely the content of the request and the relationship with the interlocutor.

Elena Martínez Caro

Markers of emphasis in Spanish professional/corporate blogs (Contribution to *Emotional engagement "at work": Examining emotions in corporate/institutional discourse*, organized by Alba Juez Laura & JoAnne Neff)

This study investigates the use of certain linguistic expressions and syntactic constructions as markers of *emphasis* in a corpus collected from corporate and professional blogs in Peninsular Spanish. The kind of texts collected include text discussions taken from blogs written by well-known Spanish journalists and politicians. As such, they illustrate a text type which shares features from the written and spoken registers (which can be characterised as 'talk for writing'), and in which the author typically adopts an institutional voice.
Emphasis is seen as the (linguistic) prominence or 'highlighting' which does not involve new information (focus) or contrast (Martínez Caro 2014). Kohler (2006) distinguishes two senses of emphasis: emphasis as 'information hilighting' and emphasis as expression of evaluation; a similar distinction is made by Moutaouakil (2011) in terms of 'argumentative' emphasis or 'reinforcement' and emotive emphasis or 'exclamation', whereas Quirk et al. (1985: 1414ff) address the notion of 'emotive emphasis', by means of which a unit is given a "purely emotive emphasis", different from the "emphasis given by information focusing". Linguistic emphasis and other related notions such as focus, contrast and contrary to expectation (including surprise and unexpected information) have been considered in the Functional Grammar framework and its follow-up approach Functional-Discourse Grammar: see for instance Dik et al. (1981); Hannay 1983; Hengeveld & Mackenzie (2008: 66); Mackenzie & Keizer (1991); Martínez Caro (1999: 365ff); and Siewierska (1991:179).
Given the meanings associated with emphasis in this linguistic framework, this study attempts to address two research questions: (a) which linguistic patterns are regularly associated with the expression of emphasis in this written register? and (b) given these patterns, which linguistic circumstances condition the occurrence of one type of pattern rather than another?
Among the linguistic strategies marking emphasis in the corpus, a recurrent pattern is the use of constructions which thematise an element, which would otherwise (i.e. in a non-emphatic reading or interpretation) occur elsewhere in the pattern (cf. in this respect, Leonetti & Escandell-Vidal 2009) . Examples include:
(1) Este fin de semana inicia *Podemos* su proceso de edificación como partido. La fragua, los cimientos, se pusieron en primavera con el estímulo de concurrir y dar la campanada en las elecciones europeas. Y la campanada, vive Dios, la dio. (*'And quite a stir, ..., it caused.'*)
(2) Elisa llamó no a Dios, sino a un alto cargo del gobierno, y le dijo que como no llegara una ambulancia era capaz de llevarse ella misma a Manuel cargado en su espalda. Ambulancia hubo y le hicieron la prueba del ébola en Lakka y el resto de la historia ya lo conocemos todos. (*'And an ambulance there was…'*)
(3) Nunca en la historia de la Unión Europea ha ocurrido que un país miembro haya perdido a una parte de su territorio porque se declarase su independencia. ('*Never in the history of the European Union has occurred that a country member has lost one art of its territory because of its independence')*
(4) Hace 25 años que el patriarca venía preparando la sucesión en su hija, señalada hace tiempo ya como una de las mujeres más poderosas del Reino Unido. Allí estaba hasta esta mañana como consejera delegada de la filial en la City. ('*There she was this morning as managing director of the bank in the City'*)

Erik Miletta Martins

Brazilian neopentecostalism and neoliberalism: A symbiotic process (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

For this communication, i would like to better explore the dynamics of adaptability within Brazilian neopentecostal rhetorics. To do so, we aim at how its core beliefs, held by the Prosperity Theology – also

known as the "health and wealth gospel" – were suited to fit neoliberal paradigms adopted in Brazil as an effect of the Washington Consensus (1989). This set of political and economical values is guided by ideas such as the minimal state, entrepreneurship, individual autonomy, efficiency, competivity, productivity and labour fruition. As put by social sciences in general, specially by anthropologists and sociologists, these values were (and still are) important indexes for decision making in daily life. Not by chance, neopentecostal adaptation to these values coincides with the assimilation of business management and modern marketing technics by neopentecostal leaders in their practices during the 1990's, and also help us explain, for example, why during this decade we saw of a decline in self-declared roman catholics, a much more dogmatic set of christian beliefs: from 89% of the population census in 1980 to aproximatelly 65% of the population census published in 2010. In the same period we saw an increasing rate of self-declared evangelic pentecostals, which can be understood as a very flexible, or pragmatic, set of beliefs: from 3,2 % in the 1980 census to 13,3% of Brazil total population in 2010. So, basically, the rise and consolidation of neopentecostalism in Brazil can be deeply addressed within the notion of adaptability, specially if we take as premise that these leaders will use every kind of media device available to i-) maintain its particular audience – followers already compromised with its religious values – and ii-) reach its universal audience – possible adherents as a whole. The use of books radio, television, outdoor media, internet webpage and podcasts, for example, is a very commom characteristic for proppeling Prosperity Theology.

To make a pragmatic and socio-cognitive description of the dynamics of adaptability in the context of neopentecostal rhetorics, we will follow the four tasks proposed by Jef Verschueren (2009):

1-) Identify contextual objects of adaptability, such as the social relationf of neopentecostal leaders and its followers

2-) Situate structural layers of adaptability. In this task, we aim at the conceptual features of brazilian neopentecostal discourse

3-) Point out the dynamics of adaptability as manifested phenomena over time

4-) Considerate differences in the salience of the adaptation processes. This mainly concerns the linguistic, textual and interactive choices made by these leaders in their sermons and religious messages and that will make possible for us to make distinctions between explicitly communicative meanings and implicit informations

Finally, to make precise considerations on these issues, we will centralize our analysis in two types of textual-interactive mechanisms, highly used in their persuasive environments: metaphors and associative anaphors responsible for metaphorical recategorizations, which can serve to us as important indexes to describes the sociocognitive pathways that these leaders try to propose for the neopentecostal community.

Dina Maria Martins Ferreira

Selfies : From technology to iconophilia (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

Studies on computer use as a technological instrument (means) of communication – as a way of being aware of the world, of being an insider to post-modernity instead of an outsider, mainly concerning social media – has received widespread criticism in terms of the distance between "real life" and "virtual life". As a matter of fact, we are no longer consubstantiating an individual in social networking websites: instead, we are playing the role – a *persona* – of someone who chooses to be positioned within a particular social networking service. I agree on the fact that we are not showing ourselves as we really are in the social networking websites, but rather appearing as the one we want to show off before somebody else's eyes. It does not mean that language is not available for the relationship between people and groups. The *selfies*, or the *mise en scène* of the self, are not what is usually known as the imprisonment of the self. As Maffesoli (2014), I prefer to believe that the *selfies* compose a contemporary form of *iconophilia*. In other words, it is a matter of a tribal narcissism, not an individual one (as in the aggravation of rationality in modernity), as tribal communication means the sharing of tastes (sexual, musical, religious, and so forth). And, to the extent that *selfies* are "inside" the computer, I would not classify them as computer "prosthesis" (Mey 2006). If, according to Mey (2006), adaptability integrates the human user system with the computer tool, and each system is adapted one to another, "the tool changes the task, and vice versa, in a never-ending spiral" (Salomon 1993) within such adaptability. And, in the case of *selfies*, the computer would be the shareable "territory" for the distribution of the sensible (Rancière 2002). Therefore, technology would not be a half-instrument, but also a message of reenchantment of an emerging postmodern generation.

Katrijn Maryns & Stef Slembrouck

Global Englishes in social service encounters: Signalling uptake and assumptions about mutual comprehension (Contribution to *The use of English as an international lingua franca and as an interactional resource in service encounters with immigrants*, organized by Maryns Katrijn & Stef Slembrouck)

Current research on Global Englishes suggests that lingua franca English (LFE) is a locally accomplished practice involving language users who flexibly integrate their multi-discursive resources to co-construct norms and meanings *in situ.* This includes the use of particular strategies (e.g. repair, clarification, rephrasing) to negotiate their differences (Pennycook 2010; Cogo 2012; Canagarajah 2013). While several studies have been successful in demonstrating the resourcefulness of LFE in (mostly) cooperative communicative settings (Ehrenreich 2010; Pitzl 2012; Franceschi 2013), this paper explores to what extent the negotiability of LFE applies in institutional service encounters, i.e. settings where specific contextual parameters are at stake, including greater power disparities, the prominence of particular forms of accuracy/completeness, as well as the replicability of discourse. The aim of this contribution is to examine the potential effects of these parameters on LFE practice, using data from Flemish social service encounters with transnational clients (immigrants, asylum seekers, refugees, international students, etc.). The approach combines ethnographic observation with interactional analysis. Particular attention will be paid to the cuing mechanisms which speakers invoke to express mutual uptake (or lack thereof) and the signalling of assumptions about communicative success/failure. The findings show that, despite the interlocutors' creative efforts, the specific institutional circumstances of the encounter set limits on the extent to which meaning can be interactionally moulded, interpreted and changed *en route*.

Yael Maschler & Stav Fishman

From bi-clausality to discourse markerhood: The Hebrew ma she- ('what that') construction in so-called 'pseudo-clefts' (Contribution to *Emergent grammar and praxeological ecologies: Clause-combining and the organization of turns at talk*, organized by Maschler Yael & Simona Pekarek Doehler)

This paper investigates Hebrew clauses opening with *ma she-* ('what that') in what traditionally has been considered to be part of pseudo-clefts in everyday spoken interaction. We argue that, rather than being viewed as the first part of a bi-clausal structure, the *ma she-* clause is better perceived as a projecting construction (Auer 2005; Hopper and Thompson 2008; Günthner 2011; Pekarek Doehler 2011; Maschler 2012) which has become sedimented for specific interactional purposes. In its most crystallized form, it has become a full-fledged discourse marker (Maschler 2009).

According to traditional Hebrew grammar (e.g., Azar 1992), the canonical pseudo-cleft structure constitutes a nominal sentence whose two parts are separated by the copula *ze* (lit. 'this' masc sg demonst pro, 'is') or *hu* (lit. 'he' masc sg pers pro, 'is'). Part A is a finite clause opening with *ma she-*, and Part B consists of either an NP or a finite/nonfinite clause. In the case of a finite clause, the subordinator *she-* ('that') must precede, as, e.g., in:

***ma she**kara, **ze she--**, nir 'e--h kibel telefon.*
what that happened, **this tha--t**, Nir u--h got phone.
'what happened, is tha--t, Nir u--h got a phone call.'

However, upon examination of these *ma she-* clauses in everyday spoken Hebrew, rarely do we find all components of the canonical pseudo-cleft structure. For instance, in the following excerpt, an older male student is giving rather patronizing advice to a young female fellow student, who has just confessed feeling embarrassed:

56 Avi: *.. 'ani makir 'et ze.*
I know DEF OBJ this
'I'm familiar with this [type of thing].'
57 *...**ma she**'at 'osa **ze**,*
what that you do **is**
'what you're doing is,'
58 *..'at mekisha mimatsavex hapnim--i,*
you draw analogy from situation-your the internal,
'you're drawing an analogy from your internal situation,'
59 *...lematsavex haxi. . la . . lamatsav haxitsoni.*
to situation-yours the ext to the . .to the situation the external
'to your ext situation.. to the. . to the external situation.'

We find here *ma she* - opening part A and a copula (line 57), but no subordinator at the beginning of the finite clause constituting part B (lines 58-59). We will argue that the *ma she* - construction is employed mainly in order to gain cognitive time, and in order to frame the following discourse as an

action/event/rephrasal (cf. Hopper and Thompson 2008) or for framing the speaker's stance towards his/her upcoming talk.
Our 11-hour corpus manifests 45 tokens of the pseudo-cleft-like variety. They all open with *ma she-*, but most of them are 'missing' one or more parts of the canonical structure: copula, subordinator of part B, and/or part B altogether. Most often, part B occupies a syntactically independent stretch of discourse much longer than a clause. Part A, on the other hand, tends to be lexically fixed, with 44% of the cases exhibiting a *do/happen/say* verb (cf. Hopper 2001) and another 31% manifesting an adjectival predicate conveying speaker stance (e.g., ***ma sheme'atsben/hifxid/hitsxik…*** 'what is/was annoying/scary/funny …').
In the most sedimented cases, there is no predicate at all. Part A then consists of *ma she-* followed by the word *ken* ('yes') alone (lit. 'what that yes'), which arguably constitutes a discourse marker separating previous (often prior-textual) discourse that the speaker does not agree with from discourse yet to come, which s/he **will** endorse (roughly meaning 'what **is** true / what I **will** say').
The degree of fixedness of the *ma she-* construction in pseudo-cleft-like structures thus increases in inverse proportion to its degree of syntactic projection. Syntax and lexicon are therefore shown to be intimately interrelated in the sedimentation of the *ma she-* projecting construction.

Masanobu Masuda

Interactional stances displayed with the emphatic use of Japanese adverb "Moo"

(Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)

1. Introduction. Japanese adverb 'moo' conveys such a wide range of meanings that they would seem almost unrelated to each other. While some of them hold a rather clear semantic meaning (which would correspond to English words like 'already' and 'anymore'), the emphatic use of 'moo,' which would correspond to that of English 'just,' is still under investigation. The present paper, with conversation analytic methods, describes interactional stances displayed with this usage and illustrates how the lexical connotation of 'moo' emerges in them. It will provide further discussion for the previous studies on European emphatic adverbs in naturally occurring interaction (Clift 2001; Heinemann 2009).
2. Data. This paper has analyzed 26 instances of emphatic 'moo' in answer turns in the Corpus of spontaneous Japanese, in which the audio data of 32 two-party dialogues are contained. Each dialogue takes the form of a spontaneous interview (Wolfson 1976), and lasts for about 10 to 20 minutes (3 hours and 35 minutes in total). More instances from mundane conversation are to be examined.
3. Analysis. The stances displayed with emphatic 'moo' in answer turns fall into two types (with several variations in each of them): (a) resistance to the assumption in the question and (b) claim of epistemic primacy. Excerpts (1) and (2) (shown below) are the examples of them. In (1), IR's question (lines 1-4) entails the assumption that IE often goes out around the area they are talking about. IE states in her answer that she almost does with her neighborhood, which apparently does not meet the assumption in the question, and thereby resists the assumption. In (2), IE does not follow the formulation 'supootsu zuki nan desu' (((He)) likes sports) in the question (lines 4-6), and gives a transformative answer (Stivers and Hayashi 2010) (lines 7-9). In this answer, she provides the description of the extent that her husband likes sports, which displays the close epistemic access she has to her husband. 'Kookoo jidai gurai kara zutto' (ever since ((his)) high school days or so) (lines 8-9) is the formulation which can only be deployed by someone who has known IE's husband for a long time. With this formulation, IE claims her epistemic primacy in her answer.
4. Discussion. The author has argued in his previous study that the connotation of 'moo' which lies behind its varied meanings is 'marking incongruence.' This connotation emerges in the stances displayed with the emphatic 'moo' in interaction. The stance (a) marks the incongruence between the assumption of the questioner and the actual situation of the addressee, and the stance (b) marks the incongruence between the assumed degree of epistemic access and the actual one. Another point to be discussed is the extension or curtailment of telling sequences brought by these stances. The stance (b) leads to the extension of telling by projecting that the addressee has something to tell based on his/her epistemic access to the topic, while the stance (a) leads to the curtailment by disaligning with the questioner's agenda.

Yoshiko Matsumoto

Frames of compatibility: Non-prototypical constructions and genre sensitivity

(Contribution to *A panel in honor of Charles J. Fillmore (1929-2014)*, organized by Petruck Miriam R.L.)

One of many important contributions to linguistics made by Charles Fillmore was to highlight the crucial role played by the network of linguistic and extra-linguistic information in the understanding of words, sentences and grammar. Linguistic expressions cannot be fully understood or used without reference to their relations to other linguistic elements and non-linguistic factors, a point advocated in his work on frame semantics (Fillmore 1982, 1985 inter alia), a semantic theory that emphasizes the continuities between language and human experience.
Building on Fillmore's insight, this paper discusses the compatibility of grammatical constructions (Croft 2001; Fillmore, Kay and O'Conner 2000; Fried & Östman 2004; Goldberg 1995) with interactional frames (Fillmore 1982), the latter of which incorporate sociocultural understanding such as the knowledge of genres. An illustration is furnished by non-prototypical variations of the Japanese noun-modifying construction (NMC), which are often associated with specific contexts and genres. The marked variations that I consider include (1) NMCs that stand alone without being embedded in a main clause, (2) NMCs in which the subordinate clause displays main clause phenomena, and (3) NMCs whose head noun evokes a frame of an action associated with it. While these variations are marked, they are common in certain genres of Japanese discourse; for example, stand-alone NMCs are found in essays, scripts, blogs, advertisements, product names and book titles.
The conventional association between a non-prototypical structure and a genre is well recognized in general. For example, normatively ungrammatical English sentences that lack expected articles are common in the genres of newspaper headlines or family conversations (e.g. Östman 2005). Nonetheless, it is often the case that the same non-prototypical structure can be associated with more than one genre and with contexts that are quite different, as observed in instances of article-less English sentences and of stand-along Japanese NMCs. This paper examines the conditions in which a specific construction is felicitous in certain genres and not others, and suggests that the association of a construction with a set of genres is mediated by the sociocultural knowledge of the language users and dependent on the compatibility of the pragmatic function of the construction with the communicative features of the genres.

Yuka Matsutani

Empathizing as a risky action: Constructing kikokushijo identity in second story (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

How identity is constructed by use of narratives? This paper approaches the theme by focusing on storytellers who can be categorized as *kikokushijo* (the children of Japanese expatriates who return to Japan after living abroad for a certain period). Globalization and massive migrations have brought identity issues to the fore in society, and there are people whose membership in an identity category can be threaten, such as *kikokushijo*. In particular, this paper pays attention to 'second story' as a linguistic resource and 'empathizing' and 'stancetaking' as social actions for constructing identity in interaction. When a response to troubles-telling is relevant, how the recipients of troubles-telling construct their identity through employment of second story and engagement of empathizing and stancetaking?
As a research method, this paper employs Positioning Theory and conversation analysis (CA). Positioning Theory (De Fina, Schiffrin, & Bamberg 2006) enables researchers to analyze identity construction in second stories in terms of story tellers' stancetaking vis-à-vis dominant discourse and one's membership in a category. There is also notable preceding researches on second story and identity construction from a CA perspective. They reported that a recipient of troubles-telling employs second story to support the troubles-teller by showing similarity between them (Sacks 1992a, 1992b; Arminen 2004).
The original research project was carried out at two cultural events held at a college residence hall in the US. Participatory observation and interview were conducted, and twenty two people participated in the research including three *kikokushijos*. This paper presents three single case analyses of the interviews.
As a main finding, this paper highlights that empathizing by second story is 'a risky action'. This paper also addresses how empathizers avoid or cope with this risk.

Caterina Mauri & Andrea Sansò

Contextually dependent reference to sets and categories (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

The aim of this paper is to examine the role of context in the identification and construction of exemplar-driven sets and categories. In discourse, speakers frequently name just one or more exemplars in order to invite the hearer to take them as the starting point for *contextually-based similarity reasoning*, leading to

the inference of potential alternatives or conjuncts and ultimately to the identification of a set or category (Mauri 2014). As argued by Mauri and Sansò (2014), this process represents a basic communicative function in human communication and languages use recognizable linguistic strategies through which speakers perform such an operation. These strategies range from inflectional (e.g. special plurals (1), derivational affixes (2)) to discourse-level strategies (e.g. exemplifying connectives (3), (4), reduplication, general extenders).

The focus of this talk will be on the relation between the type of morphosyntactic strategy used to construct a given exemplar-driven category/set and the degree of context-dependency of the category/set itself. In particular, as shown in Table 1, we will argue that inflectional and derivational strategies tend to correlate with a lower degree of context dependency and with reference to a more culture-specific type of context. For instance, example (2) from Italian shows the use of the derived term *berluscon-ame* to construct the category "people and situations revolving around Berlusconi". The identification of the referents for the set, whose pivotal exemplar is the proper name Berlusconi, does not require access to the specific speech situation, but more to cultural knowledge of Italian politics. On the other hand, more syntactic strategies such as connectives and general extenders allow for speech -anchored types of context, where information regarding the participants and the conditions of the speech act are necessary in order to identify further potential members of the category/set, and thus to build the category/set itself. For instance in (4), in order to construct the correct set of 'alcoholic drinks the speaker may drink', the addressee has to access information regarding the speaker's habits (e.g. if the hearer knows that the speaker never drinks vodka, the final set will not include vodka), thus accessing highly context-dependent information. In other words, there appears to be a tendency for the lexical level to be less anchored to the speech context, whereas at clause and discourse levels we find more flexible strategies, allowing for the construction of categories heavily dependent on the specific knowledge of the interlocutors and of the speech situation.

Finally, the cross-linguistic overview will be complemented by a vertical corpus-based analysis of the Italian strategies used to refer to exemplar-driven categories or sets. Such an in-depth study will highlight a second factor, correlating with the degree of context dependency and with the type of context necessary to build the category/set, namely the intrinsic semantic properties of the named exemplar. In particular, we will argue that the location of the named exemplar on the animacy hierarchy has consequences on its role in the construction of the category, and thus on its context dependency.

Examples

(1) Classical Japanese (isolate; Vovin 2003: 40)
tani-no *soko-**nado**-ni* *fa*
valley- gen bottom-repr-loc top
'at the bottom of valleys and other places like that'

(2) Italian

a. *Dire che la Boldrini è uguale a Mastella, al figlio di Bossi o al **berlusconame** è una violenza ideologica che non porta da nessuna parte*
'to say that Boldrini is the same as Mastella, as Bossi's son or as **ALL THOSE PERSONS HAVING TO DO WITH BERLUSCONI** an ideological violence that does not lead anywhere'
(http://forum.gamberorosso.it/viewtopic.php?f=6&t=155954&start=100)

b. *[penso] che la principale esigenza del paese sia in questo momento liberarsi politicamente di berlusconi e sradicare il **berlusconame** dalla società*
'[I think] that the most important need for the country in this moment is to get rid of Berlusconi at the political level and to eradicate **THE WAY OF ACTING AND THINKING THAT BERLUSCONI INTRODUCED** from the society' (http://forum.bbfc.it/index.php?topic=4465.35;wap2)

(3) Koasati (Muskogean; Kimball 1991: 413)
akkámmi-t *ow-i:sá-hci* *hahci-f-**ó:t*** *oktaspi-f-**ó:t*** *kámmi-fa*
be.so-conn loc-dwell.pl-prog river-in-list swamp-in-list be.so-in
'So they live in rivers and in swamps and in suchlike places.'

(4) Japanese (isolate; Kuno 1973: 115)
*[Biiru-**ya*** *sake-o]* drinks *takusan nomimashita.*
beer-and sake-acc lots drank
'[I] drank lots of beer and sake **and stuff like that**.'

Table can not be shown due to lack of space

Mayouf Ali Mayouf

Transactional and interactional conversation shifting in student/ teacher and student/student task-oriented interaction and communication in Libya: The influence of social status (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

This paper investigates the transactional and interactional shifting occurring in task-oriented conversations (student/teacher and student/student), in relation to their social status. It is worth noting that

teachers in Libyan society are socially and culturally perceived as honorable and guiding people: "Whoever taught me a letter, I should become a slave to him." "Stand to the teacher and pay him glorification, for that the teacher nearly becomes a prophet." The data is as part of Mister O corpus collections (Grant-in-Aid for Scientific Research from the Japanese Academy for the Promotion of Science). The analyses of student/teacher interactions show characteristics of interactional conversation (social) rather than transactional (institutional). The teachers produce direct unmitigated negative responses to the students' proposals of the cards order. They also control the motional action of moving the cards. The students, in contrast, produce negative response in an indirect form when a response is invited from teacher. Furthermore, the exchange of turns is well organized where conversational invitations for collaboration (e.g. using "sah?" at the end of the turn) can be identified. In contrast, the student/student interactions show equal producing of overlap. They also perform significant amount of unmitigated negative responses to each other. Moreover, the motional control of card distribution seems to be alike. The students crossing the platform of each other while distributing the cards. They also expedite in moving the cards without waiting for their colleague's response. The findings show that the students' social and cultural perception of teachers has significant influence on the way they interact and communicate with them. Such influence can also be seen in the student/student interaction where they perceive each other as socially equal. In both cases, the institutional (transactional) protocol and facing of the camera have showed less influence on the interactants in comparison with the interactants' social and cultural status and perception of each other.

Gerardo Mazzaferro

L1-L2 (L3, L4 LN) maintenance among first and second generation Filipino immigrants in Turin, (Italy) (Contribution to *Complex linguistic repertoires and minority languages in immigrant communities*, organized by Goglia Francesco & Susana Afonso)

My presentation represents an attempt to investigate the re-organization of multilingual linguistic repertoires in migratory contexts (Mazzaferro and Romano, 2014, 2014 *forthcoming*).

My interest is on first (G1) and second (G2) generation Filipino immigrants, who stably reside in Turin (Italy), and who represent one the largest immigrant community in that city.

I deal here with the status and functions of both first and second (third, fourth, LN) languages in Filipino immigrants post-migratory linguistic repertoire(s).

Filipino informants can be considered as bearers of 'complex linguistic repertoires' which include one or more Philippine languages, English(es), Italian (and its varieties) and other diasporic/immigrant languages in our case Arabic, Japanese, German and Spanish (Mioni 1998, 394-395).

Data was collected by both sociolinguistic questionnaires and semi-guided interviews . 140 questionnaires about language use, attitudes and identity were compiled and a corpus of spoken Italian of 30 hours was collected.

From my data it emerges that, differently from what commonly happens in migratory contexts (Backus, Norman and Pfaff 2010), Filipino immigrants show intergenerational continuity in the use of Philippine languages (included vernaculars and minority languages) and partly Philippine English(es) particularly within family, work and in-group domains. In other words, both L1 and L2 (L3, L4, LN) have not undergone a process of so-called 'disqualification' or 'functional shift (Berruto 2009). By contrast, Filipino informants show a positive attitude towards Philippine languages (and English). In other words, the latter represent the languages of solidarity and belonging as well as markers of identity.

The main sociolinguistic factors which have contributed to language maintenance are social networks and social relationships. The inclusion of local people within both G1 and G2 Filipino immigrants' social networks is restricted. Relationships with the latter are commonly limited to school (G1) and work domains (G2) (Lanza and Svendsen 2007) .

To conclude, the study of language and immigration in Italy is still in its 'infancy' (Chini 2011 and Guerini 2012). It is evident from what precedes that further research is needed. However, we believe that the analysis of the re-organization of immigrants' linguistic repertoires can contribute to the understanding of the 'destiny' of immigrant/minority languages.

Naomi McGloin & Jun Xu

An analysis of the functions of the sentence-final particle yone (Contribution to *New insights into the tag-like forms ne and yone in Japanese*, organized by Hudson Mutsuko Endo)

The tag-like sentence-final particles *ne* and *yone* in Japanese occur in three broadly defined contexts: reqesting confirmation/agreement, responding to a previous statement, and imparting new information. The present paper focuses on the usage of *ne* and *yone* in the confirmation seeking type of context and tries to delineate usage differences between these two particles, with special focus on *yone*. Both *yone* and *ne* are said to have the function of seeking confirmation or agreement, or showing rapport (Izugara 2003; Hasunuma 1995), as in example (1).

(1) *Asoko ni akai tatemono ga arimasu ne/yone.*
There is a red building over there, right?

As Izuhara (1993) points out, however, *yone* indicates uncertainty on the part of the speaker, while by using *ne*, the speaker strongly assumes that the hearer shares the same cognitive stance/view. So, by uttering (2a), the speaker almost imposes his/her view on the addressee, whereas in (2b), the speaker is less certain about the addressee's coming.

(2) a. *Kimasu ne*?
You are coming, right?
b. *Kimasu yone*?
You are coming, aren't you?

The use of *yone*, however, does not always indicate uncertainty. In (3), for example, the speaker A is certain of the proposition. A problem arises because of B's contrary response to what A said, and A then asks C to support her stance by using *gone*.

(3) A: *Kyoo wa atatakai desu ne.*
It's warm today, isn't it.
B: *E? Soo desu ka. Watashi wa samukute samukute.*
Really? I am really cold.
A: (toward C) *Kyoo wa atatakai desu yone.*
It's warm today, right?

Based on such examples in natural conversation data, the present paper proposes that this type of *yone* implies existence of cognitive or interactional incongruity, while such incongruity is not felt with *ne*. The incongruity can reside within the speaker him/herself, between the speaker and the hearer as in (2b), between the speaker and the social norm, or it can be created interactionally as in (3). *Yone* is a way for the speaker to request/solicit hearer verification or support, and thereby achieving greater hearer involvement.

Jörg Meibauer,

Understanding bald-faced lies - an empirical approach (Contribution to *Researching and understanding the language of aggression and conflict*, organized by Sifianou Maria & Pilar Garcés-Conejos Blitvich)

In the first part of this paper, the concept of so-called "bald-faced lie" is introduced. Several philosophy of language scholars have recently argued that the intention to deceive is not part of a well-defined concept of lying. So-called bald-faced lies, i.e., asserting what is false while speaker and hearer both understand that the speaker does not believe what s/he asserts are provided as evidence (Sorensen 2007; Carson 2010). In contrast to these proposals, I assume that lying is necessarily connected to an intention to deceive. Consequently, it is argued that so-called bald-faced lies are not proper lies but acts of verbal aggression (Meibauer 2014a, b). Since bald-faced lies attack the face of the addressee and the viability of the Gricean Cooperative Principle, they are analyzed as insults. Thus, the traditional idea that lying is connected to the intention to deceive is upheld. In the second part of this paper, I will report on a questionnaire study in the tradition of Coleman & Kay (1981) that aims at empirical data. Participants had to judge to which extent so-called bald-faced lies are (a) cases of lying (asserting what the speaker believes or knows to be false), (b) deceiving (intentionally leading the addressee into a false belief), (c) concealing information, (d) being aggressive/offensive. The data are interpreted with respect to the current debates on lying and compared to data on prototypical lying. Special attention is paid to the variation in speaker judgments and to the make-up of the vignettes used (Meibauer 2012).

Saija Merke

Accounting for questioning: Negotiations of knowledge boundaries and responsibilities in Finnish as foreign language classrooms (Contribution to *Managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction*, organized by Nelson Marie, Sofie Henricson, Catrin Norrby & Camilla Wide)

The paper presents a conversation analytical study that investigates student-initiated question sequences through which students seek to test their knowledge and understanding. The focus is on questions in

which the correctness of linguistic items and grammar rules are challenged. The study is based on classroom interaction videotaped during Finnish as foreign language lessons held at a French university. It contributes to the field of CA for SLA (Kasper & Wagner 2011; Pekarek Doehler 2013), namely to studies that shed light onto learning activities as socially organized practices (Kim 2012; Kääntä 2014).
In my analysis, I focus on turns in student-initiated question sequences where the questioner accounts explicitly for the question and explains her lack in understanding. In these contexts students often make relevant already acquired rules which they often link to (trustworthy) knowledge sources. In relating knowledge or evidences to sources students demonstrate their access to knowledge. Furthermore, the questioner who accounts for her question is making a moral issue relevant. The account illustrates that not-knowing a certain detail in grammar requires justification. On the other hand, it shows that responsibilities for knowledge in the classroom are clearly distributed (Merke forthcoming).
Accounts often relate to issues of knowledge access and primacy on the one hand, and to the responsibilities concerning the institutional roles (student – teacher) on the other. In classroom interaction, speakers use accounts to display knowledge access. Through fine-grained question formulations students put on record competing states of affairs or even contradictions, and as such justify the questioning. Question formulations are a means to regulate the grade of certainty concerning epistemic stance.
In relation to accounts the relevance for displays of understanding shifts from mere understanding to demonstrations of knowledge, more precisely to the demonstration of knowledge access and primacy. The account normally delivers the argument that defends an epistemic positioning.
In sequences where moral issues had been made clearly relevant in the account, sequence closing thirds and the actions that they fulfill vary more broadly. They can for example foreground recollection instead of understanding which shows that the student is aware of responsibility concerning knowledge. The recipient (and initial questioner) can take an emotional stance, too (Merke 2012).

Gilles Merminod & Marcel Burger

"It's the strength of the account that is interesting": Why, how and when journalists report vicarious experience in broadcast news. (Contribution to *Narratives of vicarious experience in talk at work*, organized by Zayts Olga & Neal Norrick)

This presentation focuses on the way journalists exploit narratives of vicarious experience in broadcast news reports. Why, how and when do journalists perform narratives in this specific genre of public storytelling?
To describe the report of vicarious experience by journalists, we adopt an internal ethnographic perspective focusing not only on the products (newsreports) but also on the process of newsmaking in the newsroom (Perrin 2013; News Text & Talk Research Group 2011) : how, why and by whom is the news item constructed as it is – and what is omitted, deleted, suppressed, lost in the process? What normative expectations or rules are emergent in talk-at-work? What decisions are made and what is negotiated during editorial meetings? What stylistic credos constrain the news items?
Telling a vicarious experience represents a daily routine in media as journalists are experts of reported speech. As it implies to go backstage, an internal perspective leads to consider optimally the kind of *tellability* (Norrick 2005) and *storytelling norms* (Merminod forthcoming) emerging from daily practices. Our data show that journalists are not fully aware of what they are doing when reporting vicarious experience, why, how and when they do it and what is at stake with it.
The data collection is the result of a broad study of the public broadcast and written press in Switzerland (in three linguistic parts of the country: 2005-2015). The data set under analysis here has been collected in 2007 at *TSR1*, the French Speaking public service television. Various aspects of the data will be presented and analyzed: editorial meetings where the topics and angles are discussed; preparatory sessions engaging journalists and assistants; biographic interviews leading to self-reflexive comments by the journalists themselves on the making of the newsreports; the writing processes recorded on the journalists computers; and the broadcast media products: news reports accounting of people telling stories.
The results show a wide range of strategies to report vicarious experience: from the use of direct and verbal quotes to that of indirect visual quotes indexes. Theses strategies are used to create a variety of effects – favouring empathy with the audience, creating effects of real, legitimating a journalistic stance – that are to be considered by the journalists themselves as news value and more globally benefit the newsworthiness of the report (Burger & Delaloye fortcoming; Burger & Perrin 2014; Cotter 2010)

Marilyn Merritt

Toward characterizing service encounters with children (SEWC) (Contribution to

Understanding traditional and mediated service encounters, organized by Fernández-Amaya Lucía, María de la O Hernández-López & Pilar Garcés-Conejos Blitvich)

Service encounters in which one (or more) adult(s) in the 'customer cluster' brings along a child (or children) or youth occur regularly in the natural world of face-to-face interaction in public spaces throughout the world, but until recently (Merritt 2012 in press) have been neglected as a particular locus of observation in research. Because the presence of children in adult encounters often occasions unpredictable behavior, SEWC are also a site for observing the spontaneous creative adaptability of language and other communicative resources.

In the recent study of SEWC, two trajectories of inquiry were explored: 1) the usefulness or applicability of basic analytical concepts developed for the 'canonical service encounter' (between one server and one adult customer) in Merritt 1976, and 2) possible evidence of child/youth socialization practices related to adult practices observed in smooth flowing 'successful' encounters.

Both of these trajectories led to interesting findings and next questions.

In answer to the first line of inquiry, earlier formulated concepts were, indeed, found to be useful for analyzing SEWC. In particular, 'maintenance of ritual equilibrium' (considering especially supportive and remedial moves) and 'maintenance of territorial boundaries' straightforwardly applied and extended to SEWC. Importantly, the use of this analysis led to the key observation that, in SEWC, there is a natural tension between the server's authority over the service setting territory, and his/her prerogative to engage anyone who enters, and the adult customer's authority over his/her personal territory, which, in the case of SEWC, may extend to the child(ren) or youth s/he has brought along. Participant management of this territorial tension seems to play a significant role in management of ritual equilibrium and achievement of smooth-flowing service encounters. This is highlighted in the case of SEWC, and will be revisited in this paper with additional data.

In answer to the second line of inquiry -- asking if studying SEWC might provide evidence of socialization practices related to shared adult cultural practices at play in 'smooth flowing' more 'successful' service encounters – the results were again very positive. Indeed, naturalistic observations suggested that SEWC are major sites for socialization practices, as they are everyday occurrences that informally provide children with models of adult behavior, and offer adults spontaneous "situated opportunities" for giving explicit didactic instructions, explanations or sanctions for what is happening (or has just happened) in the service encounter setting. This second line of inquiry was later enhanced by widening the scope of observation to include pre-SEWC and post-SEWC interaction, where possible monitoring customers' presence in the service setting and environs, to include the period before and after the service encounter itself.

In this paper, both lines of inquiry will be briefly reviewed and include additional naturalistic observations. This characterization of SEWC will be further enhanced with data going "beyond direct observation" to include media representations of service encounters, such as comic strips, and interviews with adult caretakers (mostly parents) who regularly bring children along in service encounter settings.

Thomas Messerli

Multimodal repetition in telecinematic humour (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

The study of repetition – both regarding exact repeats of formal elements and repetition that includes variation, such as paraphrases – has brought forward a large body of work demonstrating functions of repetition that range from cognitive aspects like the facilitation of production (Bennett-Kastor 1994; Lichtkoppler 2007; Tannen 1987) to textual aspects such as text-building and cohesion (Bublitz 1996; Johnstone 1987) and interactional functions such as signalling agreement or disagreement (Ferrara 1994; Johnstone 1994). Despite the abundance of research on the various micro- and macro-functions of repetition, as they are neatly summarised in Bazzanella (2011), fairly little has been published on the relation between repetition and humour, or more precisely between repetitive devices and humorous functions. In what has been written, repetition has been found to frequently co-occur with and to be indexical of humour (Coates 2007; Norrick 1996); but it has also been regarded as a challenge to humour (Brock 2011) or at least to an incongruity theory of humour (see Attardo 2001).

Serialised television comedy is exemplary for the overlap of repetition and humour because it unites recurring, conventionalised elements such as settings, characters, catch phrases or running gags, with a promise of humorousness. As a form of telecinematic discourse, serialised television comedy is multimodal and layered (Clark 1996). It is layered in that the conversations between its characters are always also conversations between actors and part of the communication between producers and audiences; and it makes use of linguistic as well as audio-visual signs, which include the gestures, facial

expressions, etc. of the characters represented on screen, but also aspects of televisional representation itself. Put differently, the repetitive elements occurring in television comedy are multimodal both in the sense of character and product multimodality (Bednarek 2010).
On the basis of these assumptions, and using examples from US American sitcoms, this paper demonstrates the range of multimodal repetitions and their functioning with regard to telecinematic humour. In series such as *How I Met Your Mother, That 70s Show, The Crazy Ones, 2 Broke Girls* or *The Big Bang Theory,* paralinguistic features accompany catch phrases and are charged with humorous meaning; humorous patterns are repeated for the purposes of characterisation and humour setup; established patterns are broken for humorous effect; visual metaphors are established and added to the repertoire of the sitcom's humour devices; conventionalised sound or image sequences evoke a humorous frame or signal a transition. In addition to genre-specific and idiosyncratic patterns, these sitcoms also use conventionalised telecinematic signs for humorous effect, for instance when they repeat audio-visual metaphors such as voice-over as representation of a character's thoughts.
The analysis of these examples and the range of multimodal repetition they demonstrate add to the understanding of telecinematic humour in particular and to the description of how different sign systems are joined in film and television to communicate (in this case humorous) meaning.

Eva M. Mestre-Mestre & Jesús Romero-Trillo

Language, emotions and computer mediated communication in the era of adaptation (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

New technologies are developed to facilitate our daily lives, and as a result they also transform our reality and create new communication contexts between humans and machines. Mey (2009) insists on the two-way directivity of adaptation: humans need to adapt to the machine as well as machines need to adapt to humans. One typical example is the new apps, like *feedly* or, formerly, *google reader,* whichinvite readers toscan through newspaper headlines in smartphones. Also, new virtual communities are created with the aid of mini-texts no longer measured in words but in characters, as in the case of twitter. Therefore, technology models text-mongering and, as a result, it creates fast virtual communication in which language is maimed, while communication communities grow.
One of the most thriving theoretical issues in virtual communication is, in our opinion, the way in which we communicate emotions in contact-free environments. Romero Trillo and Espigares (2012) discuss the emotions enacted by the contemplation of nature, and align with Wierzbicka's (1993) proposal that emotions are part of our genetic structure and are, therefore universal. On the same wavelength, Gladkova and Romero-Trillo (2014) have demonstrated the shared cognitive semantic value of the concept of "beauty" in several languages. In the specific case of virtual communication, Virtanen (2013) looks into the way (mock) performatives behave in online discussion boards, transforming discourse into play acts and how they create and alter shared virtual realities. A crucial element in this process is the *authentication* work requested from interlocutors by means of their recontextualization processes.
Our research will investigate the relationship between technology, language, context and emotions, with especial attention to the use of verbs and adjectives in personal descriptions of travel experience. Following the Natural Semantic Metalanguage Theory (Goddard and Wierzbicka 2014), we will focus on the ways in which humans adapt discourse to the new contexts in a Computer Mediated Communication (CMC) environment. Specifically, we will a corpus of travelling and tourism in which users share their experiences, and recommend or criticize certain itineraries and places, depending on their own personal likes and dislikes.

Inger Mey

Apprenticeship in microbiology: Embodied adaptation to experimental and technological aspects of learning. (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

Laboratory work is embodied practice. The practitioners' bodily resources constitute the major elements of this work, along with the highly specific environment surrounding the experimental work processes. Like all manual labor, scientific experiments make use of a variety of tools, both cognitive and embodied, as well as of material objects in the immediate context of the experimental situation.
Experiments in microbiology require skills and techniques that emphasize the adaptability of the practitioner's sensitivities and dexterity, especially with regard to operating specific tools and instruments essential to microbiology.

An apprentice in the science of microbiology, over the course of her training period, develops corporeal sensibilities concerning the material distribution of the lab environment; her embodied sense of space traces a cognitive map of the entire lab space with its tools and instruments in her corporeal memory.
Similarly, certain hand- and finger movements are repeated over and over again, until they become an ingrained habit, a skill that is performed without conscious thought. Opening a tube with one hand, using the thumb to pop open the lid, pipetting micro-amounts of liquid into tiny tubes, spreading bacterial cultures on agar in Petri plates with a certain wrist movement – all those skills require intensive training and more than a little talent. These expressive uses of gesture occur even when the scientist is demonstrating a manual skill without necessarily holding a tool or object in her hand. The knowledge acquired in this context of bodily information processing illustrates how the corporeal memory retains a sensibility for how to perform the task; hand gestures and finger movements demonstrate embodied adaptability for skilled manual work.
In cases where researchers use larger tools to perform operations, experts use gestures to illustrate activities occurring within a machine or instrument that are otherwise invisible. What happens within a NanoDrop measuring instrument, for example, cannot be seen, but it can be efficiently visualized and conveyed to the novice by using illustrative hand movements as well as verbal explanations. This complex integration of words and gestures links the body to the tool environment, where tools and abstract symbols are included as co-participants in the experimental framework.
The gestures re-create objects to serve as actors in the apprentice's learning process. The framework that is created in this way extends the participation within the framework to include the tool environment in more direct collaboration with humans than would be the case if one considered them as mere technical accessories. The adaptation to specialized professional tools and instruments represents an important learning process for the apprentice in microbiology as part of her journey towards expertise.

Jacob L. Mey

Truth and adaptability (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

> "Science consists of facts and theories. Facts are supposed to be true or false. Theories have an entirely different status".
> Freeman Dyson, *NYRB*, March 6, 2014

On the face of it, truth and adaptability seem two incompatible notions: a statement can either be true or false, there is no middle way. By contrast, adaptability is about taking into account the circumstances under which our statements are, or may be, uttered; those circumstances (aka. the context) are not allowed to exert any influence on our speaking "the truth, the whole truth, and nothing but the truth", as prospective witnesses in court must, under oath, declare themselves to be willing to do.
So it comes as a bit of a surprise, when the one person in the entire world who has an historic claim to be truthful whenever he speaks "*ex cathedra'*, the Roman Pontiff, remarks, in a letter to an Italian journalist,

> "I will not speak about absolute truths; even for believers … Truth is a relationship. As such each of us receives the truth and expresses it from within, that is to say, according to one's own circumstances, culture, and situation in life"
> (Letter of Pope Francis, 11 September 2013 to the Founder-Editor of *La Repubblica*, Eugenio Scalfari.
> Source: Jim Carroll, '"Who am I to judge?" A radical Pope's first year'; *The New Yorker*, Dec. 23 & 30, 2013, p. 83.)

The stance taken by Pope Francis here is radically pragmatic. It rests on the belief that all of our acting and speaking is *situationally conditioned*, which implies that we can only act insofar as the situation allows us to. This is not to say that the situation unilaterally *determines* our actions: we are not cogs in a wheel, any more than (to take an example from biology) bees are mechanical, pre-determined automata (compare the famous chestnut "Sind die Bienen Reflex-maschinen?", rescued from the embers of history by the German biologist Hugo von Buttel-Reepen in the twenties of the past century).
What the Pope's utterance does say is that the *affordances* of a situation (to borrow a term coined by the psychologist James J. Gibbons) both open, and limit, our potential for action. To avail ourselves of that potential, we have to *adapt* to the situation and its 'truth conditions', that is to say, the conditions that allow us (or disallow us, as the case may be) to be 'truthful' in the sense of Pope Francis, rather than in the abstract sense, as predetermined by the logicians and formal linguists.

Marlene Miglbauer

Vicarious narratives as resources for constructing collective work(-related) identities in interviews (Contribution to *Narratives of vicarious experience in talk at work*, organized by Zayts Olga & Neal Norrick)

Interviews are considered as "interactional events" (de Fina 2009), in which identities emerge as "discursive constructs" (Bucholtz/Hall 2005). Following this theorisation of identities, this paper draws upon the interaction in interviews and shows the construction of collective identities in the workplace through the medium of narratives about others during the interview setting.

The data used are interviews conducted with South-Eastern European employees about their workplace experience. These interviews can be regarded as work-related interactions which comprise personal experience that contain narratives that relate to others. By relating to others, various forms of narratives are drawn upon, be it a story following Labov and Waletzky's (1967) framework of narrative or narrative accounts of various forms and lengths. In particular in interviews, narratives or accounts of narratives do not show a rigid form but depend on the context (de Fina 2009).
This paper analyses how various forms of narratives about others are interspersed into the interviewees' own narratives in the interview and by doing so, how these vicarious work experiences help construct collective work identities. Preliminary results show that vicarious narratives in the shape of 'hinted-at narratives', 'mini-narratives' or glimpses of stories are used to either highlight similarities or differences to workplace experiences of others and thus function as resources for the interviewees' collective work-related identity constructions in the interview setting.

Bruna Milano & Paulo Ott Tavares

The use of hedges in academic writing by Brazilian EFL learners (Contribution to *The use of hedges in academic writing by EFL learners*, organized by Ott Tavares Paulo & Bruna Milano)

When comparing native and learner corpora of academic writing it is possible to notice some features in the phraseology of learners of English as a Foreign Language that is characteristic of their non-nativeness. One of these features is the use of hedges, especially in terms of academic writing. In her study, Neary-Sundquist (2013) found that "learners generally underuse hedges in comparison with native speakers". Furthermore, Hyland (1994) highlights that English learners show some difficulties with the correct use of hedges in the target language. However, Carvalho (2011) points out that some rhetoric patterns from the learner's mother language might affect his/her writing, since each culture has its own linguistic patterns. Therefore, the aim of this study is to analyze written academic corpora written by Brazilian students both in Brazilian Portuguese (BP) and in English in order to verify a possible interference of the mother language and/or culture in the production of academic texts. A corpus of 20 academic papers was built from Brazilian journals including 10 papers written in BP and 10 in English as a foreign language. The data were analyzed in accordance to the methodological principles of Corpus Linguistics with the help of the software AntConc. This research contributes to the studying of hedges under a contrastive perspective in order to minimize pragmatic errors in the area of academic writing.

Jarmila Mildorf

Narratives of vicarious experience in interviews with craft artists (Contribution to *Narratives of vicarious experience in talk at work*, organized by Zayts Olga & Neal Norrick)

People working in the arts and crafts are under pressure to communicate their art to a public audience. Since interviews are one important means of self-presentation (and self-advertisement) artists' interviews can be regarded as an extension of the well-established genre of the "artist's statement" (Sandino 2010: 91). In that sense they also classify as "talk at work". In this presentation I draw on two case narratives from oral history interviews with a designer and an art and antique dealer in the Smithsonian Archive of American Art.
Building on Elliot Mishler's (1999) work on life narratives of American craft artists and Charlotte Linde's (2009) study of storytelling in the workplace, I explore the ways in which these interviewees make use of stories of vicarious experience (Norrick 2013a, 2013b) – in this case the stories of colleagues and other artists. The examples feature both stories the events of which the tellers witnessed and those they only heard about from others (Linde's (2009: 77) "retold tales"). The vividness of these stories, which include direct speech or "constructed dialogue" (Günthner 1999; Tannen 1989) and the attribution of thoughts and feelings to others (cf. also Mildorf 2008), foreground the stories' reportability and create involvement for the interviewers.
On the level of the interview, the stories are also shown to signal ingroup status and to suggest the artists' own 'authority' and expertise within their respective artistic or work community because they share and negotiate with the interviewers common knowledge about methods, traditions and pivotal 'masters' of their craft. In that regard, interviewers and interviewees also participate in a discursive "community of practice" (Eckert and McConnell-Ginet 1992). Meta-narrative comments surrounding these stories furthermore indicate that the interview participants ultimately collaborate in creating what Linde (2009) calls an "institutional memory".

Haruko Minegishi Cook

Socialization to shakaijin: New employee orientation sessions in a Japanese company (Contribution to *Community of Practice in Japanese business discourse: Strategic uses of linguistic resources*, organized by Saito Junko & Haruko Minegishi Cook)

From the perspective of language socialization, this paper examines the process of creating and promoting *shakaijin* (mature, contributing adults in society) in new employee orientation sessions in a Japanese company. Language socialization research investigates how novices learn to become competent members in a social group by participating in the routines of culturally organized activities (Duranti, Ochs & Scheffelin 2011; Ochs 1988; Schieffelin 1990; Schieffelin & Ochs 1986). As language socialization is not limited to early childhood but extends through the life span, the workplace is an important socializing context. It is the workplace where adult novices are not only implicitly but also explicitly socialized into cultural values and practices of the community (Duff, Wong & Early 2000; Dunn 2011, 2013; Li 2000). Dunn's studies (2011, 2013), which investigated seminars in business manners for new employees at various Japanese companies, report that these courses attempt to transform recent graduates from college into *shakaijin* by giving lessons in self-presentation and use of honorific registers. To date, however, socialization studies in the workplace are few. It is still not clear how new employees are socialized into norms of business etiquette in the workplace. This paper fills the gap by qualitatively analyzing interaction between the superiors and new employees in new employee orientation sessions and asks the following questions: i) How are new employees socialized into the new identity of *shakaijin*?; ii) How do they learn norms of business manners?; iii) How may norms of business manners change?

Data were collected by video-taping orientation sessions for new employees in a small IT company in Tokyo from April through August, 2013. Two seniors gave the orientation sessions to four new employees daily for 30-60 minutes. The data were transcribed and analyzed qualitatively.

The paper finds that the superiors teach new employees how to feel, think and act as *shakaijin* by performing consciousness raising activities and drawing on examples that contrast *shakaijin* with students. Although the new employees display resistance to taking on the new identity, the superiors categorize them *shakaijin* and urge them to consciously be aware of it. Furthermore, the notion of *shakaijin* is a resource to socialize the new employees into business manners. Parallel to "socialization through the use of language and socialization to use language" (Schieffelin & Ochs 1986, p. 163), the paper finds socialization through the notion of *shakaijin* and socialization to the identity of *shakaijin.* Furthermore, when the superiors confess that they make mistakes or cannot live up to the ideology of business manners prescribed in the manual, the expert and novice relationship between the superiors and new employees changes to that of novice and novice or is reversed. Such confessions help build solidarity between the superiors and new employees, and may lead to a change in the ideology of business manners. In sum, this paper will contribute to elucidating the process of reproduction and change in the ideology of business manners at the micro-level of interaction.

Gianluca Miscione Daniela Landert

Narrating the stories of leaked data (Contribution to *The digital agora of social media*, organized by Johansson Marjut, Sonja Kleinke & Lotta Lehti)

Journalism has always developed in close interplay with the available communication technologies. In recent decades, it has been undergoing major transformations in relation to information infrastructures like the Web. Especially usergenerated content, aka Web 2.0 and social media, has posed new challenges to journalism (Boczkowski 2005; Conboy 2007; Hermida & Thurman 2008; Landert 2014; D. Lewis 2003; S.C. Lewis 2012; Newman, Dutton, & Blank 2012; Ostertag & Tuchman 2012).One of the latest developments consists in content-sharing platforms that allow sources to submit information anonymously, like Wikileaks. Over the past years, such platforms have been used for leaking large amounts of highly confidential data by whistleblowers such as Manning and Snowden (Benkler 2011; Bruns 2014; Chadwick and Collister 2014; Miscione 2014). These cases had far-reaching political consequences, and – we argue – they affected the practices of journalistic reporting. Before the widespread use of the Internet, whistleblowers needed journalists to make information accessible to the general public. This is no longer the case, since online platforms such as Wikileaks aim at taking over this function. In our study we investigate how this new type of whistleblowing changes the interaction between whistleblowers, journalists and the audience. We show that the role of journalists has not necessarily diminished. Instead, it consists in facilitating the sense-making process of the audience. Our central claim is that journalists play a crucial role in turning leaked data into narratives that have the power to influence the public and political sphere. Our study is based on an analysis of the Guardian's coverage of two whistleblowing cases, the release of the Afghan War Logs, which were leaked by Manning, and the Prism files, which were leaked by Snowden. We study how the news reports explicitly

refer to and integrate the leaked data, how they make the data accessible to the readers, and how they frame the events for the audience. In both cases it is evident that the released data do not speak for themselves, but that there is a need for someone to tell their story. By comparing how the Guardian covered the two events, we are able to show that there are different ways in which such a story can be told, and that these different narrations are related to the mode in which the leaked documents were released. In the case of Manning, all data were made public by Wikileaks in an unredacted form. One important aspect of the Guardian's coverage of the Afghan War Logs was the explanation of how this immense mass of data could be accessed in a meaningful way by their readers. In contrast, Snowden's files were released in small portions and each release was accompanied by (well-timed) media reports that explained their significance, as the Prism example shows. We suggest that these two different modes of managing data and narrating stories show a development in the practices of dealing with new online platforms and the challenges they pose for public sense-making.

Nathaniel Mitchell & Michael Haugh

Agency, intention and evaluations of (im)politeness (Contribution to *Re-examination of the discursive approach to politeness - Where are social norms, politeness judgements and universality gone?*, organized by Obana Yasuko)

The field of politeness research has shown that evaluations of (im)politeness by recipients needs to be given serious consideration when theorising about (im)politeness. The so-called "hearer's evaluation" has been given a place of prominence (e.g. Eelen 2001; Mills 2003, 2011; Locher and Watts 2005), alongside earlier work that placed much greater emphasis on the speaker's (im)polite intention (Brown and Levinson 1987; Brown 1995; Leech 1983). This prominence given to the hearer's own evaluation has challenged, however, the place of (speaker) intentions and norms vis-à-vis (im)politeness (e.g. Bousfield 2010; Culpeper 2011; Locher and Watts 2008; Mills 2003).

Our point of departure in re-examining the role of the recipient is first recognising that the role of the recipient in interaction has been reduced, through the theorising within the field, to the ascribing of intentions or interpreting social norms. We suggest that this under-theorises the role of the recipient. We suggest that evaluations of (im)politeness inevitably involve those recipients construing the speaker's actions as a particular kind of social action and holding them accountable for that particular kind of social action (Haugh 2013a, 2013b, in press 2014). The accountability of social action is afforded, we propose, by the presumed agency of participants; namely, the socially mediated capacity to act, afforded through (1) knowing one has the ability to act, (2) knowing that these actions may affect others (and self), and (3) knowing that we will thus be held accountable for those actions (Mitchell forthcoming; cf. Ahearn 2002; Duranti 2004). The role that attributions of intentions play in evaluations of (im)politeness is much more nuanced than current debates give credence to (Haugh and Jaszczolt 2012), and arises, we claim, primarily when there is discursive dispute about how a social action or pragmatic meaning is being construed by participants, and the different evaluations of (im)politeness such construals can be claimed to give rise to (Haugh 2008, Haugh 2013b; Haugh and Kádár 2013). A focus on agency in theorising (im)politeness also allows for the ways in which recipients do not just simply invoke social norms in evaluating social action as (im)polite, but in some instances also exercise their agency in making or not making such evaluations "visible" in the interactional record.

We draw from analyses of both face-to-face and several mediated instances of interaction where the agency of those participants comes to the fore in order to substantiate our theoretical claims. We conclude from this analysis that the theorisation of (im)politeness needs to involve not only recourse to intentions and social norms but also the agency of participants, as the accountability of social action is primarily, we suggest, a matter of the presumed agency of those participants.

Jacques Moeschler

Discourse meaning: Bottom-up or top-down? The issue of compositionality in discourse interpretation (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

It is well known that utterance interpretation is mainly a contextual issue. Although the semantics-pragmatics interface has given rise to an extensive literature – on reference resolution, implicature, and presupposition, for instance – there are very few studies on the compositional nature of discourse interpretation (Moeschler 2010).

One main trend in dynamic semantics is to assume that *discourse relations* are central for discourse interpretation, which is compositional. In RST (Mann & Thompson 1988; Taboada 2006), compositional

principles yield discourse structures that disambiguate utterances. In SDRT, discourse relations are the output of utterance interpretation and give rise to discourse interpretation (Asher & Lascarides 2003). Finally, cognitive approaches to coherence (Sanders & Noordman 2000) attribute a central role in discourse interpretation to *coherence relations*.

All these approaches are focused on discourse connectives, defined as discourse coherence makers. One issue is thus the relation between *connectives* and *discourse relations*: is there a one-to-one correspondence between them? As has been clearly exposed in works on comparative pragmatics (Zufferey & Cartoni 2012), discourse connectives are not unambiguous: more than one discourse relation can be associated to one connective.

If discourse connectives trigger discourse relations and discourse relations are the cue to accessing discourse meaning, then two assumptions are to be tested:

1. Discourse interpretation is mainly a linguistic issue.
2. Discourse interpretation is mainly compositional.

However, these two assumptions are not obviously acceptable: discourse relations can be obtained without connectives, and discourse meaning has been demonstrated to imply more than compositionality. In Roussarie (2000), it is shown that a central property of discourse (the global informative intention, Reboul & Moeschler 1998), cannot be obtained in text generation.

In this communication, it will be shown that discourse interpretation is not compositional, because it is based on two interpretation processes: a local one at the level of utterance, and a global one at the level of discourse. Second, I will make an explicit proposal firstly on the discourse function of connectives, which is not discourse coherence, and secondly, on how global intention is accessed

Silvia Molina

Persuasive multimodal ensembles in political and social posters: 'With two colors'

(Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

This paper focuses on the multimodal characterization of political and social posters shown at the poster exhibition "CON DOS COLORES" ('With Two Colors') at Matadero Madrid Art Centre, featuring more than one hundred pieces that deal with current socio-political topics in a direct and emotional way. These posters try to persuade the viewer by a combination of clever word choice, sentence forms and edited images which create an effective visual and linguistic argument. They use *quasilogical* argumentation (Johnston 1989: 145), which is informal, non-demonstrative reasoning. Persuaders in the quasilogical mode create the rhetorical impression that their arguments are logically incontrovertible. Therefore, their goal is to *convince*, to make it impossible for an audience not to accept the arguer's conclusion.

Metaphorical thinking is one of the most salient features of these posters, and consequently, one of the key elements to shed light upon questions of persuasion and evaluative meaning formation. By resorting to one of the primary ways human beings assimilate information and experience in their conceptual organization of the world (Lakoff and Johnson 1980; Kövecses 2005; Semino 2008), the viewer succeeds in identifying the target objects from the features of the politicians appearing in the selected posters. The verbal messages also help in pointing towards the targets, mainly Spanish political figures. They imply a bold stance toward the Spanish socio-political situation. Examples have been selected based on the following criteria:

1) Formal: examples were targeted that included multimodal metaphors (El Refaie 2009:191)

2) Content-related: examples were chosen whose target domain was politicians as well as public figures (i.e. Spanish former King Juan Carlos

3)Practical: Spanish examples were favoured over their international equivalents because we believed we would be able to understand as precisely as possible the public events and persons referred to in the posters.

Thus the posters make powerful signs combining colour, form and meaning. They do not only work at the verbal level but also visually (Punter 2007: 43). This paper will focus on the most outstanding signifiers of graphic representation, trying to describe the three metafunctions described by Halliday (1978: 112): (i) the ideational, referring to the subject matter; (ii) the interpersonal, concerning social relations and hence roles, relationships and power, and (iii) the textual, related to the context of situation. These metafunctions are always co-present in all modes of representation and communication (Hodge and Kress 1998).

The exhibition was designed to turn the viewer into a key piece of it by having him/her actively participate in the tour, thanks to its filter system created to decipher the posters it housed in red and blue

colours, which had a political and evaluative meaning (left-wing and right-wing, wrong-right respectively).
Results show that images in this exhibition communicate a blatant criticism, or a particular stance towards different current public topics in Spain (monarchy, corruption, political parties, 15-M movement, cuts in public spending) and abroad (Obama's and Merkel's politics, terrorism, etc.). Persuasion in these posters is interpreted on the basis of the theoretical assumption that the author's meaning-making is principled. The authors distributed meanings between the visual and written mode, shaped meanings within them and combined meanings across them as they represented their world knowledge, experiences and stance of what are current affairs.

Karina Veronica Molsing & Cristina Becker Lopes-Perna
Evaluating indirectness in Portuguese academic discourse (Contribution to *Portuguese as an additional language: Author presence in academic writing and speaking*, organized by Molsing Karina Veronica, Sun Yuqi & Cristina Perna)
Given the increasing interest in learning Portuguese in Brazilian institutions due to academic and professional mobility, this paper aims to value the nature of Portuguese academic discourse (PAD). As such, differently from many contrastive studies, which tend to characterize influences from L2 discourse as somehow improper for academic discourse in general (Bennett 2010), we intend to contribute towards a characterization of PAD. Style manuals for Academic English, such as the APA Manual (2013), have recommended avoiding the use of the passive and other forms of implicit author stance, while favoring the use of first person pronouns. By author stance, we mean the general presence/absence of the author or his/her claims (Biber 2006), while implicit author stance can also be understood as indirectness, as in Hinkel (1997). Despite trends in Academic English, a previous study on PAD has shown that structures expressing implicit author stance, such as synthetic and analytic passives, is still overwhelmingly preferred over explicit author stance, e.g. personal and possessive pronouns (Molsing and Perna 2014). This can be further influenced by one's general academic area, Humanities versus Exact Sciences, for example. Given this tendency, we extend previous studies by exploring other grammatical structures used as strategies of indirectness, in particular, conditional tenses. The present study relies on a corpus composed of articles published by undergraduate students of a private Brazilian university, which has served as an important resource for characterizing the discourse-pragmatic nature of PAD. While conditional tenses are generally used to make hypothetical or indirect claims, Brazilian Portuguese (BP) native speakers often use this structure in academic writing even when describing the procedure and results of their study. This tendency aligns with other types of hedging strategies used, particularly with respect to pronominal author stance. Given an awareness of the hedging function of conditionals within the larger scope of stance in PAD, we can say this structure contributes to the strong culture of avoidance of author commitment in this variety of academic discourse.

Lorenza Mondada
Requesting a product at the counter: The situated and temporal formatting of embodied sequences (Contribution to *Object transactions: Embodied encounters at the counter*, organized by Mondada Lorenza & Marja-Leena Sorjonen)
Although service encounters have been considered in the linguistic/anthropological/micro-sociological literature, they are still scarcely explored within conversation analysis and totally under-studied in a perspective that integrates multimodality and the sequential analysis of social interaction. This is paradoxical, since service encounters – including institutional interactions in the administration and commercial interactions in shops – deeply rely on the exchange of objects as a central feature of the activity. In this sense, service encounters are a perspicuous setting for the investigation not only of the manipulation of objects but more largely of the way in which the bodies of clients and clerks or sellers interact, move and coordinate the handling of objects during the interaction.
This paper focuses on a key sequential moment in such encounters: the production of a request by the client, implementing the buying of a product, and the response of the seller. It studies the systematic organization of these paired actions and the way in which they are multimodally formatted in a mutually co-oriented way. The paper is based on a corpus of video recorded encounters in a French kiosk, where the seller stays behind the counter and the client either picks up a good in the shop and gives it to her when paying, or requests a good located behind the counter, to be grasped and given by the seller. These data constitute an exemplary case for the study of requests for products.
The analysis focuses on the formatting of requests and their embodied responses, seeking to unpack the systematicity of their coordinated accomplishment in time. It pays attention to the way in which the

request is recipient-oriented as well as oriented to putative features of the setting – such as the availability and the location of the requested good -; it describes the way in which this first action is formatted as expecting and projecting an embodied response and therefore as immediately coordinated with an early incipient embodied second action. The analysis also deals with the temporal trajectory of the embodied response, as it is implemented within the embodied movements of the seller (turning to the shelf, looking for the requested object, grasping it, turning back to the customer); and as it is eventually accompanied by other simultaneous verbal actions (such as confirmations and specifications dealing with the current sequence, as well as early initiations of the next sequence).
By paying attention to these embodied details – and documenting them in an adequate multimodal transcription – the analysis aims at contributing to our understanding of how object manipulations shape current trajectories of action, and more generally to our understanding of embodied sequence organization. In this respect, I specifically consider the organizational consequences of the embodied formatting of second actions: this transforms the temporal successivity of first and second actions, allowing the participants to design their second and next actions in an early – and sometimes almost simultaneous – manner. This in turn has interesting consequences for the temporal management of sequentiality.

Kaarina Mononen

Addressing in elder care (Contribution to *Address, variation and adaptability*, organized by Lappalainen Hanna)

This paper discusses questions of addressing practices in elder care. Addressing is a context-bound phenomenon; social distance between participants as well as cultural differences influence on addressing practices. Because there are alternative pronominal and nominal ways to address an interlocutor and the participants have different cultural and linguistic backgrounds, it is not self-evident how they address each other. In addition, the paper studies the fluid distinction between referring to someone and addressing someone.
The first part of the data have been collected using ethnographic method in a retirement home in Russia, where bilingual Ingrian-Finns live with Russian elderly people. The informants are over 80 years old and have learned Finnish as their first language. The second part of the data is from Finnish elder care focusing on situations where nursing staff meets the elderly. The data have been analysed qualitatively keeping the context in mind; t he framework used is interactional sociolinguistics.
In Russian and in Finnish and the cultural differences explain the practices. However, in data collected in Russia, Finnish language is strongly influenced by Russian culture, and this makes the difference in addressing practices between Finnish and Russian more complex. Comparisons are also made between Finnish and Russian data. In addition to the intercultural and age-related differences, the individual characteristics of participants are taken into account in the analysis. I will show, what kind of functions addressing has in interaction and how it constructs a participant framework. My preliminary findings show that e.g. pronominal variation in referring constructs the situational roles but also reflects the relationships between participants.

Mª del Mar Montoro Martín & Ana Llopis-Cardona

On the evidential function of "por su parte" in relation to genres (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)

Many studies have focused on the discourse markers that encode evidential as core meaning (Corneille and Grass 2013; Estellés and Albelda 2014; among others). In this contribution, we consider contextual factors that trigger an evidential function in discourse markers whose core meaning is not evidential. This is the case of *por su parte*, which marks continuity in discourse, but when it is used with reported speech, it also indicates its source. In this way, we consider the following questions:

a) Which is the most frequent meaning in *por su parte*? If it is the meaning with evential function, can we consider *por su parte* an evidential marker?
b) Is the evidential function genre-related? If so, in which one?

To ask these questions, we analyse about two hundred examples from CREA (Corpus de Referencia del Español Actual). Regarding the first issue, we base our consideration of a possible evidential marker on the criteria exposed by Dendale and Bogaert (2012). Concerning the second one, we distinguish among press genres, essays and novels; we do not take into account oral texts, since *por su parte* seems to be a mark of formal register. After a first look of the data, the evidential function of *por su parte* is the most frequent and seems to be linked to press genres which are deemed the genres of reported evidence *par excellence.*

Junko Mori, Yuki Arita, Akiko Imamura Dabney, Yumiko Shibata & Jae Takeuchi

Translation as theory and practice: Collaborative efforts towards reflective and accessible English representations of Japanese conversational data (Contribution to *Glossing and translating non-English data in conversation analysis*, organized by Nikander Pirjo & Maria Egbert)

Japanese has arguably established its status as one of the most frequently featured non-European languages in English medium journals and conferences on conversation analysis (CA), discourse analysis, and interactional linguistics. Behind this development, however, researchers of Japanese conversations are faced with numerous challenges when presenting their data in English. Among the common challenges are 1) the impact of the difference in word order between the two languages on the representation of the temporal development of talk, 2) the identification of English equivalents for a wide variety of reactive tokens and utterance final particles, 3) the treatment of so-called zero pronouns frequently occurring in Japanese, 4) the representation of different speech styles that index social meaning. Previous publications have all tackled these challenges in one way or another, but justification for a chosen approach tends to be brief, or in some cases absent, despite the fact that particular methods of glossing and translation inevitably reflect the researchers' epistemological orientation and analytical procedure. In order to foreground theoretical and practical issues concerning the presentation of Japanese data to an English speaking audience, the current study documents steps undertaken by a team of researchers, including relatively novice and experienced conversation analysts and first language (L1) and second language (L2) speakers of Japanese and English, in their attempts to produce reflective and accessible English representations of Japanese data.

The process begins with L1 Japanese / L2 English graduate students' creation of an English representation (gloss and translation) for selected segments of ordinary Japanese conversation. This initial version is reviewed by an L1 English / L2 Japanese graduate student, who suggests alternatives based on her L1 knowledge of colloquial English. The second version is then reviewed by an L1 Japanese / L2 English supervising professor specializing in CA, who considers whether the translations reasonably represent the moment-by-moment development of actions in progress, and effectively convey analytical points the students intend to make. Finally, the third version is presented at data sessions attended by L1 English CA researchers, who have little or no knowledge of Japanese. This last stage provides an opportunity to test and reevaluate the accessibility of the data for English speaking experts in the field.

By juxtaposing different versions of gloss and translation for identical segments, this paper discusses issues that arose at each stage. The review of the entire process poses several critical questions: 1) what precise roles gloss and translation should play respectively; 2) how one can balance between attention to specific linguistic forms and attention to the actions accomplished through the forms when the mapping of form and action differ between the languages; 3) how one designs gloss and translation for a particular audience and for a particular purpose; 4) what sorts of translingual competence are necessary for researchers of non-English data who wish to publish in English, as well as for the English-speaking audience who are unfamiliar with the language of the data; and finally 5) how future researchers should be trained for this essential step in research.

Ikuyo Morimoto

On the asymmetry between professional and lay judges: Self-repair practices in courtroom deliberation (Contribution to *Analyzing the process of group discussion: Towards "discussion design" in social decision-making*, organized by Morimoto Ikuyo)

In 2009, the Japanese government introduced a 'lay judge system' for criminal trials by which three professional judges and six private citizens (lay judges) work together to reach a verdict by majority vote. Although professional judges and lay judges have immense differences in experiences and expertise, they are required to overcome their differences and collaborate in examining the evidence and determining sentencing or other appropriate punishment when necessary. These differences might be manifested during the deliberations, even though the participants are by law supposed to possess equal stature when they deliberate. However, it has not yet become clear how these differences may be evident in the process of deliberations and how participants are oriented to them. The purpose of this study is to investigate how participants in deliberations are oriented to their situated identities, and how these identities are constructed through interaction. Of the particular interest is same-turn self-repair, utilized by either professional judges or lay judges during the deliberations. The present analysis examined two types of same-turn self-repair practices: 1) one that appeared in the turns of professional judges, and 2) the other

that appeared in the turns of lay judges. These types suggest the participants' situated identities as well as their understanding of what they themselves are doing in the moment. The first type often consists of professional judges repairing judicial jargon with vernacular terms, through which they are oriented to potential problems of understanding that lay judges might have with the judicial jargon. They treat lay judges as lay persons who do not have judicial expertise. In other words, through repairing judicial jargon with vernacular terms, professional judges invoke territories of expertise, indexing who they talk with as well as who they take themselves to be. The second type suggests that lay judges are sensitive of connotations of terms that they use when they express their opinions. In addition, by using this repair practice, they are oriented to the specific judicial setting in which participants are required to assess which claim is true, the prosecutor's or the defendant's, and their opinions are supposed be associated with one side or the other. Thus they are sensitive to how the terms they use might be understood by other participants. In summary, professional judges are oriented to potential problems of understanding that lay judges might have with judicial jargon, which suggests that their repair practices can be characterized as other-attentive. In contrast, the repair practices used by lay judges can be regarded as self-attentive, because they are oriented to the ways in which other participants regard them in terms of claims that either prosecutors or defendants make respectively. In my presentation, I would like to argue how these different situated identities may affect the processes of discussion in the deliberation.

Michelle Morrison

Semantic and referent tracking functions of Bena noun classes (Contribution to *Reference-tracking strategies beyond closed-class pronouns*, organized by Brugman Claudia)

Considerable attention in Bantu linguistics has been given to the noun class systems. This research has focused primarily on • the form of the noun class prefixes (and their proto-forms in Proto-Bantu) • the behavior of the nominal concord system • possible semantic motivations for individual classes Less attention has been paid to the functions of the noun class system, the roles served by noun classes, and the ways in which speakers can take advantage of the noun class system within linguistic discourse. This talk demonstrates that noun class prefixes which are typically described as being assigned to nouns as a lexical property, can be manipulated by speakers for purposes including reference tracking. This function is viewed against a more complex landscape of functions of noun classes, including alteration of semantics. The hypothesis is that semantic and reference-tracking functions can be simultaneously fulfilled by the non-canonical use of a noun class prefix in Bena (Bantu G63), with implications for Bantu more generally. As intimated above, two assumptions are commonly made about Bantu noun class systems: 1. Most if not all nouns have an inherent class assignment. Noun derivation includes the substitution of a noun from one class into another, such as the use in Swahili of CL14 to derive states: m-toto CL1-child 'child'; u-toto CL14-child 'childhood'. 2. The noun class system can aid in reference tracking. This claim is usually made in reference to the nominal concord system, rather than the choice of the noun class prefix itself. The functions of Bena noun classifiers partially refute Assumption 1, and show that Assumption 2 represents only a portion of the reference tracking function of noun classification. The data to be described were collected in 2008 and 2009 as part of a broader language description and documentation project. The elicitation stimulus was One Frog too Many, the wordless picture book by Mercer Mayer (one of the collection of "Frog Stories" commonly used for elicitation). The main participants in the story, frogs, turtles, and dogs, correspond respectively to the nouns língodofu 'frog'[Cl5]; ligóbe 'turtle' [Cl5]; and libwa, ṁbwa 'dog'[Cl5], [Cl9]; with mwáána 'child'[Cl1]. However, in her rendition of the story, one speaker used five different singular noun classes for –ngodofu 'frog' and three for –aana 'child'. In the case of the stem –ngodofu 'frog', non-canonical use of noun class prefixes distinguished a larger frog from a smaller frog, i.e. class prefixes were used to express a salient feature distinguishing two referents of the same type. In the case of –aana 'child', the "inherent" Class 1 prefix was used with a referent of a small frog—i.e. was used to refer figuratively, and later prefixes for Classes 5 and 7 used previously with the stem –ngodofu 'frog' were used with the stem –aana 'child' to refer to the small frog. Hence both the noun stems and the classifiers are being used creatively, with semantic and reference tracking functions. A more detailed line-by-line analysis of the story will show that class prefixes appear in locations sensitive to the status of their referents in the discourse, including indexation of the ever-increasing conceptual representations of these characters, and that noun classes can be used to evoke connotative meaning as part of their reference-tracking function. The invariant assignment of nouns with unique denotation in the story shows that reference tracking, i.e. fixing of reference of a denotationally indeterminate noun stem, may be a prerequisite for the creative, denotative use of non-canonical noun classifiers.

Tanja Mortelmans

Stance and (inter)subjectivity with verbs of seeming in German and Dutch
(Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

In my talk, I will present the inferential, reportive and more generally subjective uses of constructions containing verbs of *seeming* in German and Dutch. More in particular I will zoom in on Dutch *schijnen* 'seem'and *lijken* 'seem' (see also Vliegen 2011a-b), on the one hand, and German *scheinen* (Diewald 2000, 2001; Diewald & Smirnova 2010; Askedal 1998), on the other. All three verbs are characterized by the fact that they show up a high degree of constructional variability, i.e. they can all be used as a copula (1), in complement constructions (2), in combination with a *to*-infinitive (3) and in parenthetical constructions (4; see also Heller & Howe (2008) on raising parentheticals with *seem* in English), all of which can be shown to have a specific semantic and pragmatic potential (compare also Aijmer 2009 on English *seem*).

(1) a. *Hij **lijkt/schijnt** ziek.*
b. *Er **scheint** krank.*
'He seems to be ill'

(2) a. *Het **schijnt dat** hij ziek is.*
b. *Het **lijkt erop dat** hij ziek is.*
c. *Es **scheint, dass** er krank ist.*
'It seems as if he's ill

(3) a. *Hij **schijnt/lijkt** dat te doen.*
b. *Er **scheint** das zu tun.*
'He seems to do that'

(4) a. *Hij is, zo **schijnt** het, ziek.*
b. *Er ist, so **scheint** es, krank.*
'He's ill, it seems.'

Moreover, Dutch *lijken* and German *scheinen* can also be accompanied by a (dative) experiencer with a subjectifier function (an option more or less ruled out for Dutch *schijnen*), again adding to the functional potential of the *seem* verb (5):

(5) *Nein, Herr Reich-Ranicki, ich habe diesen Text irgendwie anders gelesen, **scheintmir**.* (DWDS)
'No, Mr Reich-Ranicki, I have read this text differently, seems to me.'

An analysis of spoken material (based on the *Corpus of Spoken Dutch* (CGN), for Dutch, and the *Datenbank Gesprochenes Deutsch* (DGD) in combination with the DWDS *Korpus Gesprochene Sprache*, for German) will reveal the way in which the inventory of constructional patterns is being systematically used to express different degrees of (inter)subjectivity, corresponding to different types of stance that are being taken by the speaker.

Irina Mostovaia

Asterisks in German short message communication (Contribution to *The Pragmatics of punctuation: Past and present*, organized by Kytö Merja & Claudia Claridge)

The asterisk "*" as a punctuation sign can have different functions in written language. Traditionally, asterisks are used as typographic signs to mark footnotes, indicate the year of birth of a person, signal that parts of a text are left out or separate paragraphs of a text (cf. Forssman/de Jong 2004: 190). Furthermore, in the field of linguistics asterisks are used as a conventionalized sign to mark ungrammatical utterances (e.g. *I goes to the cinema).

Within the newly emerged (and still emerging) field of informal written communication asterisks have acquired additional functions: First, asterisks are uses as 'building-blocks' of some emoticons, such as the 'kiss' emoticon :-*. Second, in German they are also used to bracket so-called "inflective verb forms" or "action words" (*grins* / grin; *lach* / laugh). This use of asterisks came up with the emergence of chat communication but has spread since to other forms of electronic communication (cf. Schlobinski 2001: 205 and Henn-Memmesheimer 2010).

The aim of the presentation is to show the results of an empirical analysis of the use of asterisks in current informal electronic communication. The basis of the analysis will be the "Mobile Communication Database MoCoDa" (https://www.uni-due.de/~hg0263/SMSDB), which contains private electronic communication via SMS, WhatsApp and other short message services. It will be asked what other functions besides the two functions mentioned above asterisks have and whether some of the 'older' functions, such as the marking of inflectives, have changed. A preliminary search of the database, for example, indicates that some people use asterisks as a repair-initiation markers.

Melissa Moyer & Massimiliano Sassi

Exploring class and multilingualism in a tourist community on the Costa Brava

(Contribution to *Effects of social stratification in everyday language use*, organized by Madsen Lian Malai & Andreas Stæhr)

Class categories are one of the major ways of measuring inequality in contemporary society (Grusky and Ku 2008) along with income (Piketty 2013) ethnicity or gender. In nation-state contexts, class is typically assessed for the entire population of a country or a given geographically defined administrative unit. Persons travelling for leisure or work and residents of different national origins converge in the space of Empuriabrava (EB), a tourist community located on the northern coast of Girona in Catalonia, Spain (Yago 2011). Contact with the local Catalan municipality is limited or non-existent and in many ways the inhabitants of EB are invisible to the local administration except for purposes of taxation and a few other administrative interventions such as the recently approved Spanish state coastal law. Hence, the dynamics of social structuration that take place among the diverse and mobile population in this geographical space go unmeasured and are poorly understood.

The present paper analyzes the role of multilingualism (oral and written) in the construction of social class differences and identity by persons who reside in EB for a period of 1 month or longer at the time this ethnographic fieldwork was carried out (Heller, Pujolar and Duchene 2014). The notion of social class that is taken up is based on Bourdieu's position (1987: 6) about constructed classes as agents who, by virtue of the fact that they occupy similar positions in social space in other words regarding the distribution of powers, are subject to similar conditions of existence and conditioning factors and as a result are endowed with similar dispositions which prompt them to develop similar practices.

The data used to explore the constructions of social class come from 8 months of ethnographic fieldwork carried out by Sassi (April-July 2014 Feb-May 2015). Detailed observations and participation in the daily life and relevant spaces of the community is complemented with extensive documentary information illustrating key events in the community (i.e., underground economy, insecurity, infrastructure maintenance and the coastal law). A sample of representative persons from the main national communities from Europe, North Africa, Latin America and Russia have been selected and life-trajectory interviews centering on stance, mobility and language practices have been recorded and relevant parts will transcribed for the analysis.

Louise Mullany

Interfaces of gender and pragmatics: Gender relevance in professional communication (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

This paper will explore how far the discipline of pragmatics can take us when investigating the importance of gender as a linguistic variable. In particular, it will draw upon cutting-edge research that has been conducted in a range of UK-based businesses where analytical tools and theoretical techniques from pragmatics have been adapted and applied to interactions of women leaders chairing business meetings.

I will investigate whether all studies focusing on gender are automatically sociolinguistic in nature, because of the overarching focus on gender as a social identity variable, or whether pragmatics can play more of a dominant role. The majority of gender research on pragmatics has tended to focus on issues of linguistic politeness (Holmes 1995; Mills 2003; Mullany 2007; Christie and Mullany forthcoming 2015), with the exception of only a handful of publications (e.g., Christie 2000). Arguably one consequence of this is that gender rarely appears as an entry in its own right in major handbooks or textbooks of pragmatics.

Gender and language researchers tend to place political issues at the centre of a project and then draw upon a range of different theories, approaches and analytical frameworks from across the linguistic disciplines of pragmatics, sociolinguistics and critical discourse analysis. Often these approaches become firmly integrated and as a consequence, the boundaries between where one discipline starts and the other ends become blurred.

For example, Mullany (2007) set out to examine if the language that women use in the workplace plays a role in maintaining the 'glass ceiling', the metaphorical barrier preventing women entering senior positions of authority in businesses and organisations. Because of its overarching focus on gender, this research was framed first and foremost as a sociolinguistic study, which then drew on theories and frameworks from pragmatics, by focusing on speech acts and politeness. A critical discourse analysis of gender ideologies and gendered discourses was also integrated as part of the findings.

In order to interrogate the gender-pragmatics interface, I will draw upon an analysis of how leaders perform their identities in business meeting interactions, in light of the continuing debate about the 'relevance' of gender. These debates have been the subject of ongoing discussion between conversation analysts, critical discourse analysts and sociolinguists (e.g., Speer 2012), but these issues deserve far more

critical attention from researchers within the discipline of pragmatics. It is possible that a more broadly conceptualised approach to pragmatics can inform and advance contemporary debates about how gender is constructed and analysed in interaction. The paper will explore this possibility and conclude with a set of recommendations as to how the discipline of gender and language can advance by expanding upon work that takes place at the interface of gender and pragmatics.

Peter Muntigl

Person recognition in fronto-temporal dementia (Contribution to *Interaction in dementia*, organized by Plejert Charlotta & Camilla Lindholm)

Frontotemporal dementia (FTD), unlike Alzheimer type dementia, is not typically characterized by a decline in cognitive ability or memory, but rather by a marked decline in social and emotional functioning (Neary et al. 1998). Although memory impairment may not be prevalent in FTD, especially in the early stages of the disease, various deficits in knowledge do become present and noticeable. Many patients, for example, are largely ignorant of any changes in their behaviour, displaying a 'lack of insight' concerning the effects that FTD is having on them and their caregivers (Muntigl, Hödl & Ransmayr 2014). FTD patients are also considered to be impaired in their capacity to construe an appropriate *theory of mind* (ToM) concerning other's beliefs and intentions. Some patients also have difficulty in recognizing familiar faces (i.e., friends and relatives), as for example on photographs (*prosopagnosia*). Although much research has focused on studying these deficits from a medical standpoint, very little work has been done to uncover the interactional processes by which these deficits are realized and managed in dialogue.

For this paper, we use the methods of conversation analysis to examine the discursive practices through which FTD patients display an ability (or inability) to recognize familiar persons on pictures. Our data are taken from video-recordings of seven FTD patients who were interviewed at home or in the hospital by two researchers in the presence of family and/or caregivers. We found that patients would draw from a range of interactional resources to display their knowledge or lack thereof: Whereas some formulations worked to index a clear lack of knowledge ("I don't know anyone on there"), others expressed uncertainty ("Is that you on the picture, Mary?") and some even functioned to preserve an 'illusion' of primary knowledge ("This picture was taken in-"; "That's not me on the picture"). At times, the participation of others present in the room would be mobilized to help patients to recall. Thus, we conclude that, by examining FTD patients in natural conversations, a more comprehensive picture of their epistemic abilities and deficits may be obtained.

Kazuyo Murata

Humour and laughter in Japanese business meetings (Contribution to *Community of practice in Japanese business discourse: Strategic uses of linguistic resources*, organized by Saito Junko & Haruko Minegishi Cook)

In business discourse, humour not only serves to amuse or entertain, but plays an important role in contributing to good workplace relations. It helps to create team spirit by expressing solidarity or a sense of group belonging (e.g., Fletcher 1999), and manages power relationships among team members by de-emphasising power differences (e.g., Brown & Keegan 1999). In addition, it often contributes to characterising a distinctive workplace culture (e.g., Holmes & Marra 2002). Most previous research in this area, however, has been conducted in English-speaking societies and there is little research on humour in Japanese workplace discourse.

To my best knowledge, Murata (2014) is the only cross-cultural study on humo ur in Japanese business meetings, with the second culture being New Zealand, focusing on humour's instigator, type and function. It was found that the way in which humour is manifested demonstrates both similarities and differe nces between the two data sets. The data also suggested that the features of humour found in the business discourse of the New Zealanders and the Japane se participants may reflect cultural differences. Though the findings are im portant, the data was limited to one workplace respectively and the present study takes a step forward.

The present study explores the manifestations of humour in Japanese business meetings at three different workplaces (communities of practice), describing its instigator, types and functions. Since it is generally agreed that humour and laughter are associated, it also explores laughter in the same meetings. It analyses authentic business meeting discourse from a relational perspective of communication by employing interactional sociolinguistic techniques. The conceptual framework employed in this study is Relational Practice, politeness in the workplace (Holmes & Marra 2004).

The key findings of the analysis are that (1) during on-stage talk (Cook 2008), where participants are acting based on their meeting roles, those who are in charge of the interaction or the meeting, or who are in authority, initiated the humour and other members added to it with humorous utterances and/or

responded to it with laughter, (2) during off-stage talk, those who are not in authority instigated humour, (3) there are many occurrences of laughter that are not associated with humour but defuse tension. The analysis results suggest that meeting members enact Relational Practice through humour and laughter in ways that meet the underlying expectations of each workplace, but that these expectations are also effected by the same socio-cultural norms, i.e. Japanese culture, where the workplace exists.

James Murphy

How politicians use 'I'm sorry' to position themselves as not being sorry.

(Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

The aim of this paper is to show how British politicians use a particular apology token – 'I'm sorry' – to position themselves in interaction. Aside from its more usual apologetic function, 'I'm sorry' is also used in dyadic political exchanges (such as interviews and evidence giving at public inquiries) to mark dissent or an incipient face-threat. Examples such as, 'I'm sorry you are simply not getting this', in which *I'm sorry* prefaces a direct criticism, will be the focus of this talk.

I will firstly provide diagnostics for distinguishing between apologies proper and these additional uses (which I variously call pseudo- or phatic 'I'm sorry'). The diagnostics relate, in part, to the sincerity condition for the act of apologising that the speaker feel regret at her action (see Murphy 2015). I also discuss how the pseudo *I'm sorry* does not form part of the at-issue content (see Tonhauser 2012) whilst a genuine apology does. How these tokens are reacted to by hearers is also important since they are very rarely treated as apologies proper, i.e. they are not responded to with a preferred response of rejecting the need to have apologised, or a form of absolution (cf. Robinson 2004).

I will show that there are examples where a speaker's regret is potentially discernible, but is backgrounded. These instances might be argued to be bridging contexts between apologies proper and tokens used to mark dissent/face-threat. However, there are more clear-cut cases where the apologetic meaning is no longer discernible – that is, the semantic meaning indicating one's regret is bleached and instead the pseudo 'I'm sorry' adds an element of procedural meaning to the utterance as a whole. That procedural meaning is argued to indicate to a hearer that he should interpret the utterance as being a challenge and/or as dissenting from his prior utterance. In this sense, we might argue that 'I'm sorry' is one of the "'polite' device[s] […] becoming conventionalised prelude[s] to impoliteness" (Culpeper 2011: 177). Moreover, it will be argued that these 'apologies-as-challenges' are used by speakers to index their belief that they are right, and that their interlocutor is wrong or in some way deficient. In indexing this, the speaker presents herself as the party to be trusted.

Ilana Mushin

Some challenges for a pragmatic typology of word order (Contribution to *Pragmatic typology: New methods, concepts and findings in the comparative study of language in use*, organized by Dingemanse Mark & Giovanni Rossi)

In this paper I begin to examine how we might develop a pragmatic typology of the interactional factors which lead to word order patterns across both 'free' and 'fixed' word order languages.

The pragmatic study of word order has historically focused on the flow of information according to two seemingly competing principles:

a) put first what is already established in the discourse followed by what is new (eg. Firbas 1992; Chafe 1987);

b) put first what is most 'newsworthy' followed by more established or expected information (eg. Mithun 1992; Payne 1992).

The development of both of these approaches has relied almost exclusively on written discourse, extended monologic talk (like narration or speech-giving) or single utterances isolated from their interactional environment. Once we start to examine ordering in interaction however, we can see that information flow is not only about the relation between a what comes first and previous talk, but also what is 'projected' in the upcoming talk. (eg. Schegloff, Ochs & Thompson 1996; Lerner 1996, 2002; Auer 2005; Lindström 2006). A new pragmatic typology of word order should therefore be exploration of systematic relationships between projectability, connectivity and emerging turn construction. One of the aspirations of such a project however is to reconcile the earlier linguistic work on word order pragmatics with principles of interaction.

One challenge for this enterprise is how one decides what to count as 'ordered'. The question of what comes first in a turn and its interactional significance has received some recent attention (eg. Depperman 2013) but if we are interested in orderings that become fixed as grammatical units, like clauses, then we

must consider also what comes second and in subsequent positions, and we must also consider how 'fixed' an object is in this order, and the heuristics we may use to determine this. This challenge is related to how we identify units of analysis across languages, and how we integrate prosodic features into grammatical design (Ford & Thompson 1996). This must be addressed if we are to assess what types of pragmatic factors influence what kinds of orderings, and the extent to which this is cross-linguistically comparable

In this paper I present strategies to address these challenges that were developed for a study of pragmatics of word order in Garrwa, an Australian language (Mushin 2006, 2012) and show how these may be applied comparatively in the Australian context, especially among languages which have been characterised as having 'free' word order (eg Warlpiri – Hale 1992). I then show how traditional principles of ordering (eg. given-new, newsworthy) that have been used as the basis for so many analysis of word order pragmatics can be recast using conversational data. The results will provide a template for enabling new analyses of the principles guiding word order practices that will in turn enable a more comprehensive mapping of the ways that speakers work to facilitate progressivity in talk.

Kanae Nakamura & Endo Tomoko

Children's use of objection tokens "iya" and "dame" in Japanese interaction: Distinctions and similarities in negotiating actions and identities (Contribution to *Affect, social action, and identity in adult-child and child-child interaction*, organized by Burdelski Matthew & Asta Cekaite)

In comparison to adult-adult interaction, in adult-child interaction it is not unusual for participants to directly say "no" in highly emotive manners (Goodwin et al. 2012). Using the methodological frameworks of conversation analysis, this study examines Japanese children's use of two kinds of objectiontokens, *iya* and *dame*,in their conversations with caregivers and/or siblings. Through microanalysis of social actions and sequential contexts in which these tokens occur, this study aims to demonstrate how each of these tokens serves to display children's distinct affective and moral stances (Goodwin 2007) by which participants organize, negotiate, and co-construct social actions and local identities emerging in the ongoing interaction. By so doing, this study contributes to the understanding of the dynamic nature and interactive process of language socialization in displaying and negotiating affect in Japanese (e.g., Burdelski 2010; Clancy 1999; Takada 2013).

In adult-child interaction, adults typically use *iya*, which literally means "loathe," "unpleasant" or "dislike" as an expression of lack of willingness (Clancy 1986). On the other hand, they often utilize *dame*, whose literal meanings are "futile," "forbidden" or "no good"in order to restrain children from doing certain behaviors that are against rules or morals. In other words, *iya* is an emotion-oriented objection token, whereas *dame* a moral-oriented one.

In our data, both *iya* and *dame* occur in the middle of negotiation sequences between a child and a caregiver as to the form of activity (e.g., where to play, what to do, whom to play with, etc.). Although both tokens display the child's resistance to the caregiver's directive, *iya* is particularly used when the caregiver suggests an alternative option in the linguistic form of invitation or proposal ("let's do…" or "why don't you/I do…?"), while *dame* is produced when a caregiver asks for approval ("Is it all right?"). These cases reveal that the children have competence to choose the objectiontokens in a way sensitive to the design of their interlocutors' preceding utterance. Moreover, while the children's resistance frequently mobilizes the caregivers' acceptance or compromise, there are also cases in which a child uses these tokens in more tactic stance negotiation such as displaying reluctant acceptance of or upgrading resistance to a caregiver's directive.

Another distinct context in which *dame* is specifically utilized is when a child tries to stop his/her younger sibling doing a certain action, which conveys the child's "elder" and "authoritative" position toward the younger sibling. In such cases, the subsequent caregiver's reaction also shows his/her orientation to the *dame*-producing child's identity as an elder sibling.

Finally, the study examines an interaction between a mother and three siblings in which the children recurrently and distinctively use *iya* and *dame* according to their local identities relative to who is the addressed interlocutor at the moment.

Based on these findings, this study claims that Japanese children are socialized to display different refusal/objection stances in association with ongoing social actions and situated local identities by using emotion-oriented and moral-oriented objection tokens.

Fumiko Nazikian

Yone as a discourse and pragmatic marker: Examples from Online blog texts

(Contribution to *New insights into the tag-like forms ne and yone in Japanese*, organized by Hudson Mutsuko Endo)

This study examines the function of the Japanese interactional particle *yone* in online blogging texts. *Yone* is a sentence-final particle, consisting of the interactional particles *yo* and *ne*. *Yo* is generally described as a particle that marks the speaker's assertion or conviction and *ne* as a particle indicating the speaker's request for confirmation or agreement (Morita 2012a & 2012 b; Hayashi 2010; Makino and Tsutsui 1986). Because of the interactive nature of sentence final particles, previous studies have focused on their usage and function in interaction in talk. However, sentence-final particles are also often used in casual written texts such as blog messages. Analyzing more than 50 blog messages, this study examines how *yone* functions in these interpersonal domains and how *yone* is used differently from *yo* or *ne* alone in these contexts. This study demonstrates that while in some cases *yone* carries characteristics of *yo* and *ne,* the particle has a unique interpersonal function of engaging the interlocutors (the writer and the reader) and a textual function of organizing the text.

Overall, this study shows that *yone* can be used in discourse to signal a variety of functions. It can be used as the opening of a blog posting or to signal the act of a pre-comment or question (i) while marking the presence of the writer/speaker's strong agreement with what the previous writer as displayed in example (1), (ii) while confirming the addressee's possession of particular information as in example (2), (iii) while confirming the correctness of information as in example (3), and (iv) while performing the act of expressing empathy for the previous writer as in example (4).

(1) [Expressing strong agreement]
Tashika-ni, saabisu-gyoo-na-noni taido-no warui hito-tte imasu-yone.
'True, there are such people that are rude even though they work for the service industry yone.'

(2) [Confirming the addressee's possession of information]
Amerika no rokkubando ni Earosumisu-tte imasu-yone.
'There's an American rock band called Aerosmith yone.'

(3) [Confirming whether information is correct]
Topi-nushi-san ni totte, "kobomo wa kakegae no nai takara" nan desu-yone.
For you, it is that "children are irreplaceable treasures" yone.

(4) [Expressing empathy]
Ijimerareru-tte tsura-i-desu-yone.
'Being bullied is painful yone.'

Francois Nemo

What is said about what is said: Accounting for discourse modifiers (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

What is said about what is said: accounting for discourse modifiers François Nemo. Laboratoire Ligérien de Linguistique. UMR7270. My presentation's aim will be to show that in order to make sense of discourse modifiers (Nemo 2006a), it is necessary: - to analyze the role of all discourse modifiers (among them discourse connectives, modal particles and also non-structural prosody) in the construction of the contributional value and profiling of utterances; - to show that the contributional value of what is said is interlocutive and scalar by nature, which implies a dialogical and scalar description of this value and of its linguistic drivers; - to show that the morphemes used as discourse modifiers, be it alone or in locutions, do not encode a "discourse modifying" meaning/signification but receive "discourse modifying" interpretations (which may become lexicalized); - to realize that because only utterances have meanings, and hence that there is no such thing as "sentential meaning" but only sentential (semantic) constraints on utterance's interpretation (Nemo 2010), discourse modifiers cannot be understood as modifiers of sentence's meaning. In order to do so, I shall first have to recall quickly the necessity (Nemo 2006a) to distinguish between utterances and contributions and not to mistake discourse modification with discourse marking (Nemo 2007). I shall in particular insist on the absolute necessity to understand that discourse is not made of segments but of contributional additions to what has been said, so that for example a discourse connective C between two sequences A and B must not be described as describing/marking the relation between A and B, as is often assumed, but as commenting the relation between saying |A| and saying [AB| and hence as relating two alternative discourses/contributions. I shall then turn to the documented analysis of various discourse modifiers (and various types of discourse modifiers) in French, English and German, with a special focus on modal particles and morphemes used as modal particles, and on illustrations of the often polyphonic and argumentative nature of their interpretation. I shall show in each specific case that understanding these discourse modifiers, no matter if they are utterance modifiers of contribution modifiers, requires to understand not only that something is always said about "what is said" but also that there is no way to describe "what is said about what is said" without taking into account the fact the relation of the speaker to what (s)he is saying is ultimately

dependent to the relation his/her addressee (or a larger community) will have (or is expected to have) with what is said. I shall thus propose to consider both relations as constitutive elements of what I propose to call the "interlocutive scene", a scene which includes not only what is usually called common ground but also what has been called "diverging ground" (Nemo 2006b). In this respect, representation of the interlocutive scene will be one of the main functions of discourse modifiers.

Laura M. Neuhaus

What is litotic irony (and what is it not)? (Contribution to *Theoretical pragmatic and philosophical linguistic insights into irony and deception*, organized by Dynel Marta)

Litotic irony has been used synonymously with understatement (e.g. Partington 2007: 1562). The rhetorical figure of litotes, usually described as negation of the contrary (cf. Jespersen 1917: 62; Lausberg 1998: §586), has been analysed as a subcategory of irony (Gibbs 1999: 392). Against these positions, I will argue that litotes can be a means of irony (as in (1)) and understatement (as in (1) and (2)), but it does not have to (as in (3)). Both **irony and understatement can be couched in litotes** and make use of its scalar evaluation.

(1) is a case of litotes because it negates (*not*) the contrary (*less complicated*) of what is meant. It is ironic because it involves a dissociation of what is said and a negative evaluation. Additionaly, the utterance "allude[s] to a failed expectation" as stated in the Allusional Pretense Theory of Irony (Glucksberg et al. 2007:57).

> (1) The fact that a hidman, of all people, moved in next door does not make the situation less complicated.
> [Original German utterance from the corpus : Dass ins Nebenzimmer ausgerechnet ein Berufskiller eingezogen ist, macht die Situation nicht gerade unkomplizierter. NON09/MAR.16530]

Still, litotic irony is not the typical case of true-seeming irony. What is meant in (1) could be paraphrased as *very complicated*. The ironic effect is caused by the understatement (i.e. saying less than what is meant). This scalar meaning shift can be analysed as a **pragmatic meaning reversal** and thus as a flouting of the first maxim of Quality (Dynel 2013: 413). Once an understatement is resolved it allows for an additional interpretation as irony.

Common to irony as well as understatement is an inversion of what is said. But **not every litotic understatement is ironic**. The understatement in (2) could be paraphrased just as the one in (1). But it does not involve the described characteristics of irony.

Irony, just like politeness, can be a goal that motivates an insincere understatement use of litotes.

> (2)[…] An installation of an LFS is time consuming and not very uncomplicated.
> [Original German utterance from the corpus: Des Weiteren existiert das Projekt Automated LFS (kurz ALFS), bei dem versucht wird, die Installation eines LFS, die langwierig und nicht gerade unkompliziert ist, zu automatisieren und zu vereinfachen. WPD/LLL.05978]

In addition, there is a way to use litotic form to produce irony that has not been discussed in connection with the term litotic irony. Litotes is often used synonymously with understatement (e.g. Lausberg 1998:§586). But the strengthening effect of understatement is built on a pragmatic meaning reversal. Without this inversion litotes has the meaning potential of mitigation or attenuation (cf. Israel 2006: 137; Levinson 2000: 145) as in (3), which could be paraphrased as *somewhat satisfied*. Horn (1989: 306) mentions that this **diffident use of litotes can function as irony, too**. This is the case, when the speaker is making as if to mitigate, but doesn't have a pragmatic reason for that (as politeness, hesitancy, or mere vagueness).

> (3)The crop took the drought in May bravely, there is no virus as there was last year. That is why I'm not dissatisfied with the harvest so far. [Die Frucht hat die Trockenheit im Mai gut weggesteckt, ein Virus wie im vergangenen Jahr ist auch nicht drin. Darum bin ich mit dem Ertrag bislang nicht unzufrieden. RHZ08/JUL.09253]

Besides this, I will discuss some examples of **litotes as a case of humorous deception**. They are closely related to an ironic use of litotes. The complexity of litotic form and the multitude of its meanings (Neuhaus, forthcoming) facilitate a deception and allow for ambiguity and an inner circle.

All in all, I hope to **clarify the distinctive and shared features of the four phenomena litotes, understatement, irony, and deception**. I will propose a coherent system of the major functions for litotes that reflects their distinctive as well as their common traits.

Simon Wanjala Nganga

Heteroglossia in the communicative genre of the traditional public comforting

(Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

With principles from communicative genre analysis (Günthner and Knoblauch 1995), interactional sociolinguistics (Gumperz 1982) and ritual analysis (Van Gennep 1960; Turner 1967) this investigation examined communicative techniques that reveal discursive heteroglossia (Bakhtin 1981) in traditional public comforting performed in the Bukusu funeral event in Kenya. Constitutive of the Bukusu funeral

event are the competing Christian and traditional Bukusu belief systems among other belief systems. The study aimed at finding out firstly, whether - and with what communicative techniques - the communicative genre of traditional public comforting based on Traditional Bukusu religion, incorporated aspects of Christian religion and secondly, why and with what effects.
Based on 5 video and 5 audio recordings, performances of the traditional public comforting collected from Bungoma district of western Kenya in 2011 and 2012, were analysed to 'isolate sequentially bounded units' (Gumperz 2003: 223) or discursive structures and communicative techniques that contextualized them. The discursive structures, within one performance and across the five performances, were interpretively and comparatively analysed to find out the intention for the integration of Christian aspects, which was compared with results from the analysis of data collected through interviews with two comforters and the participants in traditional public comforting.
The data suggest that, with verbal and non-verbal communicative techniques such as analogy, reported speech and narratives and gestures, the comforter incorporates aspects of Christian religion in order to, not only, refute Christian practices that are opposed to traditional Bukusu religious practices but also to legitimate aspects of traditional Bukusu religion. This study adds to discussions on firstly, the determinative features of the communicative genres in the Bukusu funeral event and secondly, how social changes as a result of evangelism influence the communicative genre of traditional public comforting.

Alexander Nikolaou & Jennifer Sclafani
Representations of self and other in narratives of return migration. (Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)
Current work on discourse and identity has underscored the emergent nature of identity and has emphasized the need to connect momentary stances and alignments in interaction with macro-level social categories (e.g., Bucholtz and Hall 2005; Jaffe 2009). Narrative discourse has proven to be a fruitful locus for this area of inquiry because it allows speakers to construct and negotiate alignments and distinctions between Self and Other through the subjective representation of displaced events and interactions.
This study explores the narrative construction of identity in interviews given by 11 second generation biethnic Greeks, (in their majority Greek Americans) who relocated to their parents' homeland as adults within a decade prior to the interviews. Through the analysis of stories of linguistic and cultural assimilation, conflict and transition, we address the following questions: How do return migrants construct identity positions of themselves vis-à-vis (1) other members of their immigrant community; (2) native Greeks; and (3) the interviewer? How are positioning devices employed and how are they negotiated during the interview in the construction of their cultural and national identities?
Our primary analytical focus is indexicality as a central process in the creation, enactment and ascription of identities (De Fina, Schiffrin and Bamberg 2006). More specifically, we are looking at the use of pronoun shifting, code-switching and double voicing as micro-level devices of positioning (PL 1 and PL 2) within the storyworld and the interactional context of the narrative (Bamberg 1997). The guided interviews provided the interactional framework within which participants narrated their early experiences as children of immigrant parents in the foreign land, their efforts to cultivate and maintain intra-ethnic group affiliations, as well as their problematic and often painful experience of settling in the parental homeland.
Return migrants constitute an understudied group, especially from a sociolinguistic perspective, and we argue that understanding the complex positioning of identities among this group may provide unique insights into the broader ideologies that mediate hybrid and hyphenated identities in general.

Jenny Nilsson, Camilla Wide, Catrin Norrby & Jan Lindström
Accommodation and asymmetry in address patterns. The organization of interpersonal relationships in Finland-Swedish and Sweden-Swedish service encounters. (Contribution to *Address, variation and adaptability*, organized by Lappalainen Hanna & Jenny Nilsson)
Many of our daily interactions consist of brief encounters between a service provider and a customer who carry out a goal-oriented transaction. In our paper we focus on naturally occurring service encounters at box offices, theatres and libraries in the two national varieties of Swedish: Sweden Swedish and Finland Swedish. Data were collected as part of the research program *Interaction and Variation in Pluricentric languages* in 2013-2014, and the corpus comprises 1057 recordings, or 43 hours of speech (including both real life video recordings as well as telephone audio recordings). Typically, these service interactions

take place between strangers who jointly need to complete a task and where it is crucial to establish and maintain interpersonal relationships throughout the transaction.
In this presentation, we focus on how the interlocutors address one another (or not) in the two speech communities. Through an interactional micro analysis of accommodation in situated contexts we focus on how participants in service encounters orient towards their interlocutors. The analysis shows that some speakers converge their address pattern to that of their interlocutor, while others do not (see e.g., Dragojevic et al., in press; Giles and Gasiorek, 2013). In other words, address strategies may reflect on the one hand accommodation, and on the other asymmetry between speakers. As shown within Communication Accommodation Theory (CAT) such strategies could reveal how participants in conversation orient towards each other, as converging is a way of gaining social approval of others, while not converging may be a way of showing social distance (see e.g. Giles et al., 1991).
Finally, we compare the strategies for accommodation and asymmetry in the Finland-Swedish and Sweden-Swedish data in order to pin-point variation in such patterns between the two varieties. Our results indicate that there are some differences between the two speech communities in question in how participants in conversation converge or diverge their address practices to their interlocutors. For example, divergence seems to be more common in Finland-Swedish service encounters. These results are discussed in terms of accommodation and asymmetry in order to contribute to the understanding of interactional variation within different varieties of pluricentric languages, i.e. languages with more than one national centre (Clyne 1992).

Catrin Norrby, Jan Lindström, Jenny Nilsson & Camilla Wide

Requesting a ticket: Artefacts in interaction in service encounters (Contribution to *Object transactions: Embodied encounters at the counter*, organized by Mondada Lorenza & Marja-Leena Sorjonen)

This paper focuses on the multimodal management of service transactions, and highlights in particular the artefacts involved and how the participants orient interactionally to them. We investigate how joint attention is enabled through bodily orientation and an artefact (e.g. mutual focus on a theatre seating plan), how individual territories in interaction are marked with an artefact (e.g. by fore- and backgrounding private belongings), and how artefacts are used as a resource for specific interactional work (e.g. in pointing out a referent). In addition, we analyze the coordination of verbal actions with the deployment of artefacts and bodily orientations to them as well as to the participants in interaction.
The data are drawn from a corpus of service encounters taking place at theatre box offices and event booking venues in Swedish in Sweden and Finland. Our specific focus is on the opening contact in the encounters and how the participants negotiate and identify the target of the customer's request. Typical actions in these data include requests for tickets to specific shows, specific seats or for picking up preordered tickets.
Our study shows that there is interplay between focused (or essential) and peripheral artefacts: both participate in the interaction, but with different roles and relevance. The former concern the institutional business at hand, for example, a queue ticket, a computer and a seating plan; the latter mark the interactants' territories, for example the customer's telephone and wallet and the clerk's e-mail program. The artefacts also offer a resource for bodily orientations. For example, a seating plan placed at the counter coordinates the interactants' attention and their bodily movement towards shared focus; a pointing gesture with a ballpoint pen, as an extension of the body, enables the clerk to maintain a still body position at the same time as the pointing occurs at the customer's end of the interactional space before returning to home position (Sacks and Schegloff 2002). In addition, the linguistic interaction is interwoven with the work done by artefacts and bodily movements. For example, a greeting sequence is coordinated with the displacement of private belongings (such as a telephone with earphones), the launching of a verbal request is coordinated with the establishment of eye contact, and a move towards complying with the customer's request is accompanied by an initial, clearly visible and hearable strike on the clerk's computer keyboard.
In our analysis of such service encounters we will follow a model in which the interactional work involving artefacts and bodily resources is co-analyzed with the linguistic output. We thus aim to tease out the importance of the artefacts for the organization and identification of the actions and activities in these encounters, their role in projecting interactional trajectories and the balance between the artefacts and verbal communication. The analysis is informed by studies on gesture, embodiment and objects as communicative resources (cf. Kendon 1990, 2004; Nevile et al. 2014; Streeck et al. 2014).

Thomas Rørbeck Nørreby

Ethnicity and social stratification in late modern Copenhagen (Contribution to *Effects*

of social stratification in everyday language use, organized by Madsen Lian Malai & Andreas Stæhr)

Social and ethnic classification is a problem both for social science and for public institutions in current conditions of globalization (Vertovec 2010; Burton et. al. 2008). Choo & Ferree (2010) argue that a complex intersectional approach is needed if we want to expose and understand the processes that both create and transform inequalities over time in late modernity. We need to view stratification processes non-hierarchically and when dealing with social processes related to ethnicity for instance we need to understand the multilevel co-determination of ethnicization (Brubaker 2004), gendering (Butler 1990) and social class construction (Rampton 2006).

This paper investigates intersections of ethnicity and other social categories and draw on field work among 4th graders in two urban pre-schools in Denmark – a public school and a private school. The public school is officially monolingual (although it consists of children with a range of different linguistic backgrounds and repertoires) and it is subject to the widespread ideologies and norms about monolingualism that dominate the Danish school system (see e.g. Holmen & Jørgensen 2010). It is located in an area that is normally associated with lower middle class. The private school at Frederiksberg is officially bilingual (French/Danish) and it profiles itself as being multicultural. Besides being named after a member of the Danish royal family it is located in a city area that is normally associated with poshness and wealth.

In this presentation, I attend to situations in which the pupils bring into play aspects of heritage and family backgrounds in their social interactions. Based on micro-analysis I discuss situated ethnicization, that is, ethnicity as a political, social, cultural and psychological process and show how the pupils´ different ethnic identifications (Brubaker & Cooper 2000) incorporate elements of social status experience and gendering. I discuss the situated practices in relation to larger and more wide scale dynamics of social stratification, discourses of integration and educational hierarchies, and on the basis of these observations I argue that issues of 'high' and 'low' stratification are relevant to the way young people in late modern Copenhagen understand and organize their social worlds.

Neal R. Norrick

Narrative studies versus pragmatics (of narrative) (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

The interface between Pragmatics and Narrative Studies is best illustrated with reference to Labovian, Conversation Analytic (CA) and Psycholinguistic approaches to narrative; common ground between these and more properly Pragmatic approaches is to be found in the topics of tellability and telling rights, and in a shared interest in micro-analytic matters of how tense shifts signal perspective, how discourse markers and repetition mark narrative boundaries and the like.

Structuralist narratology seeks recurrent patterns in narratives, and along with literary approaches to narrative, it has led to interest in structural matters such as story versus plot and the discursive representation of events, the differences between first person and third person (omniscient) narration, the representation of speech (and thought) and free indirect discourse, generally without much sense of what we do with narratives in contexts, so that there has been little overlap with Pragmatics.

Labov originally collected stories as sociolinguistic data, then became interested in the stories themselves, but his stories were elicited as examples and not taken from conversations or meetings or even interviews, so their functions were not at issue. Research in the Labovian tradition has generally oriented itself on structural issues, with the exception of the notion of reportability/tellability, which affects where and when a story can be told, and thereby becomes a pragmatic matter.

Tellability has also been a concern in CA, with its focus on sequentiality, and with determining how conversationalists obtain and hold the floor to tell a story, how they preface and close stories. Sacks repeatedly addressed the matter of the epistemic justification for telling a story. Certain narrative practices may constitute claims to membership in a group. Here again essentially pragmatic issues are addressed.

The role of narratives in the construction of identity has been a primary consideration in much psycholinguistic research, especially in investigations of narratives of personal experience. Of course we do identity in choosing to tell stories and in the way we tell them, but a macro-level pragmatic approach would ask what these stories are told to accomplish, even as they necessarily contribute to identity. The whole question of (illocutionary) act potential and storytelling has yet to be addressed systematically, though there have been studies, e.g., of how stories function to accuse, to plead innocent and to present evidence in trials.

When we take a pragmatic macro perspective on stories, we find separate functions tied to narratives of personal and vicarious experience. When I tell a story about something wrong or foolish I did myself, it counts as confessing, but a story about the transgressions of someone else will count as an accusation or

criticism. Bragging and praise similarly diverge on the basis of first person personal telling versus telling vicarious narratives. Narratives of both kinds might be told as exempla, but personal ones will always tend to sound like confessing and bragging respectively, and the overall effects will presumably differ. We need a pragmatic perspective on narrative to sort out these functional matters, not just in personal contexts, but in institutional ones and in the workplace.

Ira Noveck

How a unified view of pragmatic processing can help discern challenging cases (Contribution to *Discourse markers and experimental pragmatics*, organized by Loureda Oscar, Inès Recio Fernández & Adriana Cruz Rubio)

Pragmatic enrichments, as diverse as scalar inferences and metaphors, have been studied experimentally in earnest for years now. Enough is known about the way they emerge in utterance interpretation that more subtle categorizations are called for. In this talk, I will argue that utterance interpretation requires *narrowing* generally, but that one can break this down into two kinds based on how extralinguistic meaning is derived (see Noveck & Spotorno 2013). In one, which I have characterized as *voluntary* , the onus is on the listener to provide extra effort in order to arrive at a narrower reading; without it, a linguistically encoded reading can be sufficient for communicating meaning. The flagship case for this would be scalar inference (e.g. how *some* can be understood as *Some but not all*). In the other subcategory, which I will call *compulsory,* the addressee is left no choice but to carry out further pragmatic processing in order to understand the speaker's intended meaning; without it, the listener would not be in a position to draw out anything. The flagship case for this category would be metaphors (e.g., *John is a cactus*).

This distinction is helpful when it comes to analyzing challenging cases, such as conditionals. At first glance, conditionals can be considered a species of voluntary enrichments, but if that were the case the existing data on conditionals would appear exceptional. I will then present our own data on conditionals and show how they have features that make them appear to be compulsory. This leads to a different view on the pragmatic enrichment of conditionals, one that ultimately prompts a reconsideration of Geis and Zwicky's influential notion of *invited inference*.

Thanh Nyan

Anchoring argumentative utterances: On what basis does one decide what types of context are involved? (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

In terms of context anchoring, argumentative utterances come with a whole host of issues of their own. Thus,it is unclear what form the relevant anchoring devices take, the extent to which these devices work together; but also, what types of context and how many layers of context are required for their interpretation.

The difficulty inherent in the latter issue arises from many factors. To name but a few, anchoring devices, by and large, arguably interact with the hearer's interpretive process, rather than her conscious mind. Inasmuch as current interpretive needs would not involve the context being activated in its entirety, what results from the interaction between the store of knowledge being activated and the anchoring process (e.g., a selected context in working memory) also has to be taken into consideration. A further factor is to do with procedural meaning, as commonly associated with, for instance, discourse markers: what sort of context would be evoked by procedural meaning? Yet another factor relates to the eventuality that contexts arising from different devices might need to work together.

In other words, the difficulty lies in the fact that these contexts, for the most part, do not appear to be accessible to consciousness, which renders their postulation problematic.

In relation to various aspects of argumentative meaning – as construed by Anscombre and Ducrot (1995) – the question I would like to ask is: In those cases where the presumed context does not appear to be accessible to consciousness, on what grounds would it be legitimate to assign to it certain contents rather than others?

The type of answer I will be proposing presupposes that language is grounded in our neurobiology.

Yasuko Obana

Japanese honorifics as the implementation of role-identities (Contribution to *Re-examination of the discursive approach to politeness - Where are social norms, politeness judgements and universality gone?*, organized by Obana Yasuko)

The present paper examines how Japanese honorifics behave in actual interaction and argues that they present characteristics of social norms as well as situational strategies, depending on what social role the speaker plays. Institutional roles such as an employee who is interacting with his/her employer, a shopkeeper who is serving a customer, by and large, exercise honorifics as the linguistic implementation of their roles. Honorifics which are closely related to institutional roles are socially enacted and offer a normative force.

However, honorifics are not static or socially given, but situationally determined. First, such institutional roles are recognised only when the interactants are placed in a certain situation (e.g. a working situation where an employee negotiates with his/her employer concerning a requested task). Second, an employer who normally does not use honorifics toward their employees may manipulate honorifics when he/she is placed at a ceremonial situation (e.g. New Year's greetings, a party for a retiring employee). This means the same person facing the same people may or may not use honorifics, depending what task-role they play (e.g. speech making in public). Third, close friends normally do not use honorifics. However, when one of them deeply feels grateful for the other, the former may use honorifics to show his/her admiration with awe. This person is playing a certain interactional role in this particular situation, which triggers the occurrence of honorifics. All these examples show that the occurrence of honorifics is contextually sensitive, and the motivation for the use of honorifics differs in different situations; different stages of role dynamically change the use of honorifics.

While admitting the dynamics of honorific use, how it is judged or evaluated as polite is based on social norms people resort to as "perspectives from which people construct lines of conduct that fit the situation and the lines of conduct of others" (Hewitt 1991: 54). In many ways, "people are socialized in a way that leads them to acquire a disposition to comply with social expectations, or to conform to the dominant mode of group behavior" (Heath 2011: 67).

I conclude that honorifics can dynamically change in accordance with role changes the speaker takes or plays during the interaction, but carry aspects of social norms which help evaluate honorific use at a certain point of time in interaction.

Jim O'Driscoll

The medium is the misdemeanour: Comparing the offence potentials of different media (Contribution to *Researching and understanding the language of aggression and conflict*, organized by Sifianou Maria & Pilar Garcès-Conejos Blitvich)

Many of the suspects at which the finger might be pointed to explain the development of acrimonious encounters pertain to the prior context of interaction (e.g. the interpersonal history of the interactants, their individual histories, the assumed purpose and topic of talk). This paper also attempts to investigate how acrimony is triggered. However, its concern, rather than prior context, is one aspect of immediate context (i.e. situational factors which pertain only *during* interaction); that is, on circumstances of interaction which Goffman (e.g. 1981) always insisted have their own rules and effects, regardless of the intentions of interactants. This aspect is what Hymes (1972) called the channel of communication and which this paper, following current usage, calls 'medium'. The paper suggests there is a correlation between the medium used and amount of potential for acrimony (hence the misquote of McLuhan 1967 in its title).

To take one example, it is by now almost a truism that a marked amount of acrimony is to be found in CMC media. This phenomenon has been investigated empirically (e.g. Avgerinakou 2003; Nishimura 2008) and explanatory features have been suggested (e.g. Graham 2008; Burgess & Green 2009; Garcés-Conejos Blitvich 2010; Moor et al. 2010; O'Driscoll 2013; Bou-Franch & Garcés-Conejos Blitvich 2014), the most common among which are lack of prosody or paralinguistic cues, indeterminate participation structure and relative anonymity. In addition (and crucially for this paper), the novelty of CMC media – their obvious differences from more conventional media - has led to attempts to taxonomise some of their varying conditions of communication (e.g. Herring 2007).

This paper begins with the impressionistic observation that, of all media, the one which is most vulnerable to the development of acrimonious interaction (all else being equal) is email and with the consequent desire to understand what makes it apparently so especially vulnerable this way. Being about potential rather than actuality, this impression cannot, of course be turned into a falsifiable hypothesis. However, it leads to a critical re-examination and comparison which goes beyond CMC and investigates the significance for the interpersonal aspect of interaction of the conditions of communication which pertain in *all* media, including various kinds of face-to-face interaction. (One example of the need for this exercise is provoked by the observation that most of the features of CMC put forward as conducive to aggressive discourse are shared with traditional written correspondence, and yet this latter medium has no such popular reputation, leading to the suspicion of a possible overreification of CMC.) What are these

conditions? How do they vary across media? What is the potential of each one for the triggering and/or escalation of acrimony?

Yumiko Ohara

Manipulation of language ideologies: The case of the Hawaiian language revitalization movement (Contribution to *Adaptability, authenticity, and ideologies in indigenous languages*, organized by Ohara Yumiko)

Traditional linguistics is known for avoiding concepts such as ideology because of a desire to remain as 'scientific' as possible. However, certain subfields of linguistics, for example, critical discourse analysis, have purposefully placed a focus on the ideological bases of everyday language usage as well as the effects of ideological beliefs (e.g., Fairclough 2001; van Dijk 1998; Wodak 1996). The main reason for this recent shift is recognition that the cultural conception of language and linguistic practice are dialectically related. Ideological beliefs about language are intriguing not only because they are used by people to understand, represent, maintain, or challenge social order, but also because it is language ideologies that affect our linguistic interactions and decisions about language issues. Thus, it can be said that ideologies of language are one of the most significant and dynamic aspects of any language and have an all-encompassing effect on our everyday lives. More specifically, in an endangered language situation, for instance, it is ideologies of language that prompt speakers to abandon their native language and shift to another, seemingly more useful language, and at the same time, it is ideologies of language that cause speakers to attempt to regain their ancestral language (e.g., Kroskrity 2009).

Following Kroskrity's organization of language ideologies (2004), namely, 1) group or individual interests, 2) multiplicity of ideologies, 3) awareness of speakers, 4) mediating functions of ideologies, and 5) role of language ideology in identity construction, this presentation places its focus on frequently expressed ideologies of the Hawaiian language in various sites within the revitalization movement. For instance, previously held ideologies which were prevalent when the language shift to English was taking place relates to the following core concepts; speaking in Hawaiian was seen as something that needed to be terminated for the sake of young people's future and it was seen as behavior that needs to be punished (e.g., 'Aha Pūnana Leo 1999; Wilson and Kamanā 2006). These ideas are familiar to many, if not all, indigenous languages of the world. However, there are more recent and interrelated language ideologies attaching a positive value to the language which are re-introduced from traditional Hawaiian perspectives or created anew as a part of strategies of language revitalization. These language ideologies concern the value of the Hawaiian language as a code for re-construction of ethnic identities, cultural significance of engaging in the Hawaiian language revitalization movement, and the Hawaiian language as a commodity. Using conversational data gathered at various sites of Hawaiian language revitalization, I will illuminate the assumptions and significances of such expressed ideologies to gain a greater understanding of what is at stake in the revitalization movement. Furthermore, I will attempt to illustrate how these expressed ideologies are put into effect within an educational system by examining the educational curriculums at immersion schools and how they might relate to the re-construction of Hawaiian identities.

Kyoko Ohara

Interactional frames in FrameNet constructicons (Contribution to *A panel in honor of Charles J. Fillmore (1929-2014)*, organized by Petruck Miriam R.L.)

In the constructicon-building project initiated by Fillmore and the Berkeley FrameNet team (Fillmore et al. 2012) and in subsequent projects, which sought to build constructicons of other languages (e.g. Ohara 2012; Lyngfelt et al. 2013; Torrent et al. 2014), there has not been any mention of interactional frames. This paper argues that interactional frames occupy a significant portion within the inventory of grammatical constructions in a language, by examining constructions in Japanese.

The Berkeley FrameNet project and its sister projects in Japanese, Swedish, and Brazilian Portuguese are describing the semantic and distributional properties of words. They have started to build the Constructicon, the registry of constructions in each language, as well, in order to describe the meaning of sentences as a whole.

However, how to relate frames and constructions in these projects have been problematic. Based on the insight by Fillmore that not only words but also constructions may evoke frames, Ohara (2014) argued for a classification of constructions based on whether constructions evoke frames and proposed that in addition to three previously known subtypes of constructions that do not evoke frames, there may be another subtype whose semantic constraints cannot be described using a frame. The nature of such constraints, however, has not been revealed yet.

In Japanese, te-*linkage* construction belongs to this subtype. The speaker construes the two events connected by temporal sequentiality to be somehow relevant (Hasegawa 1996).

(1a) *#watasi ga kaizyoo ni tui**te** kooen ga hazimatta.*
I NOM meeting-place LOC arrive-TE lecture NOM began
(Intended) 'I arrived at the meeting place, and the lecture began.'
(1b) *koosi ga kaizyoo ni tui**te**kooen ga hazimatta.*
lecturer NOM meeting-placeLOC arrive-TE lecture NOM began
'The lecturer arrived at the meeting place, and the lecture began.'

This paper proposes that whereas "frames" in FrameNet are "semantic" frames, that is, "script-like conceptual structures that describe a particular type of situation, object, or event along with its participants and props" (Ruppenhofer et al. 2010: 5), what I call "interactional" frames, that is, meaning structures which cannot be characterized as consisting of participants and props (i.e., frame elements) but which are negotiated in interactions between the context and the speaker, are integral parts of descriptions in Constructicon.

To summarize, the paper argues that even though interactional frames have not been mentioned in previous discussions on constructicons in relation to FrameNets in various languages, interactional frames should be described just as semantic frames in FrameNet constructicons, since they are integral parts of the meaning of sentences. So far, analyses of Japanese constructions for creating a constructicon of Japanese suggest that interactional frames play an important role in descriptions of many Japanese constructions. Whether constructicons of other languages exhibit a similar characteristic should be revealed as other constructicon-building projects proceed.

Jun Ohashi

Balancing obligations and (im)politeness (Contribution to *Re-examination of the discursive approach to politeness - Where are social norms, politeness judgements and universality gone?*, organized by Obana Yasuko)

This paper illustrates conversational participants' negative and positive evaluations at their first encounter interactions which can be described as small talk. This is a pilot study to investigate how the conversational participants (eight pairs) who meet for the first time engage in small talk and how they evaluate the talk they have had in a subsequent individual follow-up interview.

Eight conversational dialogues (15 minutes each) and sixteen individual interviews (10 minutes each) are video-recorded and transcribed for analyses. Key tokens of politeness (such as showing interest and complimenting for example) are identified based on the participants' meta-pragmatic comments and their extra-linguistic data (smiles and nods for example) are quantified to see how balancing or not balancing such tokens contribute to participants' negative or positive evaluations of the talk. Using the notion of 'balancing obligations' (Ohashi 2013) as a tool to make sense of (im)politeness phenomena, the study aims to investigate one of the unexplored areas of the studies of (im)politess in interaction. 'Balancing obligations' is a hypothetical notion which assumes that conversational participants share obligations of co-contributing their efforts for a successful interaction or for avoiding any awkward moments. It is assumed that imbalanced amount of contributions between conversational participants may lead to their negative evaluations about their relational work.

The post-B&L studies of politeness and face, especially those are inspired by Eelen (2001) and Watts (2003), predominantly employ a discursive approach. They widen the scope of politeness study by introducing an alternative model of politeness "centred on the discursive struggle over (im)politeness1" (Watts 2003: 142). That is to say, conversational participants' utterances are open to interpretation by themselves as polite or otherwise, rather than by analysts' interpreting the participants' utterances in relation to a fixed understanding of what counts as polite. Locher's (2004: 51) notion of relational work, therefore, can embrace "the entire continuum from polite and appropriate to impolite and inappropriate behavior". Inclusion of impoliteness in theorizing politeness phenomena inevitably led researchers to define impoliteness. Such definitions include face-aggravating behaviors (Locher and Bousfield 2008), unmitigated face threatening acts and deliberate aggression (Bousfield 2008), and the speaker's communicating and/or the hearer's being communicated face-attack (Culpeper 2005). Such definitions are capable of identifying obvious cases, i.e. particular comments or absence of what is expected, however, they are not designed to explain the conversational participants' overall and general negative evaluations about their interaction resulting from a failure to balance obligations. It is not an unusual practice for us to reflect on and evaluate our interactions after the event, however, we have no second-order theoretic tool to evaluate interactions in relation to the quantification of politeness tokens. The study attempts to offer one of his kind.

Sören Ohlhus

(Re-)Organizing multiple semiotic resources in interactive learning processes

(Contribution to *The social organization of learning in classroom interaction and beyond*, organized by Ohlhus Sören & Friederike Kern)

According to Timothy Koschmanns approach to conceptualize learning processes from an interactional perspective, learning "is to be found within the embodied methods whereby the participants detect and display changes in the ways their joint activity is organized" (Koschmann 2013: 1041). These changes can affect a range of different aspects, including the way participants deploy and coordinate the variety of semiotic resources that play a role in situations of knowledge transfer (e.g. Goodwin 2007).

In my paper I will focus on the organization and ongoing re-organization of multiple semiotic resources in interactional learning situations and discuss to what extent "learning" can be reconstructed against the background of a change in the constellation of relevant resources over time.

My analysis is based on a longitudinal corpus of videotaped remedial lessons on basic arithmetic concepts and operations with one child and one or two student teachers over a period of six months. According to the underlying didactic conception, during this time the lessons go through different phases, starting with a strong focus on material-bound practices (using a counting frame) and replacing them step-by-step by situational settings in which the counting frame is out of reach of the pupil or cannot be seen anymore. As a consequence, the pupil's task to complete simple addition and subtraction equations becomes more "abstract" in this exact sense over time. Thus, the ideal trajectory of the learning process moves from doing arithmetics by manipulating a counting frame to doing arithmetics as a purely mental operation (of which the pupil can give a verbal account).

On the background of this didactic blueprint of the succession of the learning process, I will focus my analysis on situations of transition, where new didactic settings and within them new interactive practices are introduced. Here, pupils (and teachers) are forced into re-organizing their use of semiotic resources to do "the same thing as before" in a different way: e. g., the manipulation of the counting frame is replaced by pointing to it, or by using verbal and gestural means of interacting.

Drawing on a collection of these transitory situations, I will describe situation-specific constellations of the use participants make of semiotic resources, comparing first practices before and after a change in the situational setting, in order to reconstruct secondly how the pupils adapt to this setting by finding new ways of completing their mathematical task – and by that make a step forward in the interactive learning process.

Etsuko Oishi

How do we adapt ourselves in performing an illocutionary act? (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

Our surroundings are constantly changing, and we adapt ourselves to new situations. How people communicate with one another is also changing, and we adapt ourselves to the change without knowing it, or take pains to adapt to new communicative situations. The issue to be addressed in the present talk is whether or not speech act theory captures the diachronic changes or cultural variations that require the speaker to alter her performance of an illocutionary act, and the hearer to modify his uptake.

The felicity conditions of illocutionary acts (Austin [1962]1975) and rules for the use of the illocutionary force indicating device (Searle 1969) are most pertinent to this aspect of communication. Austin says, as felicity condition (A.1.), "There must exist an accepted conventional procedure having a certain conventional effect, that procedure to include the uttering of certain words by certain persons in certain circumstances" (1975: 14). Searle specifies, as preparatory rules, the situation of indicating felicitously an illocutionary force, such as requesting, asserting, and advising (1969: 63). However, neither Austin nor Searle explains how these conventional procedures change.

Whether or not we can make a dynamic speech act theory which incorporates changes depends on how well we can postulate "the speaker and the hearer"; they are active participants of a communicative event of bringing about illocutionary and perlocutionary effects, rather than those who go through the form of a conventional procedure. Such a theory can be developed on the basis of Austin's felicity conditions. In Austin, "certain persons in certain circumstances" specified by the convention (in (A.1)) are distinguished from "the particular persons and circumstances in a given case", specified in felicity condition (A.2): "the particular persons and circumstances in a given case must be appropriate for the invocation of the particular procedure invoked" (Austin 1975: 15). (I propose elsewhere to call the former the *addresser* and the *addressee*, and the latter the *speaker* and the *hearer* (Oishi 2011 and 2013)). Furthermore, the speaker and the hearer could fail to bring about a conventional effect by not executing the procedure correctly and completely (felicity conditions (B.1) and (B.2)).

A change can occur when a speaker assumes herself to be the addresser of a particular illocutionary act, and the hearer accepts to be the addressee of the act invited by the speaker. There is often a gap between

the speaker and the addresser that she assumes herself to be, and between the hearer and the addressee that the speaker invites the hearer to accept, and also between the circumstances of the speech situation and the context of the illocutionary act. The gap recognized is the source of re-contextualization of the speech situation and modification of the convention.

Takako Okamoto & Kaori Hata

Indelible Japaneseness: A case study of interview narratives on the great East Japan earthquake by the diaspora Japanese in London (Contribution to *Bonded through context: Rethinking language and interactional alignment in situated discourse*, organized by Ide Risako & Kaori Hata)

This presentation aims to reveal 1) the perception gap between Japanese diaspora and the local people in London, UK, on "Japaneseness" revealed in face-to-face interviews after the Great East Japan Earthquake happened in 2011, analyzing the interview narratives toward the Japanese diaspora and the British in London, 2) various "bonding" indicated by the diaspora Japanese in the interview narratives.

In this interview research conducted in 2011 and 2012 to Japanese women as permanent residents in UK and British women living in the same community located in South-East London, the interviewer has listened to the reaction to the Great East Japan Earthquake. In this presentation, we focus on two points mentioned above: 1) while the Japanese interviewees emphasized their contributions to support the victims of the disaster as the "external" Japanese, they were identified as the same subsistent as the united Japanese by the local people in London. The British women described all the Japanese as one unit as "Japanese" who were victims of the earthquake or worried about their family. In short, they considered both the Japanese living in Japan and London were the people who should be supported, while the Japanese in London tried to "support" Japan. They sympathetically saw the diaspora Japanese as the victims of the disaster, and felt sorry for all the Japanese. 2) In the interview narratives of the Japanese women in London indicated the identities as "diaspora Japanese" embodying various "bonding": first, they tried to establish a bonding as volunteers or supporters with the victims of the disaster; second, they have constructed their own peer bonding with the other diaspora in the community; and third, they insisted on the bonding between themselves and the "here-and-now" interviewer who comes from Japan but hadn't directly confronted the disaster. That is, they isolated their identities from the Japanese who directly confronted the disaster, but think that it is possible to create 'bonding' between themselves and the people who are not directly affected by the earthquake, regardless of whether they live in Japan or outside of Japan. In other words, the border of this 'bonding' is whether it is direct or indirect, not whether they live in inside or outside of Japan.

This data has been analysed by a combinational method applying conversation analysis transcription, theories of narrative analysis like small stories (Bamberg 2004; Bamberg and Georgakopoulou 2008) and positioning (Bamberg 1997; De Fina 2003; De Fina, Schiffrin and Bamberg 2006; Shiffrin 1990), and non-verbal communication resources like gesture, eye gaze, bodily motion (McNeil 1995, 2004; Kita 2002; Kataoka 2011). In the presentation, analysis of video data will be shown to illustrate the results above.

Manabu Okumura

Characteristics of Online discussion in social media (Contribution to *Analyzing the process of group discussion: Towards "discussion design" in social decision-making*, organized by Morimoto Ikuyo)

As the Internet has widely spread, online discussion in social media, including chat, bulletin board systems (BBSs) and microblogs such as Twitter, has become quite popular and greatly changed our discussion styles. Online discussion differs from face-to-face discussion in that it is usually conducted in a non-face-to-face environment and spontaneously written language (text-based communication) is used.

Online discussion contributes to social decision-making in a couple of ways: it enables more participants to join the discussion anytime and from anywhere since the constraints of time, place, and number of participants are relaxed [1] and potential participants can get an idea of the previous discussions since it is easy to archive their logs. In Japan, the Ministry of Education, Culture, Sports, Science and Technology launched a web site named Jukugi Kakeai (http://jukugi.mext.go.jp/) in April 2010 to gather a wide range of opinions from teachers, parents, and schools and to create educational policies through discussion. In the Jukugi Kakeai project, face-to-face discussion and online discussion have both been executed in hybrid fashion.

Although the characteristics of online discussion provide many merits, they sometimes cause unexpected communication problems. For example, since multiple participants can join non-face-to-face discussion,

participants often face difficulty in turn-taking during discussion, which might cause `tangled' communication, where a participant's utterance is broken into many fragments, and/or the relationship between utterances is difficult to follow. Another common problem is that participants in online discussion 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 online discussion to achieve smoother communication. Tangled communication can be reduced with a system that presents the structure of a discussion. This system should at least provide an overview of the discussion up to a given moment to show where a current utterance fits into the overall discussion. As a first step, we have constructed a system that extracts participants' opinions and the pros and cons in discussions on BBSs and Twitter and identifies the relationships between the opinions.

Florence Oloff

Searching for words vs. searching for displays of understanding (Contribution to *Sequential perspectives on forward oriented repair*, organized by Greer Tim)

Since the initial description of word searches as an interactional practice by Goodwin & Goodwin (1986), various studies in Conversation Analysis and Interactional Linguistics have investigated this phenomenon in L1 (e.g. ibid., Hayashi 2003; Papantoniou 2012) or L2 / multilingual (e.g. Brouwer 2003; Kurhila 2003; Greer 2013) interactions (sometimes involving aphasic speakers, e.g. Goodwin 1995; Laakso 2003, 2014). Within a sequential and multimodal approach, this contribution aims to describe different social practices often subsumed under the category "word search".
Most studies agree upon the fact that during a word search the progressivity of a unit of talk has been halted. Moreover, the activity of searching for a word is displayed by typical nonlexical resources such as sound stretches, delaying devices like "uh" or pauses, as well as by typical visible means such as gaze withdrawal from the recipient, "searching" / iconic gestures, or the "thinking face" (Goodwin & Goodwin 1986; Hayashi 2003; Park 2007). However, the word search sequences described in the literature often do not seem to contain completely consistent features. While word searches are described as being an instance of forward-oriented repair (Greer 2013; Hayashi et al. 2013), backward-oriented repair practices such as cut-offs are sometimes treated as belonging to word searches, too (Hayashi 2003). Especially in L2 settings (Gülich 1986; Brouwer 2003; Park 2007), analysed cases may contain meta-comments ("what's it called", "how to say that") without explicitly commenting on their exact formats and interactional functions with respect to word searches where these formulations are not used. Although gaze withdrawal seems to be characteristic of word searches, some examples show how the speaker maintains or establishes mutual gaze with his recipient during the "search" (Goodwin 1987; Hayashi 2003). We might therefore suppose that the notion of "word search" encompasses a variety of interactional practices. While research on closely related phenomena such as collaborative completions (Lerner 1996, 2004; Bolden 2003) has already hinted at this point, there has been no detailed investigation of this issue.
In this paper, I therefore suggest to revisit the notion of "word search", which has been called a *"useful gloss"*, although *" it clearly does not describe what is being sought with adequate accuracy"* (Goodwin & Goodwin 1986: 56). Based on excerpts taken from videotaped ordinary conversations in French and German, I will show at least two distinct sequential patterns involving practices of forward-oriented repair: A) participants orient towards a missing lexical item (including mostly gaze withdrawal by the "searching" participant, a try-marked candidate proposal by the recipient, and its repeat by the first speaker; B) participants orient towards a display of understanding (including the continuation of mutual gaze, a more complex candidate completion, and a continuation of the initial turn by the first speaker). More generally, I would like to systematize past observations on the interactional use of "unfinished turns" (Goodwin 1980, 1987; Chevalier 2005; Lerner 2013) and to contribute to the growing field of research on the embodied management of recipient responses (e.g. Iwasaki 2009, 2011; Rossano 2010).

Tsuyoshi Ono, Toshihide Nakayama & Ryoko Suzuki

Fixedness and unithood in Miyako and Japanese conversation: An exploration into the emergence of structure and interaction (Contribution to *Fixed expressions as units*, organized by Helasvuo Marja-Liisa & Ryoko Suzuki)

It has long been recognized that grammar of spoken language shows the properties of an emergent system, i.e., the systematicity is dynamically and constantly shaped through communicative interaction among speakers (Hopper 1987; Du Bois 1987). This was a critical step in expanding our understanding of the core characteristics of human language, but a detailed discussion of the exact nature of that process and of the connection between linguistic structure and interaction has not been seen widely even in the

rapidly expanding area of interactional linguistics and conversation analysis, with one clear exception, Auer and Pfänder (2011).

In this presentation we would like to make a contribution to this much needed area of research using data from a little studied endangered language, Miyako Ryukyuan, along with Japanese. In particular, we will closely examine a prefab (Bybee 2010) in Miyako that is formed around the quotative complementizer *tii* 'that'.

The formative *tii* in Miyako obtains the characterization as 'quotative complementizer' from examples like the following where the quoted material *anshii fau* '(one) eats this way' is marked with *tii* and embedded under the main clause *ajjuutai* '(he) was saying':

anshii fau **tii** ajjuutai
this.way eat QT say:STAT:PST
'(he) was saying that (one) eats this way.'

Interestingly, however, we have found the use of a *tii*-marked clause without the main clause (recently termed as 'insubordination' by Evans (2007)). In the following segment, N, an old fisherman, is talking to G, a younger man, about preserving fish on a fishing boat in the olden days.

1 N: mukashaa mm- kooryaa nyaan munuu mmE maasu dara
'There was no ice back then. It was salt.'
2 G: uraa tchaa kanuu mizInkai unu mijju tamiiutui
'Well then, putting water in (a container),'
3 -> uinkai du maasuu maddii **tii**
there:to FOC salt:ACC mix:CONT QT
'like mixing salt in? [lit. (are you meaning to say) that by mixing salt in?]'
4 N: aaaa 'ye==s'

The utterance containing the *tii* carries the connotation 'are you meaning to say…?' where G checks his understanding with the speaker. This type of *tii* seems to be used typically when the speaker checks with the addressee about a step in a procedure. It seems reasonable to think that this utterance is based on a prefab consisting of the continuative form of a verb + *tii,* as G later volunteered similar examples based on the same format.

Accepting the fixedness of this example as a prefab raises an interesting question as the verb is a non-finite form followed only by the complementizer without the main clause and therefore formally dependent. This is a case of an incomplete linguistic expression, according to morphosyntactic criteria still used as a self-standing utterance, much like an 'insubordinated clause'. A similar use of a Japanese quotative complementizer without the main clause has been discussed, except that unlike Miyako the relevant Japanese verb is a finite form. Apparent mismatches between formal and functional aspects of linguistic expressions are explained as a natural consequence of a dynamically shaped grammar.

Tunde Olusola Opeibi

Democratizing the public sphere: A pragma-discursive study of new media political texts in Nigeria (Contribution to *Pragmatic perspectives on networked L2 discourse*, organized by Vandergriff Ilona)

In the last couple of years there has been a growing interest in the role of digital technologies in promoting open discussions and civic engagement in modern society. Both private and public conversations have been significantly transformed through the evolving new media networks.

Scholars have been equally interested in how these new technologies impact democratic process (e.g. Bennett 2007; Thornton 2002). However, very little work has been done on how these new communications tools provide a virile platform for bidirectional civic engagement in non-native English developing democracies.

This study therefore examines and discusses how citizens, politicians, and other stakeholders use the new media technologies and Social Networking sites (SNs) such as Facebook, Twitter for political engagement in Nigeria.

The study combines insights and approaches from Computer-Mediated-Communication (Herring 2001, 2004) and Discourse-Based Corpus Linguistics (e.g. Bednarek 2008) to investigate the role of digital media in civic engagement in an L2 networked context.

The data set was elicited through media monitoring, and online data harvesting strategy between 2013 and 2015 by visiting the home pages of major political parties, Nigerian Newspapers Online and Facebook walls of key stakeholders. The paper identifies, describes and discusses some key topical policy issues that have generated significant online conversations and comments and how these reflect the socio-pragmatic indices of the discursive environment.

The study adopts quantitative and qualitative approaches based on suggestions made in O'Donnell's (2007) ***Computer Assisted Manual Annotation (CAMA***). Equally, Corpus tools such as AntConc 3.2 and TwitCorp provide further tools for the analysis. The study uses the discourse-based corpus approach to unveil patterns of political discourses and keyness factor that demonstrate the topicality and engaging

influence of political issues in the public sphere. Pragmatic features that undergird the structural choice, function and context of these web-based L2 political texts are equally highlighted.
Apart from the significant linguistic features that are emerging as a result of the interplay between new media technologies and political discourse, the study finds a growing awareness and use of digital media technologies to improve competition, participation and credibility of the political process and democratic system in Nigeria.
It is anticipated that this contribution will provoke further debates on the role of digital media within the larger socio-political communities in Nigeria, and specifically contribute towards advancing the linguistic study of L2 networked discursive practices in emerging democracies.

Franca Orletti & Carlo Eugeni

Subtitles for the deaf and the hard-of-hearing: How linguists serve society (Contribution to *Subtitles for the deaf and the hard-of-hearing*, organized by Eugeni Carlo & Franca Orletti)

In Europe, one person out of seven is affected by hearing-related problems. This causes enormous social problems to these people, which can be resolved through not only medical and technological solutions, but also through linguistic ones. Linguists, by providing guidelines for the production of quality subtitles for the deaf and the hard-of-hearing (SDH) to professionals, can indeed help the target audience of whatever audiovisual product (TV programs, cinema or DVD movies, podcasts, public live events…) to suitably access them and avoid being excluded by social life.
Having understood the importance of this role linguists play in the social arena, the Italian Ministry of Education has funded a national project on language simplification in general. In particular Roma Tre University is in charge of creating both technical and editorial standards for SDH producers of all kind of audiovisual products. While a common consensus can be easily found on the former, thanks to the support of previous attempts in this direction (DTV4All project, Subtitle Project), and thanks to the international circulation audiovisual products have thanks to the web; the latter is a more complex question, because language and its processing are at stake. That is why, the research the authors have carried out has basically followed three steps: initially, special attention was paid what was already done by individual professionals working a number of both national and international companies producing Italian SDH; then of capital importance has been the analysis of the needs and expectations of the target audience, meaning the deaf and the hard-of-hearing, who are capital in the definition of quality standards; and finally a quite articulated linguistic analysis has been carried out to produce an easy-to-use set of editorial standards, with the aim of being valuable for all SDH producers.
This paper will deal with the proposed approach to producing SDH, which is twofold. First of all, a macro-analysis of the program to be subtitled is to be achieved in technical terms, following four parameters:

1. physical support: is it going to be viewed by TV, cinema, DVD, or web users?
2. time of production and broadcasting: is it a live, a semi-live or pre-recorded program?
3. text type: is it a fictional or a non-fictional program? Is it an informational or a literary text?
4. target audience: is it for adults, for teenagers, or for kids?

After that, every single occurrence of every text type is to be analyzed in both technical and pragmatic terms. From the technical point of view, the time of the occurrence and the number of shot changes are to be considered. From the pragmatic point of view, the phonetic, morphologic, syntactic, and semantic aspects of the occurrences will be treated depending on the general frame the occurrences fit in. This study has attracted the attention of companies, which asked to using it for production purposes, and institutions, which want to use it for normative ones.

Sara Orthaber & Rosina Márquez-Reiter

Customers' responses to corporate social media marketing strategies (Contribution to *Understanding traditional and mediated service encounters*, organized by Fernández-Amaya Lucía, María de la O Hernández-López & Pilar Garcés-Conejos Blitvich)

Companies utilize social media to influence and build rapport with customers online. This is illustrated by the numerous marketing strategies modern businesses regularly engage in to attract new customers and maintain existing clients. Although the subscribed customers consume what the page administrator generates on the company's profile, the affordances (Hutchby 2001; Herring 2010) of such participatory websites allow them to complement or undermine the messages (Walther 2012).
Drawing on publicly available data from the Facebook page of a Slovenian public transport company called "I'm going by train", the study examines interactional instances of polylogal interactions (Kerbrat-

Orecchioni 2004) between the company's Facebook page administrator and its customers . The interactional analysis presented in this paper, focuses on the way the participants' responses display an understanding of the company's marketing-oriented status updates as potentially interpersonally delicate activities, as evidenced by the customers' moaning (Edwards 2005) and their dismissal by the agent to prevent them from developing into complaints. This is effected by means of sequential deletion (Jefferson 1973) or by refusal to respond to them, thus preventing customers from seeking redressive action of some sort. While customers' complaints do not necessarily trigger remedial actions over the phone either (Orthaber & Márquez-Reiter 2011), this type of asynchronous technologically mediated interaction, unlike the telephone, allows company's agents to ignore them. The analysis p rovides further evidence of how open-comment platforms such as Facebook create ripe conditions for public outrage to erupt on corporate walls (e.g. Champoux et al. 2012; Matzat & Snijders 2012; Bruxelles & Kerbrat-Orecchioni 2004).

Heike Ortner

The role of emotions and empathy in professional health communication: Norms of expression (Contribution to *Emotional engagement "at work": Examining emotions in corporate/institutional discourse*, organized by Alba Juez Laura & JoAnne Neff)

Context. From birth to death, health is certainly one of the most emotional aspects of human life. It affects interpersonal relationships and in turn is affected by social factors (cf. Uchino 2013). Additionally, being ill leads to interactions with a variety of health professionals: physicians, mental and physical health practitioners etc. In situations of ailment, patients appreciate distinctive social skills of health professionals as much as their expertise. Medical education nowadays often broaches the issue of how to display empathetic behavior and how to manage personal emotions. Still, many insecurities remain, stemming from different (academic as well as personal) notions what emotions are and how they are supposed to be processed in medical interactions (cf. McNaughton 2013). There are certain norms concerning how much emotional expression and display of empathy is adequate in these settings.

Research questions. These norms are the main topic of the contribution. The aim is to link the research on language and emotion with psychological as well as linguistic concepts of empathy and emotional intelligence and their application in a specialized professional environment. The main research question is: Which strategies to convey emotions or to express empathy are recommended in training material for medical education (basic or further skill enhancement)? Which linguistic means are suggested? Which uses of emotive language are deemed dysfunctional?

Material and method. The answers to these questions are derived from a text analysis of guidebooks, teaching materials and other documents setting standards for emotional communication in health professions, distinguishing between different roles and fields of activity.

Theoretical background.

Linguistic research on emotion: Systematic ways to express and to describe emotions and their communicative functions have been explored (cf. Leech and Svartvik 1994: 152-77). In the last few decades the study of phonological, prosodic, syntactic and pragmatic aspects began to flourish. Applied linguistics started to dig deep into cognitive and social conditions or constraints regarding the language of emotion. Discourse analysis is affected by this 'emotional turn' as well. Adjacent topics are the notions of stance and evaluation. Pivotal to the analysis are the works of scholars such as Bednarek (2008), Foolen (2008), Schwarz-Friesel (2007), Martin (2003), Thompson and Hunston (2003), Metts and Planalp (2011), combining grammatical, pragmatic, interactional and cognitive factors of emotional communication.

Psychological and linguistic research on empathy and emotional intelligence: While there are many links between empathy and emotional intelligence, the two concepts are not identical. Emotional intelligence (in the sense of Mayer, Salovey and Caruso 2008) comprises managing, understanding, using and perceiving emotions, while empathy can be a cognitive analysis of emotional states of other persons or an affective process (cf. Wallbott 2000; Toombs 2001). Linguistically, empathy can be expressed by various lexical, syntactic and pragmatic means (cf. Kuno and Kaburaki 1987; Pusch 1985).

Linguistic and other research on health communication: Also, mainly linguistic descriptions of health communication is considered, especially preliminary work dealing with interactional topics concerning the relationship between patients and doctors (cf. Hamilton and Wen-ying, eds., 2014).

Ana Cristina Ostermann

"One little leg one each side and the little bottom all the way down": Indexing gender and sexuality in women's health in Brazil (Contribution to *Indexing gender*

revisited: On the non-referential aspects of gendering, organized by Pavlidou Theodossia-Soula)

In this study I investigate the use of diminutives by physicians when addressing female patients in gynecological and obstetric consultations in Brazil. The formation of diminutives is a very productive morphological process in Brazilian Portuguese (BP). BP linguists agree that the diminutives happen more frequently in contexts other than that of reducing the dimension of the referred entitiy, thus extrapolating the base word to reach the pragmatic level. According to the literature, diminutives might operate in three dimensions: (1) referent dimension, (2) speaker and referred entity dimension, and (3) speaker and recipient dimension. The most favorable relational situations for their use are when talking to children and pets or in the context of an affectionate relationship (i.e. couples).

The context where the interactions analyzed here derive from (women's health) clearly does not involve adults talking to children, human beings interacting with pets, nor any type of affectionate relationship. Nevertheless, diminutives are widely used by the physicians when talking to their female patients. Thus, the use of the diminutives in these data seems to extrapolate any of the analytical explanations provided so far in the literature.

In this paper I explore the complex analytical possibility of indexing the use of diminutive to the dimensions of gender and sexuality as, to borrow Ochs' words (1992), there is not a straightforward mapping of such linguistic form to any social meaning of gender. I argue that the complex use of diminutives by physicians towards female patients – which shows to be typical in these consultations and which is not reciprocated by the patients towards the physicians – seems to create a genderhierarchy: it lowers the status of adult females, creating some form of infantilization or of benevolent sexism. Being assigned such infantilized role demands from the female patient further interactional work so as to regain a position of adulthood and of autonomy, thus making it more difficult for the female to assume a protagonist role over her own health, her body and her sexuality and any decisions regarding those.

Jan-Ola Östman & Leila Mattfolk

The proper-name-phrase construction: Resolving the apposition/epithet controversy in grammar (Contribution to *A panel in honor of Charles J. Fillmore (1929-2014)*, organized by Petruck Miriam R.L.)

The Noun Phrase, or Nominal Phrase (NP) is almost a *sine qua non* for any work in grammar and syntax. This is also the case in Construction Grammar (CxG) as developed by Charles Fillmore (e.g., 1989) and his colleagues. In CxG, one of the central constructions is the Determination (Det) construction (e.g., Fried & Östman 2004: 37). In the Determination construction, the noun specification [cat n] is accompanied by an indication that the construction does not license constructs where the "head" noun is a proper noun, i.e., [proper -]. Expressions like (1) *The Helsinki of the Moomin trolls* (with a determiner before *Helsinki*) are, however, clearly acceptable; and these have been dealt with in CxG in terms of feature-changing constructions (the Proper-to-Common Noun construction in Fried & Östman 2004: 39, following a suggestion in Fillmore & Kay 1995) or as coercion (cf. e.g., Michaelis 2005).

In this study we make a distinction between the Determination construction and what we call the Proper-Name-Phrase construction (NaP). Names have different referential properties than nominal descriptions, typically singling out a specific referent that does not – by virtue of its name (alone) – belong to a "natural" type of category (cf. common nouns like *house* and *tiger*); thus also, FrameNet (https://framenet.icsi.berkeley.edu) needs to have frames like Name_conferral, Referring_by_name, Being_named , etc.

In the literature on onomastics, the concept "name phrase" is sometimes used for a proper name together with its attributes and appellations. In this view, (1) as a whole would be a name phrase, as would *Captain John Smith* – with *captain* variously termed title, epithet or appellation.

Our discussion will primarily be illustrated with examples from (Finland) Swedish. We argue that by setting up a NaP construction as a different resource than the Determination construction, we will be better equipped to approach several recurring issues in grammar and in onomastics:

(i) aspects of the general discussion of the characteristics of "apposition" (for a good overview, see Matthews 1981), i.e., how do we decide whether *Captain John Smith* is a case of apposition or whether *captain* is an appellation/epithet? Cf. *John Smith, the captain*. The characteristics with respect to restrictive or non-restrictive attribution of NaP do not have to be, and are not, the same as those for constructions with common nouns;

(ii) the discussion in onomastics and in name planning of whether there should be a genitive *-s* in Swedish on the first element of a nominal phrase, e.g. *Liljendal församling* vs. *Liljendals församling* ('The congregation of Liljendal'). Both occur; the latter is in accordance with a general Determination construction; the former is not, but can be licensed by a NaP construction; and

(iii) the ambivalent proper–common use of names, where e.g. a "proper" name receives ever more "common" properties (cf. coercion above), but not totally; cf. (2) *Tromsø is the paris/Paris of Northern Europe.*
We see that resolving (i) is a prerequisite for detailed discussions of how to deal with (ii) and (iii).
The pragmatically informed solution for (iii) is to have two constructions (Det and NaP) available as resources, which together can license (2). In addition, in order to cater for the different meaning potentials an expression like (2) can have, we make recourse to what Martola (2007) has called sideways inheritance, where meaning is built up incrementally.

Joan O'Sullivan & Helen Kelly Holmes

'Strategic inauthenticity' in radio advertising in Ireland (Contribution to *Looking at ourselves through the mirror of media: Representation of varieties of (Irish) English in film, television and literature*, organized by Vaughan Elaine & Mairead Moriarty)

Media or broadcast talk is said to be increasingly designed to approximate to 'fresh' or 'naturally occurring' talk (Montgomery 2001, pp. 401-403). More specifically, in the area of advertising the employment of what appears as 'natural' language has come under scrutiny. As Lee (1992) tells us, advertisements are designed to reflect the discursive practices of the society in which they operate. Kelly-Holmes explores aspects of variation in advertising in attempting to reproduce or imitate 'normal everyday communication, including accent and dialect' (2005, p. 16).
This attempt to reproduce 'real', 'everyday' language in advertising leads us to a consideration of 'authentic' language and the ideological construction of authenticity. With regard to minority languages and varieties, movement away from the traditional language has typically been viewed as a movement away from the 'authentic past' (Bucholtz 2008, p. 399). Thornborrow and van Leeuwen (2001, p.388) point out, however, that in the postmodernist world, the realisation of authenticity as a performance and a cultural construct has led to a 'crisis' situation for the notion of authenticity as an assurance of reliable representation. These authors point to the necessity of finding 'new forms of authenticity' in order to provide criteria for examining the extent to which 'events in the world' relate to how they are represented in discourse. Coupland (2001, p.347) points out that sociolinguistics research has placed too much emphasis on 'authentic speech' whilst ignoring the importance of language use in constructing *inauthenticity* as well as *authenticity*. This inauthenticity, Coupland argues, can be achieved in media representations of language through the strategy of *dialect stylisation*; Coupland claims that it is the recognition of the artificial nature of such stylisation which can in turn lead to a reauthentication of the speaker.
This paper addresses the question of how varieties of Irish English achieve 'authenticity' through stylisation in Irish radio advertising, through a qualitative analysis of a selection of ads taken from a corpus of 160 radio advertisements broadcast between 1977 and 2007 on a prominent Irish radio station. The examination of stylisation strategies is not limited to vernacular forms of Irish English but also takes account of a newer supraregional Irish English variety, termed *advanced Dublin English* (Hickey 2013); this variety is epitomised by a shift in pronunciation which differentiates and distances itself from vernacular forms and was spawned from a desire for an 'urban sophistication' (Hickey 2004, p.45) associated with Ireland's elevated international position and economic boom of the late twentieth and early twenty first century. Media reports which refer to this form as 'inauthentic' illustrate what Moore (2011, p. 57) refers to as a 'moral panic' in relation to its representation of Irish identity.
This paper shows how stylised representations of advanced Dublin English, as well as of vernacular varieties of Irish English in the radio ads, serve to 'deauthenticate' both these forms , but in turn to validate or reauthenticate them through the 'betrayal' of their artificial nature (Coupland 2001, p.345) This illustrates the advent of new conceptions of authenticity based on more creative constructions.

Manuel Padilla Cruz

Dealing with guests' complaints at the hotel front desk: A pragmatic analysis of performance by Spanish learners of English for the tourism industry (Contribution to *Understanding traditional and mediated service encounters*, organized by Fernández-Amaya Lucía, María de la O Hernández-López & Pilar Garcés-Conejos Blitvich)

Professionals in the tourism sector have the great responsibility to make tourism in general a thriving industry. In hotels this responsibility falls, among others, on the employees working at the front desk, who not only are the first image of the hotel on many occasions, but, more importantly, those responsible for satisfying guests' demands and expectations. The front desk staff carries out a number of tasks, among which are checking in and out, providing information and various services, or dealing with guests'

complaints and problems. Complaints in hotels may be critical, negative and conflictive acts (Leech 1983; Edwards 2005). With them guests express their frustration, discomfort, dissatisfaction, discontent, disapproval or indignation concerning the hotel, its facilities or services because these are felt not to meet their expectations or certain quality standards (Edmondson and House 1981; Laforest 2002; Edwards 2005; Yoon 2007). Responding and dealing with complaints efficiently is, therefore, of utmost importance to offer a service of excellence to customers and ensure their satisfaction and loyalty. Future professionals are normally trained to deal with complaints as part of their working qualification, but training becomes essential when workers have to fulfil their duties in a second language (L2), as they might unknowingly make pragmatic mistakes conducive to misunderstanding and even interactive conflict and guests' dissatisfaction. This presentation will explore how Spanish learners of English for the Tourism Industry deal with guests' complaints in English at the front desk of a hotel. It will analyse data collected from B1-level (CEFR) students through role plays in order to unravel potential pragmatic problems, deficits and failures that these learners may have when fulfilling some of their future professional duties in their L2. This presentation seeks thus to gain understanding of the areas posing some pragmatic difficulty for learners in this type of service encounter. To conclude, this presentation will also draw some implications to enhance the teaching of pragmatic aspects connected with this service encounter in syllabi of English for the Tourism Industry.

Ruth Page

Retweets and rapport in Twitter-based audience engagement: Audiencing and micro-celebrity in responses to the British and American series of The X Factor.

(Contribution to *The digital agora of social media*, organized by Johansson Marjut, Sonja Kleinke & Lotta Lehti)

This paper considers the retweets posted to the micro-blogging site, Twitter, as a resource for rapport management (Spencer-Oatey 2003) used by the audiences associated with the television show, *The X Factor*. Retweets are a distinctive phenomenon where one Twitter member forwards the message previously posted by another, with or without modification (boyd et al. 2011). From a discourse-analytic perspective, retweets are of interest for their distinctive co-construction which reworks participation roles (Goffman 1981) in the context of the media affordances (Hutchby 2001) associated with Twitter. In this paper, analysis of the retweets shows how the participants are positioned within different interpretive communities (Fish 1982) as producers and consumers, fans and critics who use both rapport-enhancing and rapport-threatening acts as they perform 'audiencing' (Highfield et al. 2013) and micro-celebrity (Marwick and boyd 2011) in relation to the television show.

The data considered in this study is taken from a 1.6 million tweet corpus gathered during the live shows of the British and American series of *The X Factor* in 2013. A subset of 95,672 English language retweets is analysed using corpus-based discourse analysis, alongside qualitative analysis of the images in the 200 most duplicated retweets from this subset.

The key research questions which drive this study are:

- How do retweeting practices differ between the American and British series of *The X Factor*?
- What identities are constructed in relation to the different participation roles taken up through retweeting practices?
- How do retweets function as a resource for rapport-management in the service of audiencing and micro-celebrity?

The analysis shows quantitative and qualitative differences in the retweets posted in response to the British and American series. The most frequently retweeted posts from the episodes of the American series were rapport-enhancing redistributions of material authored by the show's performers (judges and contestants). In contrast, the most frequently retweeted posts from the British series also included rapport-threatening critiques of the show and its performers by parody accounts, gossip columnists and other reality television celebrities who used the strategies of audiencing to promote their own visibility within Twitter. The rapport potential (and risks) of micro-celebrity and audiencing are found in both the verbal content of the posts, and the visual analysis of the images which circulated in the retweets. These differences suggest that the rapport potential of retweeting was taken up in contrasting ways by the fandoms of particular performers and anti-fans (Gray 2005) of the series, reflected along cultural lines where anti-fans were only associated with the responses to the British series.

Renate Pajusalu & Ninni Jalli

Studying forms of address – different methods, same results? (Contribution to *Address, variation and adaptability*, organized by Lappalainen Hanna & Jenny Nilsson)

The presentation will deal with different methods of studying forms of address, mainly the choice between formal and informal 2nd person pronouns. The main focus is on comparing practices of addressing in different languages and cultures. Referred studies are mostly dealing with Estonian and its neighbor languages (first of all, Russian and Finnish). The main objective of the presentation is to find out how addressing practices could be studied comparatively.
The option of addressing an interlocutor with the V-form (the plural 2nd person pronoun or with pure verb marking or, in the case of Finnish, the possessive suffix) exists in each of the languages in our study, but actual use of formal address varies by language. Finnish, Estonian and Russian addressing practices can be seen as a quantitative continuum with Finnish as a language using less V-forms and Russian using them the most. However, the practices have qualitative differences as well. For example, in Russian and Finnish the usage of V-forms are mostly caused by age difference between interlocutors, while in Estonian the most important characteristic of choosing between the V and T form is the (non)acquaintance between interlocutors.
Addressing has been studied in different ways (for discussion on methodology of pragmatics, see e.g. Jucker 2009; Bednarek 2011). Microanalysis of authentic talk can give the full picture of every particular case of language usage, but authentic data is difficult to arrange if the data have to be collected from different languages and cultures. The advantage of discourse completion tasks and questionnaires is that they allow control and quantification, and they are replicable and comparable. They allow analysing and comparing pragmatic knowledge and speakers' representations of typical scenarios across languages in order to get an overview which can be elaborated by further studies. Interviews could give an overview of problems in everyday communication and how these problems are treated by real speakers.
I will discuss results based on questionnaires, discourse completion tasks, interviews, and corpus studies. For each method some data on address forms in Estonian and its neighbour languages will be provided, using studies by me and my co-workers and comparing them with other studies (e.g. Watts 2003; Keevallik 2004; Lappalainen 2006; Nyblom 2006; Larina 2009; Pajusalu et al. 2010; Jalli & Pajusalu *in press;* Pajusalu et al. *submitted*).

Minna Palander-Collin

Factors behind sociopragmatic change in 19th-century British newspaper advertisements (Contribution to *Towards a diachrony of relational work: Factors behind sociopragmatic change in 18th and 19th century Europe*, organized by Paternoster Annick & Marcel Bax)

Late-eighteenth and early-nineteenth-century British newspaper advertisements contain frequent reference to people including the advertiser, the audience and various third parties. Partly, person reference has an informational role e.g. in identifying the seller of the product, and would thus be an obligatory component in the genre. But person reference often evokes a whole network of various actors and it may also be used for interpersonal purposes such as to create a socially advantageous position for the possible customer and the advertiser as a way of promoting the product or service. For example, overt address to the upper echelons of society was not infrequent in early text-based ads and may have served to evoke an image of social respectability: *Mr: Brookshaw acquaints the Nobility and Gentry…* (Gieszinger 2001; Gotti 2005). However, advertising discourse employing frequent person reference, clearly decreased in the course of the nineteenth century, and results point to a change in the genre conventions of advertising discourse from a person centred to a more product centred style.
In this presentation, I'll explore this variation and change in the form and functions of person reference in product advertisements during the 19th century on the basis of a corpus of c. 500 advertisements sampled from two London-based papers *The Times* and the *Morning Post*. The aim is to understand observed linguistic practices in relation to several immediate and more abstract contexts including the advertisers and the readership of the newspapers, the genre of advertisements, the history of newspapers, as well as broader socio-economic factors and identities. These contexts are reconstructed on the basis of integrationist social theory (Layder 1997).
The period is historically interesting, as Britain was increasingly becoming a market economy where the appearance of gentility could be bought, and class identities were being re-evaluated as a consequence of industrial developments (cf. Cannadine 1998: 24–103; Rappaport 2000). The readership of newspapers widened and advertising increased (Görlach 2002). Such social changes may have additionally influenced consumer identities as well as effective persuasive strategies and relational work in advertising.

Maria Palma-Fahey & Bróna Murphy

Exploring the construction of the Irish Mammy in Mrs Brown's Boys (Contribution to

Looking at ourselves through the mirror of media: Representation of varieties of (Irish) English in film, television and literature, organized by Vaughan Elaine & Mairead Moriarty)

This paper looks at the manner in which Irish English is exploited to convey the representation of the Irish Mammy in Brendan O'Carroll's television sitcom Mrs Brown's Boys. Fictional language has been found to mirror natural speech in order to create believable fictional dialogues that can be recognised as plausible by a particular audience (Palma-Fahey 2012; Quaglio 2009). Throughout the linguistic deconstruction of gender stereotypes associated to the construction of the Irish Mammy, which are a core component of this humoristic sitcom, this paper asserts the significance of looking at linguistic choices when exploring gender representation in the media. Together with this, the significance of considering time span and social context when creating representations of gender is also acknowledged in this paper (Mullany 2007; Suderland 2006; Cameron 2005).

This paper draws on a corpus assisted discourse analysis approach focusing on the linguistic construction of the Irish Mammy from two main perspectives: how Mrs Brown's children see her and how Mrs Brown portrays herself. For the former, concordance lines for the words mother, mammy and mam are drawn from the data set of Mrs Brown's boys, which forms part of the larger Corpus of Fictional Irish English (CoFIE) (Murphy and Palma-Fahey 2011; Palma-Fahey and Murphy 2012), in order to discover linguistic patterns of gender representation in relation to the Irish Mammy. For the latter, the paper carries out a systematic coding of the emerging themes relating to how Mrs Brown portrays herself throughout. This work highlights the manner in which gender appears to be a social construct (Bradley 2007), which is conveyed and asserted throughout media discourse.

Rudi Palmieri & Niamh Brennan

How do companies announce bad news? A rhetorical-argumentation analysis of UK/Irish profit warnings (Contribution to *The pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)

Listed companies issue so-called *profit warnings* to announce a significant downward revision to prior earnings forecasts/guidance. These corporate disclosures entail a rhetorical situation, as managers need to persuade shareholders to interpret the bad news in the least negative manner possible, to minimize the impact on stock price, reputation and trust.

Prior business and accounting research has studied how earnings can be strategically communicated for impression management purposes. Profit warnings, a sub-set of earnings forecasts, remain largely unexplored notwithstanding their significant impact on share price creating a more urgent context for the use of rhetoric than routine earnings announcements. Profit warnings, in particular, are frequently accompanied by explanations to influence investors' and analysts' evaluations of corporate performances and managerial actions. Little is known of the patterns of rhetorical discourse characterizing profit warnings and on how companies strategically announce bad news.

Our paper closes this gap by examining persuasive communication in profit warnings from an argumentation perspective. Corporate managers use argumentation to defend their own position and to strategically explain the sudden disclosure of bad news. As a mode of discourse aimed at justifying a standpoint to obtain persuasion, managerial argumentation can increase the credibility of an earnings forecast and the likelihood of audience acceptance.

In order to explore rhetorical argumentation in profit warnings, two analytical steps are accomplished before the argumentative analysis: (1) *Institutional context*: We conceptualize profit warnings as an activity type and define the constituents of the rhetorical situation to which they are expected to respond; (2) Textual g*enre*: By adopting Congruity Theory, we elicit the macro-moves that constitute profit warnings and define the pragmatic function they are intended to fulfill.

We then analyze argumentation in the macro-moves in profit warnings by considering both dialectical and rhetorical aspects. The analysis is corpus-driven and is based on twenty UK/Irish profit warnings between 2012 and 2014.

At the dialectical level, we conduct an *analytical overview* by identifying (i) the *issues* discussed within profit warnings and how they are hierarchically combined; (ii) the types of *standpoints* advanced by companies; (iii) if these standpoints are argumentatively defended, the *argumentation structure* (single, compound, multiple, subordinate) supporting the standpoint; and (iv) the *locus* (e.g., cause-effect, action-end, analogy, authority) logically linking the premise to the conclusion.

At the rhetorical level, we identifypatterns of strategic maneuvering by which managers try to positively influence the impressions of market participants about managerial actions and corporate achievements.

Preliminary results show that by issuing a profit warning, managers face two evaluative issues: past-oriented issues, in which the factors explaining the revised forecast are dealt with; and future-oriented

issues, in which reactive measures are proposed and justified. We find abundant rhetorical exploitation of lexical choices for self-serving attributional framings.

Jennimaria Palomäki

A discourse-pragmatic approach to the Finnish -han discourse particle clitic (Contribution to *The semantics, pragmatics and metapragmatics of discourse connectives, markers and particles in variable contexts*, organized by Blackwell Sarah)

A key characteristic of discourse particles is their polyfunctionality (Fischer 2006). This study examines the polyfunctionality of the Finnish discourse particle clitic *–han*. The functions attributed for *–han* range from changing the illocutionary force of an utterance (Hakulinen 1975) to expressing announcement of discovery, appealing to common knowledge, requesting assurance, or reminding a listener of a new truth (Karttunen 1974, 1975a) to marking an utterance as containing contextually new information (Välimaa-Blum 1987). The *–han* clitic belongs to a group of commonly occurring particle clitics which contribute to the pragmatic interpretation of an utterance (Karlsson 1983). The basic use of *–han* is demonstrated below.

(1) a. Henna meni kauppa-an.
Henna went store-ILL
"Henna went to the store."

b. #Henna=han meni kauppa-an
Henna=han went store-ILL
"Henna went to the store."

Assuming an 'out of the blue' utterance of (1.a) and (1.b) the fundamental difference is that (1.a) is felicitous whereas (1.b) is not. In other words, the utterance of (1.b) is only felicitous when licensed by a pre-existing context (Välimaa-Blum 1987). This feature of *–han* sentences has been examined by Hakulinen (1976), who noted that *–han* seems to mark a connection between the *–han* containing utterance and the preceding context. The Comprehensive Grammar of Finnish (ISK) gives attributes to *–han* the basic function of making the implication that the situation referenced by the *–han* containing utterance is familiar to the interlocutors (Hakulinen et al. 2010). Analysis of Finnish data, including conversational discourse among native Finnish speakers, shows that the use of *–han* containing utterances is licensed by both linguistic and non-linguistic pre-existing contexts and that there is a presupposition of a pre-existing context induced by the use of a *–han* containing utterance.

The approach taken in this study is Relevance Theoretic (Sperber & Wilson 2004), in which *–han* is viewed as contributing to discourse coherence by generating the implication that the utterance containing it must be interpreted on the basis of some pre-existing context. This characterization differs from previous approaches to the use of *–han* by bringing it into the scope of a large body of literature on discourse particles and their contribution to the non-propositional component of speaker meaning (Redeker 1991; Fraser 1996).

Natthaporn Panpothong & Siriporn Phakdeephasook

"Should we put this card here? What do you think?": Thai teachers' strategies of proposing ideas in teacher-student interactions (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

Social roles are one of the key factors that shape the structure of interactions. In different cultures, the role pair of teacher – student is guided by different value systems and played in different ways. In individualist societies, teachers expect students to find their own path (Hofstede 1986) whereas in Japanese culture, teachers play the parental role based on benevolence and empathy (Ueno 2014).

The present study investigates how Thai teachers and students interact in task-based discourse focusing on the linguistic behaviors of proposing ideas. The data consists of 10 transcriptions of problem-solving tasks from the "Mister O Corpus."

The results show that Thai students prefer to propose ideas through declarative statements with and without mitigation while teachers tend to be more indirect and hearer-oriented. It is evident that teachers use question forms twice as often as students. Moreover, they also use questions with mitigating expressions, show uncertainty, and ask for consent from time to time in interactions with students. At first glance, teachers' linguistic behaviors analyzed here seem to be in opposition to their highly respected status in Thai society. But in fact, strategies such as showing uncertainty, asking for confirmation, etc. are adopted by teachers to invite students to negotiate or express disagreement. Without their teachers' invitation, Thai students tend to remain silent and not express disagreement.

The teacher-student linguistic behaviors examined in this study reflect the perceived social role of teachers in Thai society. In Thai culture, teachers are referred to metaphorically as *phrakhun thii saam* 'the third benefactor,' which ranks them next to one's own parents in terms of virtue. This term highlights the superiority and benevolence accorded to teachers. Thai teachers are expected to play the role of moral parents who are superior yet supportive and open-minded (Wallace 2003). In student-student task-based interactions in the Thai dataset of Mister O Corpus, teasing is adopted as a strategy to achieve oneness (Panpothong and Phakdeephasook 2014). This strategy which indexes equality and reciprocal relations does not occur in teacher-student interactions. However, teachers tend not to impose their ideas on students. Rather, they adopt several strategies to encourage and support students to accomplish the task.

Alejandro Parini & Anita Fetzer

Stance and evidentiality in CMC (Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

Online participatory environments have become saturated spaces in terms of the opportunities that they offer for the display of different viewpoints and ideologies that are manifested through the negotiation of meaning in non-physicalised and increasingly multimodal types of interactions. *YouTube*, as a popular video-sharing and networking site, constitutes a new media space that invites both individual and collaborative stancetaking acts by participants who gather, virtually, to address a particular topic, issue or event depicted visually and discussed textually through the comments that are posted on the site (Chun and Walters 2011; Androutsopoulos 2011). Stancetaking in *YouTub*e is performed against the background of the contextual constraints of computer-mediated communication (or CMC) in general, typically, the degree of anonymity, the level of synchronicity, the filtering-out of identity cues, etc., and, specifically, of those of *YouTube* including a multiple media form of communication and a participatory structure or dynamics that makes possible different combinations in terms of the information flow, that is, one-to-many, many-to-many, many-to-one, etc. This interactional dynamics triggers a dialogic sequence of exchanges through which stances are formulated in response to previous stances or counterstances. Moreover, given the nature of the participatory structure of *YouTube*, stances can be adopted by commenters either individually or collectively, interdiscursively (in reference to objects or persons presented in audiovisual form) or intradiscursively (in reference to objects or persons presented or mentioned in other postings and in textual form), thus generating a multilayered-stance discussion framework. Against this background, and taking as a departure point Du Bois's conceptualisation of stance as encompassing the acts of evaluation, positioning and alignment (Du Bois 2007), in this work we examine how participants adopt and negotiate stance by responding to two videos posted on *YouTube* reviewing the *iPhone5s* and the *Samsung Galaxy S5*. Specifically, we look at how participants exploit evidentiality as a functional category realised through various linguistic resources and evidentiality as a source of information (Fetzer 2014) to achieve evaluative positionings in relation to the objects and persons involved in the discussions, and in this way align themselves with fellow commenters and/or with the video presenters. We will consider the connectedness between (1) acts of evaluation and argumentation, (2) acts of evaluation and the expression of direct (tactile) evidentiality and indirect (inferential) evidentiality, and (3) acts of evaluation and address forms. The data come from two *YouTube* sites 1) *Apple iPhone 5s vs Samsung Galaxy S5!* http://www.youtube.com/watch?v=o2GPYpaB44c , and 2) *Galaxy S5 vs iPhone 5s: Which Should I Buy?* http://www.youtube.com/watch?v=gwKaJ2hhT3c and comprise two videos of approximately 20 minutes in length each and a total of 200 comments posted by participants on the sites (100 on each site) from February to July 2014. Our qualitative and quantitative analysis, thus, centres the attention on the dynamic aspects of stancetaking practices which, we argue, are constrained by the communication affordances that help make *YouTub*e an online interactional site of ideologic, cultural and linguistic tensions.

Mee-Jeong Park

The functions of Korean prosodic boundary tones at the left periphery NPs (Contribution to *Prosody and discourse functions at the left and right periphery*, organized by Sohn Sung-Ock)

This part of the panel presentation deals with the use of prosody at the left periphery in Korean discourse. Some commonly observed left periphery items such as (a) interjections (e.g., oh, ah, wow), (b) discourse markers (e.g., *kuntey, kunikka, kuchiman*), (c) noun phrases (NPs) (e.g., personal pronouns, proper nouns), among others, are frequently used with IP boundary tones (BT) with a relatively long juncture. These left periphery items sometimes occur with single tones for lengthening purpose; bitonals for discourse organization purpose; or multitonals with an affective stance. This presentation will mainly focus on the occurrences of BT with Korean NPs at the left periphery, in terms of its presence or absence and their relationship with noun particles.

In Korean, most NPs such as proper/common nouns and personal pronouns are suffixed with noun particles such as -*i/ka* (subject particle), -*un/nun* (topic particle), -*ul/lul* (object particle), etc., as in example (e). In spoken discourse, however, these particles are easily omitted without losing their grammatical meaning, as in (c) and (d). For the NPs at the left periphery, the presence or absence of the BT will make some difference in terms of the speakers' stance toward their interlocutors.

The pronoun *na* 'I' in (c) has its own intonation phrase and is marked with a BT (%), whereas the same pronoun in (d) is not. Although these two sentences have the same meaning, the speaker's stance is marked in (c) with the presence of a BT at the left periphery NP. By placing *na* with an independent IP, the subject *na* is expected to be at the center of this talk-in-interaction. It is *na*, the objective of the hearer's attention, that is the center of this conversation topic. Therefore, the utterance in (c) makes the speaker's statement more discreet and trust worthy by bringing hearer's attention to the speaker him/herself.

In the utterance in example (d), on the other hand, the presence of BT at the left periphery NP *na* may not project a similar speaker's stance as in (c). If a BT is placed on the NP *na-nun*, the tone emphasizes the final syllable of the NP, the topic particle -*nun*. In this case, the contrastive meaning of the topic particle is being emphasized and the statement will make an implication that the speaker likes the hearer, as opposed to the hearer who does not. For this reason, many NPs at the left periphery are often left bare, so that the noun itself stands neutral without any further implications conveyed within the particles.

Therefore, the presence or absence of the NP particles at the left periphery can be associated with the prosodic phrasing, which maximizes the speaker's interactional strategy.

Examples

(a) wa::[%] cincca masissta
Wow really be delicious
Wow, (it's) really delicious.

(b) kuntey[%] ike nemu pissata
but this too expensive
(but) This is too expensive.

(c) na[%] ne cohahay
I you like
I, like you.

(d) na ne cohahay
I you like
I like you.

(e) na-nun[?] ne cohahay
I-Top you like
I like you.

Ruth Parry, Marco Pino, Christina Faull, Luke Feathers, Kerry Blankley & Jane Seymour

How do hospice doctors broach end-of-life matters in conversations with terminally ill patients? (Contribution to *Dealing with distress: Conversation analysis of the management of interactions with vulnerable people*, organized by Antaki Charles & Marco Pino)

Communicating with terminally ill patients about the prospect of impending death is a highly delicate matter, which is primarily (if not exclusively) accomplished through talk-in-interaction. Recent national reports in the UK have pointed to the importance of improving communication in this area (DH, 2013). Engaging in conversations about dying with a healthcare professional ahead of time can provide patients with opportunities to make plans for the care to be delivered towards end-of-life. Evidence from qualitative interview studies suggests that, although some patients do not want to think too far ahead, others want to be given opportunities to engage in conversations about end-of-life issues. However, healthcare professionals reportedly find it difficult to judge when it is appropriate to initiate these conversations (Almack et al. 2012). Professionals can also be concerned about causing distress or taking away hope. Our presentation examines both challenges and strategies for communicating about end-of-life by examining how experienced palliative care doctors engage patients and their companions in related talk.

We use the method of Conversation Analysis to analyse 25 consultations, video-recorded in a hospice in England, involving 4 experienced palliative care doctors and 25 patients (and sometimes their close companions their carers). Preliminary exploration of the data revealed that broaching end-of-life matters can be complicated by several elements, including doctors' lack of information about what patients have already been told about their prognosis by other professionals (for first-time appointments) and the delicacy of discussing virtual scenarios which, for some patients, may not materialize in the near future.

One practice that the doctors employ to promote talk about end-of-life is to link back to something that the patient has said (not always in prior position) and to exploit it as a resource to inquire about the patient's thoughts and feelings about dying.

1 DOC: But you think (.) so going back to what you were saying
2 before, ( ) Lynn part of it is the fear=of (.) what
3 might ↑ happen _
4 (0.2)
5 PAT: I'll- I'll be honest.
6 DOC: ( )
7 DOC: I've never been frightened of dying ¿

Here, the doctor refers back to the patient's report of feeling fear, earlier in the consultation, and enquires about whether this has to do with "the fear of what might happen" (line 2). The way the doctor does this avoids direct reference to the prospect of dying; nevertheless, the patient's response displays her understanding of dying as precisely the topic that the doctor is trying to broach (line 3). In other cases, doctors exploit patients' references to end-of-life matters to issue much more explicit and focused inquiries, such as in the following instance:

1 PAT: If you- lose your force,
2 DOC: M:h_
3 (0.8)
4 PAT: lie there as a vegetable, you've got no life_
5 (0.4)
6 DOC: Mh
7 PAT: Yea:h, (0.7) (>that's/then that's) better off
8 having an injection and gu- going de sleep.
9 (0.5)
10 PAT: Yeah ( )
11 (0.6)
12 DOC: Do you (.) are you someone who (0.4) thinks about that much
13 about (.) euthanasia a[nd
14 PAT: [U::[m
15 DOC: [that sort of side of things?

In other cases, where patients have not provided materials to which doctors can link back, doctors can produce designedly ambiguous inquires, which allow patients freedom to address end-of-life issues or other concerns.

1 DOC: And with regards to the (.) cancer itself,=
2 PAT: Ye[s
3 DOC: [what's your understanding of (.) how much of you it's
4 affecting?
5 PAT: .hh Well (at the centre of) this right lu:ng (.)
6 u[:m (.) u:m tch=
7 DOC: [Yeah.
8 PAT: =and it was (.) to start with extremely- (.) I was
9 extremely breathless …

Here, the doctor's question provides the patient with an opportunity to discuss her views about the future implications of her terminal cancer, but in this case the patient selects to describe her symptoms.

In this presentation we will describe in further detail different practices for initiating talk about end-of-life matters (linking back, ambiguous and unambiguous enquiries) and examine their different implications in relation to providing opportunities to discuss thoughts and feelings about the prospect of dying.

Annick Paternoster& Francesca Saltamacchia

Metaterms and conventionalisation in a nineteenth-century Italian conduct manual, La gente per bene (1877) by La Marchesa Colombi. (Contribution to *Towards a diachrony of relational work: Factors behind sociopragmatic change in 18th and 19th century Europe*, organized by Paternoster Annick & Marcel Bax)

This abstract is part of project nr. 100012_153031, "The reasons for politeness"(Swiss National Research Foundation). The birth of contemporary politeness in the behavioural treatises of 19th century Italy", which is investigating how polite conventions change after the previously dominant aristocratic conduct model is undermined by the socio-cultural changes caused by the Revolution (1796-9) and the Unification of Italy (1869).

In Understanding Politeness, 2013, Kádár and Haugh suggest that changes in conventional politeness arise either through challenges in a distinct group ("contestedness") or at a social level via conventionalisation, possibly education (pp. 142-4).

We propose to look at how sociopragmatic change is conceptualised in Nineteenth-Century Italy, when the publication of conduct manuals produces vast numbers (186 different titles in a total of well over 400 editions). After a brief overview of how these texts are distributed over the century and tie in with the

official values promoted by the Nationalistic discourse of the young State, we will concentrate on one of the most successful texts of the century, La gente per bene (1877) by La Marchesa Colombi (pseudonym for Maria Antonietta Torriani, a successful novel writer), which reaches 27 reprints by 1901. Bourgeois family life as it is epitomised by the mother figure now takes centre stage and we propose to investigate differences in the representation of socially dominant norms (customs, habits, consuetudini, usi) and of individual choice. Variation is always justified through positive emotions (*affetto*, affect) like tenderness, kindness, lovingness (t*enerezza, gentilezza, amorevolezza*) and ... politeness (*cortesia*) and are linked to sincerity. First, a study of the semantic fields formed by metaterms will illustrate which values push for departure from the norm and how variation is argumentatively justified. Next, we will look at a possible link between these emotions and the presence of linguistic structures of rapprochement in the prominent pseudodialogue the writer develops throughout the volume with her (female) readers. Frequent forms of address, terms of endearment, rhetorical questions and light banter construe a relationship of consensus, common ground and complicity.
We will formulate the hypothesis (subject to further research) that female conduct literature, which dominates the last 20 years of the century (Matilde Serao, Anna Vertua Gentile, Emilia Nevers), conventionalises rapprochement politeness. Although at first glance that seems a case of subgroup based contestedness in female members of the middle classes, we will argue the case that this is still very much in line with the official post-Unification discourse which consistently promoted the emotion of love: love of the Nation (represented as a nurturing mother), love of kinship and crucially, maternal love of the mothers who had the duty to educate the new Italian citizens.

Adriana Patiño

"Jo no savia pas gaire que aquí és feia tot en Català": Small stories of Latin Americans in the Catalan school community (Contribution to *Conversational narrative and (socio)linguistic ethnography*, organized by Relaño Pastor Ana Maria & Adriana Patiño)

Beliefs about languages play a central role in the motivation (or lack thereof) to learn or value the learning of a language. This presentation focuses on the circulation of language ideologies (Schieffelin, Woolard & Kroskrity 1998) between parents and children of Latin American backgrounds who are being socialised in the Catalan education system, as well as some of the immediate consequences of such ideologies for these participants' investment in the host system (Norton 2000). Data, gathered in a sociolinguistic ethnography carried out in three secondary schools in the metropolitan area of Barcelona between 2011 and 2013 (RecerCaixa 2010), include observations made in the classroom and other spaces of the school in different periods of the school year, as well as storytelling gathered from in-depth interviews with some of the education actors (students and parents of Latin American backgrounds). We will focus on storytelling because it has proved to be a tool for gathering evaluatory and ideological stances amongst storytellers (e.g. Ochs & Capps 2001). However, we understand that it provides reported data that need to be triangulated with observational and interactional information. Three operative research questions will guide our presentation: What language ideologies emerge in Latin American parents' storytelling about their experiences in Catalonia?; How much from these ideologies circulates amongst Latin American children's discourses?; and What do these forms of circulation tell us about the family's role in the shaping of such language ideologies? Some of the findings reveal: i) language preferences on the basis of mobility or participants' definitions of what a language is, and ii) a complex constellation of language ideologies regarding Catalan as the language of the school, one that coexist in this context. This constellation of ideologies will be connected to the historical, social and political processes through which they are shaped.

Franco Pauletto, Karin Aronsson & Giorgia Galeano

Directives and affects at dinnertime: Rhetorical resources in Italian and Swedish family conversations (Contribution to *Affect, social action, and identity in adult-child and child-child interaction*, organized by Burdelski Matthew & Asta Cekaite)

Recently, a novel interest in requests and directive has arisen in the field of language and social interaction where contingency and entitlement have proven to be useful aspects that allow the analyst to differentiate between requests and directives (Curl & Drew 2008; Craven & Potter 2010; Heinemann 2006). Directives can be studied both as part of larger activities and as embodied actions unfolding across time and space with moral and social implications (Aronsson & Cekaite 2010; Goodwin & Cekaite 2012; Mondada 2011).

Our study situates directives in the social action of mealtime conversations. Mealtimes are 'densely packed events' (Feise, Foley et al. 2006) where many activities occur simultaneously and where participants successively negotiate mutual rights, obligations and accountabilities over time (Aronsson & Cekaite 2010; Bova & Arcidiacono 2014). This paper focuses on linguistic and embodied practices deployed in order to get things done and pays special attention to mitigating and aggravating moves; analyzed as displays of the members' affective stances in constellations that involve different types of entitlement: adult-child, child-child, and child-adult requests and directives.
The data draw on video-recordings of family life in sixteen Italian and Swedish middle class families, with at least one elder and one younger child (39 children of 1.5-16 years of age). Each family was filmed during one week.
Impersonal constructions, such as ' *man får inte x'* ('one may not') and what we call *rhetorical noticing* s (e.g. 'you have not finished your meal') were deployed in different contingencies and in different types of adult-child constellations. Rhetorical questions with an ironic edge ('What did I tell you?') were other resources, invoking – and exposing – the recipient's troublesome behavior (Jefferson 1983; on exposed corrections). These rhetorical devices were designed so that the children could respond either through performing or through refraining from target actions.
When trying to regulate or correct the children's behavior, the Italian parents, for instance, recurrently deployed ' *dai* ' (come on!)-constructions, while the Swedish parents, deployed ' *hörru* ', ('hey')-constructions and constructions with ' *men'* ('but'; 'but will you not finish your food?'). The terms involved differed, but the phenomena at stake were much the same: securing joint attention and joint orientation / compliance/non-compliance / eliciting accounts for non-compliance.
Downgradings were based on diminutives and endearment terms or on various types of indirectness (e.g. impersonal and modal constructions; irony). Upgradings were often based on changes in tempo, volume, prosody and other affective markers, along with unmitigated directives. In many cases, there was a trajectory in an upward direction: (i) request/directive, (ii) lack of compliance and (ii) aggravated request/directive. But directive trajectories did not necessarily follow a unilinear upward or downward curve. Our findings document many cases where downgradings and upgradings would coexist even within a single turn. Moreover, the data show that devices such as '*dai*' would be affectively loaded with either positive or negative affects, depending on the sequential environment and the kind of activity at stake.

Maria Pavesi

Demonstratives in fictive dialogue and film representation (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

Demonstratives belong to the repertoire of means the speaker can resort to in order to highlight segments of current discourse or the extra-linguistic reality. Whereas traditionally demonstratives have been interpreted as expressing proximity or distance from the deictic centre, more recently they have been viewed as coordinating participants' interaction. Demonstratives thus establish a joint focus of attention between interlocutors. They are basic in both communication and social cognition as they direct the speaker's and the addressee's attention on a specific, shared object of reference (Diessel 2006, 2014). In speech, demonstratives can perform endophoric and exophoric functions by referring to elements or whole segments within the verbal text and by focussing the interlocutors' attention on items of the situational context, which include concrete objects, as well as more abstract situations, conditions and states of minds (Halliday and Hasan 1976; Lyons 1977; Himmelmann 1996; Diessel 1999). These functions are extended to film dialogue where these deictic devices bind turns together and ostensibly refer to aspects of the multimodal context in which dialogue is embedded (Pavesi 2013). But films also perform a narrative function, which may be reflected in the use of demonstratives on screen.
Starting from the above premises, the paper investigates the different functions of demonstrative pronouns in Anglophone films: to what extent they connect and highlight verbal interaction between participants and explicitly link up turns together and to what extent they refer to the represented external situation both in terms of the multimodal perceptible context and the overall diegetic circumstances. The empirical basis of the study is provided by 12 American and British film dialogues belonging to the English component of the *Pavia Corpus of Film Dialogue* (Freddi and Pavesi 2009). The film dialogues were manually transcribed and contain a total of about 112,000 running words. The paper will focus on exophoric demonstratives, prototypical demonstratives, whose deictic function is likely to be purposely exploited in film, and will specifically investigate the gestural and symbolic functions of the exophoric pronouns (Levinson 1983: 65-66). The results will show that in films demonstrative exophora has a greater role than in spoken English, where endophoric or textual uses of demonstratives outnumber

exophoric uses (Strauss 1993, 2002; Botley and McEnery 2001). In addition, results will further reveal that on screen reference is not only made to objects physically present in the scene or the immediate surroundings (e.g. "Lucien, you should see *this*"), but is also frequently made to the communicative situation and the broader context in which the participants are involved (e.g. "What would your mum have made of *this*?"). The narrative dimension of film thus comes to the fore as significantly relevant to both fictive dialogue and cinematic representation. The implications for the displaced audience of the specific uses of these deictic devices will be discussed.

Theodossia-Soula Pavlidou

Ways of indexing gender non-referentially in (Greek) talk-in-interaction

(Contribution to *Indexing gender revisited: On the non-referential aspects of gendering*, organized by Pavlidou Theodossia-Soula)

Recent studies on gender and interaction (see, for example Speer and Stokoe 2011) increasingly turn to three – partly interrelated – positions that have been articulated towards the end of the 1990s:

-- the idea that gender can be (and most commonly is) indexed non-referentially, i.e. in a mediated way via stances, social actions, etc., rather than directly and exclusively (Ochs 1992);

-- the procedural character of gender, i.e. its potential for unfolding over several turns of talk (Hopper and Lebaron 1998);

-- the requirement, entailed in the conversation analytic perspective, that the relevance of gender be established for the participants themselves when studying gender in interaction (Kitzinger 2000).

Besides dealing exclusively with English talk-in-interaction, the above-mentioned studies, with few exceptions, seem still anchored to some gendered term that lurks in the co-text (cf. e.g. Jackson 2011; Beach and Glenn 2011). Moreover, given that the point of departure in Ochs' approach stems from Silverstein's (1976: 29) distinction between referential and non-referential 'indexes', the question arises as to its descriptive and explanatory potential for cases in which the non-referential indexing of gender goes beyond single signs, words, terms, etc.

The aim of the paper is, first of all, to contribute to the fleshing out of the non-referential aspects of gendering by providing data from non-English talk-in-interaction, and more specifically from Greek conversations among relatives and friends (Pavlidou 2015). These examples, together with other cases, like Sidnell's (2011) *D'you understand that honey?*, in which the indexing of gender is not triggered by single (gendered) linguistic items, point to diverse ways of indexing gender non-referentially. Secondly, the paper raises the issue of how we could come to grips with this multifariousness and whether the different modes of indexing gender non-referentially dwell upon and/or can be adequately captured, and to what extent, by: (a) the inherent characteristics of any dialogic communication, such as the procedural alternation between the 'I' and the 'you', and their mutual constitution (Benveniste 1976); (b) the locally accomplished ascription of category-bound attributes and activities, members' categorization, etc. (Stokoe 2012); (c) 'orders of indexicality' (Silverstein 2003).

Joanna Pawelczyk

'I wasn't one of those people': Indexing and categorizing gender in interviews with male and female war veterans (Contribution to *Indexing gender revisited: On the non-referential aspects of gendering*, organized by Pavlidou Theodossia-Soula)

Ochs (1992) in her landmark paper emphasizes that non-referential indexes of social meaning including gender are far more common than the referential ones. A body of research conducted in ethnomethodological tradition, more specifically using the insights from Conversation Analysis and Membership Categorization Analysis evinces that researchers are able to capture various aspects of gendering as transpiring in the local interactional contexts (e.g., Stokoe 2012 a, b; Land and Kitzinger 2011). Importantly as Le Baron (1998 as quoted in Tracy 1998: 15) asserts within the ethnomethodological tradition "… gender becomes an issue when the participants themselves make it one" (see also Speer and Stokoe 2011).

This paper using the methodology of Conversation Analysis and Membership Categorization Analysis looks into selected interviews with female and male war veterans taken from the Veterans History Project run by the Library of Congress to examine subtle indexical work that is performed by female and male war veterans in constructing themselves as military professionals. The interview is approached in this paper as a co-constructed interactional project in which participants draw on their cultural knowledge in their posed questions and proffered answers (see Baker 1997).

The aim of the paper is twofold. Firstly, it will examine how gender-neutral terms take on gendered meanings in the interactional here-and-now of the interviews. The analysis will show how the gendered

meaning is progressively developed in participants' turns and accomplished in interactional sequences. In particular the non-gendered term 'people' will be examined as used by female war veterans to build their professional military identity and/or to distance themselves from the dispreferred image of army members. Secondly, it will investigate how the participants invoke the category of gender in the ongoing interaction. The focus will fall here on members' categorization work concerning the characteristics and category-bound activities attributed to men and women and their relevance to the category of a soldier. Membership categorization analysis will allow us to reveal certain gendered assumptions operating in the military setting that potentially prevent women from full and authentic integration into the army.
All in all, the paper will evidence the continuing relevance of gender in the context of military.

Elizabeth Peel
'There is a degree of reduced volume of brain substance and that's significant': Exploring diagnostic talk in memory clinic interaction (Contribution to *Dealing with distress: Conversation analysis of the management of interactions with vulnerable people*, organized by Antaki Charles & Marco Pino)
Diagnosing dementia is difficult for various reasons and on a number of levels (ethical, medical, interpersonal). Historically, negative impact on the patient (e.g., creating anxiety), caregiver (longer time in a stressful role), and services (overloading of specialist services) has been emphasized. More recently, however, the benefits of 'timely' diagnosis have been stressed, and, it has been argued, 'catastrophic' reactions are relatively uncommon. Existing research focused on the delivery of dementia diagnosis has observed a lack of usage of explicit dementia-related terminology, which is positioned as problematic. In this talk, I take a more neutral stance on interaction in this context through applying discursive and conversation analytic insight to a (small) corpus of naturally-occurring UK memory clinic interactions. These interactions are drawn from eighteen memory clinic appointments (including three home visits) that were video-recorded with fifteen patients (mean age 76.66 years, range 55-92 years) and fourteen accompanying persons (thirteen relatives and one neighbour) as part of the British Academy funded *Dementia Talking* project. I relate these data to the broader literature on breaking bad news in medical encounters. I suggest that, contrary to euphemistic language - or the patient themselves not always being the primary interlocutor - being viewed as inherently problematic, conformity to intersubjective norms of minimizing catastrophic reactions in medical communication demonstrates sensitivity to patients and families. Moreover, diagnostic communication with this group of vulnerable people is managing problems associated with 'insight' in terms of delivery and receipt, or indeed non-receipt, of diagnosis .

Hermine Penz
Communication technologies and the changing concept of time: Forced adaptations? (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)
The increasing use of new communication technologies (computers, smart phones, skype, etc.) has influenced people's conception of time. On the one hand constant access to e-mails and the speed of this medium has resulted in a feeling of immediacy and urgency to respond. At the workplace the time which is spent on e-mail communication has been growing constantly as has the amount of information which employees have to deal with. On the other hand, modern CT has had the effect of merging (or at least producing overlaps of) working hours and spare time. The conception of monochronic time (Hall 1976) is slowly giving way to a more polychronic conception of time which puts emphasis on the simultaneity of events and actions. At the same time people feel that they have to be constantly available for all types of communication (private and professional) on a 24 hour basis. How do people adapt to the demands and the intrusion of these technologies on their views of time and speed of life? This paper looks into the question of how CT has influenced the conception of time in modern life and people's adaptation strategies and evaluation of this development. The analysis is based on a qualitative discourse analysis of the language about time in focus groups and various theoretical discussions and reports on CT, health and work, etc.

Gerardine Pereira
The interface between gesture studies and pragmatics (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)
Pragmatics and Gesture Studies focus on the dynamics of communication and interaction as people engage in language use and both approaches provide information about the human mind as well as

aspects of cognition. Pragmatics and Gesture Studies share common sources for the investigation of speech and gesture, such as conversations, narratives, workplace discourse, or discourse produced by language learners. However, Pragmatics and Gestures Studies vary in their approach to language. The study of gesture considers nonverbal communication and even sign languages as primary areas of study. The relationship between gesture and thought is one area of research, for example, which analyzes how gestures express and reflect thought even when speech is absent. Pragmatics favors the verbal components of spoken and written utterances, for instance in the investigation of traditional topics such as speech act theory, presupposition, and implicature. Newer aspects of the pragmatic study of discourse also focus on different discourse structures and discourse domains (see Schneider and Barron 2014), moving from a micropragmatic to a macropragmatic context.

Pragmatics and Gesture Studies also vary in their use of qualitative and quantitative methods: Pragmatics generally orients toward a qualitative account of language, making descriptive observations about human language behavior in different contexts. Gesture Studies is composed of a range of theories and approaches and much work on different aspects of gesture applies quantitative methods. Computer sciences, for instance, studies gesture with regard to modeling to develop surface technology (Wobbrock et al. 2009) or computers which recognize hand gestures (Davis and Shah 1994). Research in musicology and dance quantifies gesture to investigate the relationship of music and gesture (Gritten and King 2006) and cognitive psychology and biology study the origins as well as the biological foundations of gesture (McNeill 2012; Overton 2010). All of these approaches to gesture make the study of gesture a vast, but also an incoherent field of research.

In this paper, it is argued that Pragmatics can shed new light on Gesture Studies, enabling a development of a systematic linguistic perspective by analyzing the relationship of speech and gesture. Based on dyadic, face-to-face interactions, classic pragmatic topics, such as cohesion and reference as well as repetition, will be revisited here to investigate gesture in context. It will be demonstrated how a pragmatic perspective on gesture in context can supplement and extend previous gesture-based research on these topics to derive new implications for the study of human communication. In summary, this paper investigates how and where Gesture Studies interface with Pragmatics, focusing on the functions of speech and gesture in context based on face-to-face interactions.

Maria Fausta Pereira de Castro

L'acquisition de la langue maternelle entre langues (Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)

Du point de vue empirique ce travail part de l'analyse de certains faits de l'acquisition du langage qui nous montrent l'entrecroisement des langues dans la constitution de la langue maternelle du sujet parlant. Ces faits nous mèneront à la formulation d'une hypothèse sur le concept lui-même de langue maternelle.

La transmission de la langue, tout au long du temps, de génération en génération, dans l'axe de diachronie, doit être analysée en tant que phénomène collectif, où entrent en action les forces antagoniques de la continuité et du changement. En tant qu'objet de la science linguistique la langue est, pour Saussure, un point de vue: « celui de la constance et de la répétabilité des phénomènes : c'est dans ce sens que la langue s'oppose à la parole » (Milner 2002). Dans le phénomène total du langage la langue est le langage, moins la parole. Celle-ci est singulière, absolument non répétable et ses manifestations sont toujours individuelles en constituant le pas-tout du langage, c'est-à-dire, un objet pas homogène.

C'est néanmoins dans le champ du langage – quand langue et parole sont en jeu – que *l'infans* est capturé par la langue (De Lemos 2002). En fait, il ne parviendra pas à parler s'il n'y a pas une rencontre avec une langue (ou des langues) qui lui arrive par la parole de l'autre - ses parents, adultes, la masse parlante. Du point de vue phénoménique il est possible de reconnaitre des relations structurales entre la parole de l'autre maternel et celle de l'enfant, qui se voit enlacé par le réseau du langage, touché par la valeur performative de l'invocation maternelle.

Dans ce sens la langue maternelle doit être reconnue comme une expérience unique par l'incidence d'un fonctionnement linguistique qui rend *l'infans,* parlant; la langue maternelle est une langue entre autres, mais pour un certain sujet, elle est sa langue maternelle. Il n'y a pas d'autre qui lui soit comparable.

Il n'en reste pas moins que, en certaines situations, on doit admettre que des matérialités linguistiques diverses, issues de plus d'une langue, participent de la constitution de la langue maternelle, malgré le fait que le sujet puisse même ignorer ce savoir.

A partir de ce cadre théorique, l'objectif de ce travail est mener une discussion sur la notion de langue maternelle basée sur des expériences temporaires ou continues vécues par des enfants en contact avec plus d'une langue pendant leur processus d'acquisition du langage. Il ne s'agit pas d'un travail sur le bilinguisme, mais d'une réflexion qui s'appuie sur des faits linguistiques observés en deux enfants âgés

de trois ans – une petite fille brésilienne et un garçon franco-brésilien – en contact avec le français et le portugais.
De tels faits nous permettront de conduire, pour finaliser, une réflexion sur les effets des langues de l'enfance sur le fonctionnement linguistique de l'adulte et, éventuellement, dans la création poétique ou littéraire.

Daniel Perrin

"On fait un peu le laboratoire et on verra les risques" – Emergence as a driver of change in transcultural news flows (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

Just as individuals, media, too, have to adapt themselves to the changing times and mores, to the different stakeholders they interact with, to the cultures they come in contact with in an increasingly mediatized and globalized world. Transcultural newsflows challenge their adaptability.
More than any other integrative social theory, Realist Social Theory (RST) focuses on the decisive details of adaptability: on the different natures of agency and structure, on their distinct power and properties such as their persistence in the process of co-adaptation. RST explains social change as being caused by outcomes emerging from human agency and complex, more or less durable structures that constrain and enable agency in ways that actors often are not aware of. This unique property of RST helps understand, explain and elaborate media policy making in multilingual environments.
This presentation draws on multimethod analyses of structure and situated activity in the Swiss public broadcaster SRG SSR Idée suisse and its interfaces to transcultural news flows. Focusing on one particular case study, it reconstructs promising language policy making as a multi-layered, integrative and interactive process of co-adaptation. In doing so, it first defines and connects the key concepts of public broadcasting, RST, and inclusive multilingualism (Part 1). Then, it explains divergences in media stakeholders' expectations (2) as starting points for an inclusive way of policy making (3) in which inclusive multilingualism applies not only to organizational communication, but to the process of organizational development and understanding itself (4). The presentation concludes by outlining evidence-based principles for making news language policies in an inclusively multilingual global media environment (5).

Raymond F. Person

Understanding metonymy: Lessons from the comparative study of oral traditions and conversation analysis (Contribution to *Understanding metonymy: Context and cognition*, organized by Chen Xinren)

Although discussions of metonymy in pragmatics may be relatively new, metonymy has been widely discussed in the Parry-Lord school's analysis of oral traditions and literature with roots in oral traditions. Based on extensive ethnographic studies and recordings of living oral traditions (such as epics sung by Serbo-Croatian bards, many of whom were illiterate), Albert Lord (1961) discussed the compositional function of name-epithet formulas in both Serbo-Croatian epic and Homeric epic. John Miles Foley (1990, 1991, 1995) extended Lord's discussion, emphasizing not only the compositional function of such formulas but also how they function cognitively for the competent traditional audience that is already familiar with these epics. That is, the performance arena in which traditional oral epics are performed use a linguistic register (what Lord called a "special grammar") to co-produce meaning between the oral bard and the traditional audience.
This paper will draw from these studies, especially those of Foley, to demonstrate how this understanding of traditional oral epics helps us understand language in general. As such, Foley's insights on metonymy will be discussed in light of observations from conversation analysis concerning both everyday conversation and institutional talk. The examples in this paper will draw primarily from two groups of similar data: (1) references to persons in everyday conversation (Goodwin 1986; Pillet-Shore 2011) and name-epithets in Serbo-Croatian and Homeric epic (Foley 1990) and (2) openings in "canonical" sequences in everyday conversation (Schegloff 1986, 2007), openings in institutional storytelling (Arminen 1998; Hutchby 1999), and prologues to Serbo-Croatian and Homeric epic (Foley 1999). The conclusions will demonstrate that, when we understand oral traditions as a form of institutional talk, we have a wealth of additional data by which we can describe metonymy as an ubiquitous cognitive phenomenon reflected in language.

This paper is another example of how the comparative study of oral traditions combined with various pragmatic approaches can contribute to cognitive science as demonstrated in the forthcoming volume, *Oral Poetics and Cognitive Science*, edited by Cristobal Pagan and Mihailo Antovic.

Rasmus Persson

Repetition, prosody and sequential organisation in French talk-in-interaction

(Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Hancy Hedberg)

In this paper, an interactional linguistic approach to prosodic constructions is taken, and it is illustrated empirically with an analysis of other-repetition in French, where prosody is understood as a resource for managing the organisation of sequences of turns at talk. Data comes from audio recordings of naturally occurring social interaction in a variety of institutional and mundane settings.

Two prosodic constructions are shown to be systematically and purposefully deployed by participants in interaction when they repeat an interlocutor's talk. Sequential analysis, informed by conversation analytic techniques, reveals that each of the two constructions has distinct consequences for the ensuing development of the talk.

The first construction (A) exhibits a salient secondary accent (secondary stress in French falls on the first syllable of the first content word in the stress group), with a less prominent primary (final) accent. The salient secondary accent is manifested by pitch prominence, and often by strongly articulated and/or prolonged syllable-initial consonants. Participants employ construction A in repeats that unproblematically receipt, register or "take in" the repeated turn, without soliciting confirmation from the speaker of the first saying.

The second construction (B) is characterised by a salient primary accent – falling on the last full (non-schwa) syllable of the stress group – manifested by a pitch prominence exhibiting both a rise and a fall. Construction B is employed in repeats that question the repeated turn and initiate repair on it. Such repeats are responded to (at least) with a confirmation, and often with more elaborate attempts to remedy some trouble related to the intelligibility or appropriateness of the repeated turn.

In French linguistics, secondary stress in general is assumed to have rhythmic or boundary-marking functions in speech, and what I call construction A is often termed *accent d'insistance*, an emphatic variant of secondary stress. The pragmatic functions of *accent d'insistance* are generally thought to be intensification or contrastive focus, and this is typically supported with evidence from single utterances, elicited talk or other mainly monologic data. I argue that while intensification or contrastive focus may be relevant functions in some cases, considering the construction as it is mobilised in talk-in-interaction reveals that it has more specific pragmatic functions of a concrete, interactional nature (in this case: acknowledging receipt, not soliciting confirmation). While generally inaccessible to researchers' intuition and hypothesising, such interactional functions are immediately relevant for the actions interactants accomplish through their talk, and they can be empirically warranted through sequential analysis of how participants deploy and treat the construction.

However, prosodic constructions can only be properly understood as resources for interaction by taking into account which type of action the prosodic construction contributes to, i.e. what the turn as a whole – rather than its prosody alone – is designed to do or achieve. An interactional approach also permits justifiably specifying what the relevant alternatives to some prosodic construction are *for participants*: here, construction A does not simply alternate with e.g. 'absence of *accent d'insistance*', but with construction B.

Miriam R.L. Petruck & Bracha T. Waldman

What a pain: Modern Hebrew kaav – 'hurt.v' (Contribution to *A panel in honor of Charles J. Fillmore (1929-2014)*, organized by Petruck Miriam R.L.)

Focusing on the Perception_body frame, which FrameNet (Ruppenhofer 2010) has characterized for lexical material that describes "physical experiences that can affect virtually any part of the body," the present work considers Modern Israeli Hebrew *ka'av* – 'hurt.v' and three related constructions that license the verb's occurrence as a way of examining certain expressions of physical pain.

Table I displays the constructions examined here, including subtypes, along with a typical example for each one. Note that the Frame Semantic analyses, i.e. annotations of semantic roles for each sentence, in Table I only show the two core frame elements of the Perception_body frame: Experiencer, the being that has a physical experience on some part of the body, or internally, and Body Part, the affected body part.

Table cannot be shown due to lack of space

The Dative_of_Experience_BodyPart (DOEbp) construction, itself a specific instance of the more general Dative_of_Experience construction (Berman 1980), has two subtypes, one for the culturally acceptable

manner of describing pain in general terms (1a) and the other for expressing pain specifically (1b) when circumstances require doing so, for instance, to describe pain to a health professional. Although the DOEbp construction licenses the most normative expressions of pain, other possibilities exist, each of which serves a different function. While the BodyPart_Subject construction (2) licenses expressions of pain that highlight the affected body part, the novel, most constrined in form/function, and still evolving in usage Experiencer_Subject construction (3) licenses expressions of pain that focus on the experiencer of the pain. Whereas Berman (1980) suggests that the Dative_of_Experience construction emphasizes the circumstances over the experiencer, this work shows that each construction welcoming *kaav* emphasizes a different frame element in the Perception_body frame.
The data discussed here show that the grammar of the language appeals to frame information in licensing its constructs. More specifically, the grammar of Modern Hebrew provides different forms to highlight a different frame element of Perception_body , each with a unique construction. Moreover, these data reflect the cultural conventions of speakers of Modern Hebrew, thus also demonstrating that speakers of the language appeal to pragmatic factors and frame knowledge in their use of language. Finally, this preliminary study begins to articulate an aspect of the interaction between Fillmore's (1982 inter alia) semantic frames and his grammatical constructions (Fillmore 1988 inter alia).

Lusi Lian Piantari & Dian Ekawati

Positioning, power and politeness in Indonesian academic talk (Contribution to *Face revisited: A valid concept for cultural and linguistic diversity?*, organized by Schröder Ulrike, María Bernal, Thomas Johnen & Bernd Meyer)

Academic consultation is an asymmetrical relation that involves participants having different positions in a conversation. Position distinction is able to determine power in each interlocutor. In the context of academic consultation in Indonesia, position and power from each interlocutor are evidently performed from setting, participants, ends, act sequence , keys, instrumentalities, norms of interactions , and genre (Dell-Hymes 1964). Magnis-Suseno (1981, 1989) and Geerzt (1961) state that Indonesian culture, particularly Javanese, values hierarchy and respect to interlocutors in interaction. Historically, it has been clearly indicated in academic consultation contexts. Most of the time, the lecturer has a higher position and more power than students. However, after the political reformation in Indonesia in 1998, there ha ve been changes in the interaction pattern between lecturers and students. The openness of information channels such as internet also corroborates the changes. This current study is an empirical research discussing the interaction in academic institution related with position, power, and politeness strategies. This situation was shown in two academic consultation sessions involving 25 students and 2 lectures from two universities in Bandung and Jakarta, Indonesia. The conversations took place in the beginning of semester in academic year of 2014-2015 to discuss students' academic plan. The conversations were audio recorded then transcribed using GAT convention (Selting at al. 1998). They were analyzed qualitatively by ethnography speaking of Dell-Hymes (1962). Data were interpreted by politeness strategy theory (Brown & Levinson 1987), intercultural pragmatics (Wierzbicka 1991), and Gunarwan (1992, 1994, 2000) to relate power, position, and politeness within Indonesian context. The result shows that power held by the lecturers and students was fluctuated. It was expressed in their utterances by the use of discourse markers: *ya*, *kan*, *gitu lho*, *nah*; modalities: *harus*, *sebaiknya*; imperatives: *jangan*, *engga boleh*. Therefore, lecturers used less politeness strategies in opening and closing scenes to strengthen their position and power. Such power enabled lecturers to change the topics or end the conversation if their faces were threatened by increasing the intonation, modified accentuation, and applying overlapping. Whereas, students have more power to negotiate their position in the middle of the consultation. They used discourse markers: *ya bu*, *ok*, *ya ok ok*, in interogative intonation; tag question: *udah kan bu?* and arguing indicators: *tapi kan bu*, *tapi bu*. The addressing terms *bu* or *ibu* were applied to support students' positive politeness strategies in imposing their intention. Culture alteration in Indonesia also influences the interaction in semi-formal setting in Indonesian academic situation. It implies a shifting in identifying power, position, and politeness in academic talk.

Roberta Piazza

Nomadic people in British TV documentaries: Between factual entertainment and journalistic investigation (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

Documentaries seemingly offer a guarantee of truthfulness due to their indexical nature realised by the close word-visual co-operation. However for Nichols (2001: 37) '[d]ocumentaries occupy a complex zone of representation in which the art of observing, responding and listening must be combined with the art of

shaping, interpreting or arguing'; similarly Bruzzi (2000: 3) terms the reality portrayed by documentaries the 'murky' truth of the text. In spite of their mimetic appearance therefore documentaries 'subtly camouflage the constructed, historical and social roots of ideology' (Messaris & Abraham 2001: 220)
This paper analyses a series of 2011 and 2013 BBC1 and Ch5 documentaries aiming to inform the viewers about UK nomadic communities, generally stigmatised and racialised by the settled society. The discussion shows how the documentary makers rely on the interplay of the documentary with other genres and how this and other such techniques used in narrating the mobile people' experiences may cause particular implicatures to rise in the viewers' minds.
Attention is paid to the voice-over (VO) as the extra-diegetic 'voice of god' (Bruzzi 2000: 42) or the recognised narrator's voice providing information not accessible through diegesis. The paper traces how VO interacts with other forms of epistemological positioning (Chafe 1986; Biber et al. 1999 amongst others) and various ways of showing evidence and constructing the journalist's credibility; it also shows how these textual resources may suggest particular conceptualisations in the viewers' mind about the topic and the subjects in the documentary.

Heike Pichler

Innit and its variable contexts: Discourse-pragmatic innovations in multicultural London English (Contribution to *Pragmatic variation and pragmatic variables*, organized by Schneider Klaus P. & Andreas H. Jucker)

This talk examines the canon of negative polarity question tags (neg-tags), including *innit*, in the 1.4-million-word *Linguistic Innovators* (LIC) corpus collected in 2005-2006 in inner- and outer-city London (Kerswill et al. 2007). Close analysis of the data reveals that the variant *innit* and other phonetically reduced variants (e.g. *in't you, din he*) perform a wider range of functions than non-reduced, canonical neg-tag variants. The range of innovative neg-tag uses not previously discussed in the scholarly literature include: their use as a clause-final punctuation marker in narrative sequences, as in (1); their turn-taking and -initiating function in multi-party interactions, as in (2); and their occurrence as an information structure device after left-dislocated and lone NPs in collaborative discourse, as in (3).

(1) Then we took his bike, ***innit***, joyriding it. Then the police came, ***innit***?
(2) Z: I don't like heights, bruv.
A: ***innit***! I hate heights, bruv. I'm shook.
(3) a. The sister, ***innit***, she's about five times bigger than you, innit, Mark?
b. The girl, ***innit***. There was a girl.

Following Waters' (fc.) proposal that the accountable study of discourse-pragmatic features requires bespoke analyses, I will demonstrate that a comprehensive variationist account of neg-tags' trajectory of change and sociolinguistic distribution is crucially dependent on adopting a flexible approach to defining the discourse-pragmatic variable. Adherence to a rigid definition of neg-tags as, for example, "the canon of reduced negative polarity interrogatives which are <u>appended to a clausal […] element</u> and are derived from [a specific] string of components" (Pichler 2013: 179, emphasis added) would exclude from the analysis the innovative uses exemplified in (2) and (3), and would impede contextualizing these uses in relation to the larger sub-system in which they occur. Thus, to provide hypotheses about the linguistic and social mechanisms that gave rise to the innovations exemplified above and explore how they interact with their potential co-variants in these new environments, I will conduct multiple analyses, each starting off from a slightly different definition of the variable context.

Irina Piippo

Mirror-like address forms in Arabic-speaking classroom interaction: Norms, tropes and adaptability (Contribution to *Address, variation and adaptability*, organized by Lappalainen Hanna & Jenny Nilsson)

This paper discusses the adaptability of address patterns by focusing on address inversion (Braun 1988) in Palestinian Arabic. Address inversion is a specific pattern of nominal address where the speaker addresses the addressee with a form that the addressee would normally use for the speaker. The usage of these forms is asymmetric – as a linguistic resource they are available only to the interactional party that claims cultural seniority in the situation. For example in Arabic, a father can address his daughter by using the term *ba:ba* 'daddy'. In Arabic-speaking contexts, these mirror-like address forms most typically include kinship terms (for regional differences, see Ayoub 1964 and Parkinson 1985), but they can also be encountered with some titles that denote cultural seniority.
In this presentation, I will focus on address forms *usta:z* 'teacher' and *miss* used in addressing male and female teachers, respectively. The data for this paper consist of 9,5 hours of video-recorded classroom interaction in three different schools in Palestinian Territories. In the school context, following kind of

examples of address inversion can be encountered. The example below is from a situation where a teacher sees a student entering the school premises after the beginning of the school day, and addresses her with an inverted address form.

Teacher:	*ʔusta:z,*	*ʔinti*	*mitʔaxxre.*
	teacher.Masc.Sg.	you.Fem.Sg	late.Fem.Sg

'Teacher, you are late.'

Address inversion is an intriguing phenomenon both theoretically and empirically. It exemplifies the way in which the dialectic between norm and trope (Agha 2007) gives rise to new normalized models of conduct. Mirror-like address forms are an example of normalized tropes – denotationally anomalous but interactionally appropriate usages. Address inversion in the school context further tropes the trope by likening an educational setting with that of a family. Address inversion also challenges models that consider address choice as something that can be described with a help of a one-dimensional continuum of social distance: mirror-like address forms have the potential of simultaneously indicating both affect and an asymmetrical relationship between the interlocutors.

By utilizing tools from conversation analysis and semiotic anthropology, my paper examines how these multiply tropic forms have been adapted to institutional interaction. The usage of mirror-like address forms is clearly patterned in my data. They can be encountered mostly in situations where mutual coordination, or intersubjectivity, cannot be taken for granted. The paper illustrates the potential of interactional data in studying the often indexically complex address practices. The overall perspective is comparative and contrastive: the paper discusses variation between the different address forms encountered in classroom interaction and highlights how address inversion is connected to some broader patterns of Arabic address practices. I will also draw parallels to similar phenomena in other languages. Although it is not that common that indexing both social closeness and distance gets normalized in one interactional resource, the situational interplay of these dimensions is a constant part of relational work in interaction.

Marco Pino & Chiara Sità

Interviewers' questions and their implications for participants' identities in qualitative interviews with disabled students and children in foster care (Contribution to *'Tell me all about it': Interactional dynamics in research interviews*, organized by Williams Valerie & Kathryn Roulston)

Within a qualitative research logic, the interview is the main tool for exploring individual experience and the mental models that actors employ to make sense of it. Widespread recommendations about planning and conducting open and semi-structured interviews concern acknowledging the interviewees' autonomy in positioning themselves in the narrative space of the interview without framing their identities and ways of telling their experience within the researchers' categories (Seidman 1991; Atkinson 1998; Clandinin, Connelly 2000; Kvale 2007). At the same time, some kind of labelling of the participants is relevant for the researchers seeking to explore the experience of specific groups of people. Theoretical sampling itself leads to assume some features of target groups as relevant parts of the subjects' identities (e.g. being member of an ethnic minority or a person with disabilities). This presentation focuses on a questioning practice by which interviewers seek to strike a balance between 'giving voice' to interviewees in a relatively unconstrained way and directing their talk in specific directions, implicative of their membership to a minority group.

Using Conversation Analysis, we analysed two sets of qualitative, semi-structured interviews (in Italian) with 20 university students who receive support from a Disability Service and 30 children in family foster care. We initially observed that

(a) the interviewers recurrently provide for the interviewees to select the initial focus of the interview through an opening inquiry about their experience. In the following instance from the disabled students' data set,

The example cannot be shown due to lack of space

the interviewer inquires about the interviewee's university experience in general, not about the interviewee's experience as a disabled student. Through this practice the interviewee is provided with an opportunity to set the topic agenda.

(b) In several interviews, the interviewees answer the initial question by reporting their experience 'in general terms' (e.g. as university students) without reference to their experience as members of a specific group (e.g. disabled students).

(c) The interviewer then employs a *question* that promotes a shift in the topical focus of the interview and now focuses on the interviewee's experience as member of a specific group.

This presentation focuses on the format and function of these questions. They are characterised by several recurrent practices including:
(1) avoidance of a direct reference to the topical focus which is being promoted (e.g., disability), e.g. through the use of generalised descriptors;
(2) reference to places, points in time, people, or other circumstances that are linked to the topic of interest (e.g. disability);
(3) prefaces, accounts and apologies;
(4) reference to, and invitation to unpack something that the interviewer has already touched upon.
These features are highlighted in the following extract.

The example cannot be shown due to lack of space

Notably, following the interviewer's question, the interviewee mentions for the first time the nature of his impairment: a hearing problem.
We argue that through this questioning practice interviewers manage the delicate balance between 'giving voice' to the interviewees in a relatively unconstrained way and promoting a focus on their experiences as members of a specific group, while at the same time avoiding labelling them as members of that group.

Rosalice Pinto

Multimodal argumentation and indirect speech acts (Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

This paper deals with the role of *multimodal argumentation (visual and non visual argumentation) participating in indirect speech acts* (Searle 1982; Kerbrat-Orecchioni 2001). Based on Text-Discourse theoretical perspectives in argumentative texts and discourses (Amossy 2012) and in multimodal argumentation (Pinto 2014), this paper's objective is to describe how *multimodal argumentation* participates in *indirect speech acts* within *documents produced by enterprises to publish their products.* Furthermore, it is also our interest to analyse the correlation between *generic coercions* and the selection of *multimodal argumentative strategies* in empirical texts that circulate from enterprise communications.
Due to the complexity of theoretical epistemological articulations related to the analysis of these texts, our first task will be to define the way *multimodal argumentation* will be conceptualized. Our second task will be to observe the relationship between the *multimodal argumentation* present in some advertisements from the transportation industry and the *indirect speech acts*. Finally, we will analyse the correlation between contextual coercions and the selection of multimodal argumentation strategies present in these texts.
In order to prove the importance of the *indirect acts* related to the *multimodal argumentation* in these texts, we selected samples of texts that circulated in the Portuguese transportation industry during the last years. Our study provides evidence that *multimodal argumentation within indirect speech acts is an important tool for the* transportation industry to convince people to both buy products and create a more sustainable world.

Maria E. Placencia

Peer evaluation among Ecuadorian teenage girls on Instagram (Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

Instagram is a photo- and video-sharing application as well as a social networking site. Launched in 2010, it has grown rapidly in popularity and is currently among the top three social networking applications used by teenagers in the US after Facebook and You Tube, according to recent reports by Forrester (Elliott 2014) and Niche (2014). While there are no data available for specifically teenage use of Instagram in Ecuador, a recent ranking places Instagram fifth among the most popular social networking sites in Ecuador (Del Alcázar Ponce 2014) .
Instagram has been described as the visual version of Twitter, and its popularity among young people is attributed to "the relative ease with which it allows them to express themselves" (J. Stein in McDermott 2014), thereby enabling users to assert their particular individuality. Positive evaluation of peers' pictures, or other postings along the same lines, enables teenage (and other) users to affirm each other's identity and self-worth. The present paper analyses how this is achieved with reference to peer evaluation among a group of Ecuadorian (Quito) teenage girls of an upper-socio-economic background. Evaluation in this context takes the form of compliments that the teenage girls make to each other on the pictures they post of themselves. More specifically, the paper aims to give a snapshot of such behaviour on the basis of 80 compliments and the responses that they elicit. Responses to compliments in the corpus examined are generally also evaluative in nature and not infrequently take the form of reciprocal positive assessments.

The study builds on work on complimenting behaviour in face-to-face interactions (see Pomerantz 1978; Manes and Wolfson 1981; Holmes 1986; Herbert 1989; Yuan 2002; Choi 2008, among many others) and online (cf. Cirillo 2012; Maíz-Arévalo 2013; Placencia and Lower 2013), on evaluative language more broadly (cf. García Gómez 2011; Cabrejas-Peñuelas and Diez-Prados 2014) as well as on studies of computer-mediated communication (cf. Marcoccia 2004; Herring 2007; Boyd 2008; Yus 2010). While the results show some commonality with other studies on complimenting behaviour in Spanish and English, the study identifies a greater degree of creativity, or less formulaicity, than in other studies on compliments in (Ecuadorian) Spanish. On the other hand, it shows that new formulas suited to the online medium seem to be emerging. It also identifies the use of *piropos* or compliments with a sexual undertone (cf. Achugar 2001) among the teenagers. This use, which is not to be taken at face-value, is a kind of appropriation of traditionally male talk, possibly employed as an intensification device among the teenage girls.

Charlotta Plejert

Interpreter-mediated dementia evaluations:On cultural and linguistic challenges of tests of cognitive functioning (Contribution to *Interaction in dementia*, organized by Plejert Charlotta & Camilla Lindholm)

The current paper presents results from an investigation of interpreter-mediated interaction between clinical staff and ethnic minority patients during dementia assessment in a Swedish memory clinic. More specifically, the study deals with the part of the assessment in which tests of cognitive functioning are carried out. Within such tests, various artefacts are used, such as pen, paper, pictures and other objects (e.g. a torch, a comb etc.). The use of these artefacts is constrained by the formal nature of the test, i.e. questions are to be asked in a specific way in order for test answers to count as valid. However, due to multilingual and multicultural aspects of the context, and the fact that the interaction between clinician and patient is mediated by an interpreter, all participants are faced with many challenges. In the current presentation, we will demonstrate, by means of multimodal interaction analysis (e.g. Mondada 2006), how participants orient to problems related to the fact that the test is neither adapted to the language and culture of the patient, nor to patients with limited reading and writing skills (Plejert et al. 2015). This may, for example, lead to extensive repair-work between patient and interpreter, which in turn, negatively affects the administration (and validity) of the test and test answers.

The results presented are supported by current research and reports from clinicians that state that European memory clinics are generally unprepared for a rapidly growing number of patients who are in need of interpreter-mediated assessments, that there is a lack of clinical routines for this kind of interactional encounter, and that test materials are not adapted to the needs of these clients (Nielsen 2011; Nielsen et al. 2015). Currently, tests that are culturally and linguistically modified are being developed (Nielsen et al. 2012). However, it may take some time before these tests are evaluated, validated and turned into use.

The results of the current study implies that as long as traditional tests of cognitive functioning are utilized by memory clinics, further work needs to be carried out when it comes to train interpreters in the specific activity of mediating a formal test, and clinicians may benefit from engaging in preparatory work before an evaluation. Such preparations should be conducted in close collaboration with the interpreter, in order to enhance a safe administration of the test.

Hilla Polak

'N+(copula)+that' in Hebrew talk in interaction – The case of N= ha'emet ('the truth') (Contribution to *Emergent grammar and praxeological ecologies: Clause-combining and the organization of turns at talk*, organized by Maschler Yael & Simona Pekarek Doehler)

The study investigates the construction *N+(hu/hi/ze)+she-* ['noun+(copula)+that-'] in spoken Hebrew discourse. Normatively, it is considered a bi-clausal construction consisting of a main clause containing a subject and usually a copula, and a subordinate predicate clause opening with a complementizer.

The study builds on earlier studies of constructions in European languages traditionally treated as bi-clausal e.g., Hopper 2001, 2004; Hopper and Thompson 2008; Günthner 2008, 2011; Pekarek Doehler 2011, all of which show that the part traditionally considered "main clause" is a fragment functioning as a 'projector construction'.

The most frequent noun in this construction employed throughout an audiotaped corpus of 243 informal Hebrew interactions (over 11 hours of talk) is *ha'emet* 'the truth': 26 out of 78 tokens of the construction.

Besides those 26 tokens of *ha'emet* in the construction listed above (+/-copula; +complementizer), another 17 tokens of this subject noun occurred with a clause without a complementizer , in these cases *ha'emet* occurred freely either before the clause (59%) or at the end of it (41%) . Thus, altogether 43 tokens of the subject-form *ha 'emet* were found – most often (70%) without a copula. Thus, as for *ha'emet*,both the copula and the complementizer are optional. Examples (1)-(4) present the syntactic constructions in which *ha'emet* occurs:

(1) ...***veha'emet hi she*** *ken .*
and the truth she(cop)that yes
and the truth is that it is.

(2) ..***ha'emet sheze*** *nexmad,*
the truth that this nice
the truth is that it's nice,

(3) .....***ha'emet,***
the truth
the truth is,
'ani 'adayin mitlabetet.
I still deliberating
I haven't made up my mind yet.

(4) *...'ani paxot hitmogagti,*
I less delighted
I was less delighted,
ha'emet.
the truth
truth is.

All these forms signal a shift in the discourse, moving it onwards to another episode or idea. The analysis shows that: *ha'emet hi she-* ['the truth is that-', (1) above] is employed in a transition-relevance place (TRP) (Sacks et al. 1974): the speaker gains the turn and shifts the talk to his/her personal world presenting private wills and beliefs:

example cannot be shown due to lack of space

At the TRP following line 45, Iddo uses the construction *ha'emet hi, she-* (noun+copula+ complementizer). This formulaic fragment projects the upcoming talk, Iddo's personal confession (lines 47-48), and at the same time holds the floor for him and gets him back to the front of the stage. It opens a new segment of talk and thus signals a shift in the discourse. In this way, it also moves the conversation onwards keeping Iddo the focus of it.

ha'emet she- ['the truth that', (2) above] generally follows a point of speaker change, either at a TRP or as an interruption of the previous turn, presenting a judgmental assessment or constituting repair.

ha'emet [constructions (3), (4) above] tends to occur within the speaker's turn. Pre-clause *ha'emet* [(3) above] signals a return to the speaker's previous ideas, presenting a more positive stance than before; post-clause *ha'emet* [(4) above] frames the return to previous ideas presenting the speaker's adversative stance towards them (cf. Maschler and Estlein 2008).

Elaborating on these preliminary findings, I show that not only is the employment of the *ha'emet*+(cop)+(*she-*) construction related to the organization of turns at talk, but also to the way it is produced: either at the same intonation unit or spread over several units. Thus, the usage of this construction – motivated by discourse constraints – reveals the inadequacy of traditional grammar's analysis and sheds light on the reciprocal relation between grammar and interaction.

Chiara Pollaroli, Sabrina Mazzali-Lurati & Silvia De Ascaniis

Believe me! I tell you and I show you: You must go! Connective pragmatic predicates in multimodal argumentative reviews for the Great Cathedral and Mosque in Cordoba. (Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

This paper focuses on the reconstruction of the hierarchy of discourse acts in multimodal argumentative reviews for tourist destinations. By the analysis of this textual genre, we aim at showing how the complex overall action of a text – which in the case of reviews is to provide advice and recommendation when choosing a destination – is achieved through the employment of a wide range of elements manifested by different semiotic modes. Precisely, we will analyze a case study: the reviews of the Great Cathedral and Mosque in Cordoba, Andalucia (the Travellers' Choice Winner in 2014) published by tourists on TripAdvisor, which is the most used and most popular website for tourist reviews.

Reviews on TripAdvisor are composed of elements uploaded by the tourists/reviewers (the title, the main text of the review, and pictures) and elements automatically provided by the platform (e.g., the rating bullets). We note that the visual elements uploaded by reviewers have an iconic and indexical semiotic nature (cf. Peirce 1935-1966: 2.247-2.248), whereas the visual elements provided by the platform are

symbols (cf. ibid.: 2.249). We hypothesize that these elements fulfill a different pragmatic and argumentative function.
For the identification of the function of the different elements of the text, we will adopt the Congruity Theory framework (Rigotti 2005; Rocci 2005; Rigotti and Rocci 2006; see also De Ascaniis 2012; Mazzali-Lurati and Pollaroli 2014) that conceives a discourse as "a hierarchy of *predicate-argument* relations holding between the text sequences at different levels and connecting each sequence to the whole text" (Rigotti: 2005: 78). Discourses hold together thanks to *connective pragmatic predicates* which make explicit what the addresser *does* to the addressee with the discourse unit. In a multimodal perspective, each unit, independently of its semiotic mode, "represents a relatively autonomous stage in the accomplishment of the intended effect of the whole text, i.e. the change in the context that the text is attempting to operate" (Rigotti 2005: 82). We believe that Congruity Theory is a valuable tool for multimodal argumentative discourses – reviews for tourist destinations in our case – in which the standpoint is manifested and supported through a synergy of various semiotic systems of meaning. In fact, the framework provided by Congruity Theory enables to identify the action performed by each verbal or pictorial unit (i.e. photographs of the destination, rating bullets, etc.) and by combinations of them departing from the overall action performed in the review. Through the analysis of the hierarchy of the connective pragmatic predicates we will be able to make explicit the argumentative nature of reviews which aims at supporting the choice of the tourist destination by providing multimodal arguments.

Salvador Pons Borderia,

The combination of discourse markers markers: Some remarks to solve a hidden issue (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

The combination of discourse markers is perhaps the only point in which research on DMs has not still produced significant contributions. It is certainly surprising that, despite innumerous studies on this subject, a basic feature of DMs – its combination – is still to be established. One of the reasons for this absence is the lack of a commonly accepted notion of *position* in spoken language. To know what *position* means depends, in turn, on defining a *set of discourse units* where the notion of position can take place. In the absence both notions, it seems impossible to provide an answer to the combination issue:
First, in the research of left-and right peripheries (Rizzi 1997; Dufter and Octavio de Toledo 2014), a DM is at left/right periphery of a sentence-like maximal projection. Therefore, the notion of *sentence/utterance* is still crucial, even if Dms are unanimously claimed to be sentence-external elements (Schourup 1999; Fischer 2006). Besides *utterance*, no other units are considered (except for references like sentence-internal and sentence-external positions).
Second, positions are not defined and their meaning is established on non well-established bases. For instance, *initial position* can be interpreted as "first word in the utterance", "first syntagmatic projection in the utterance", "first tone unit", and so on.
Third, positions and units do not combine and, as a consequence, the possibility that the left periphery of a turn should host functions different from the left periphery of an utterance is not even taken into account.
This paper attempts to overcome the problems above and to establish a basis for the combination of discourse markers. The analysis presented here will be based on Spanish colloquial conversations and will make use of the Val.Es.Co model of discourse units (Briz et al. 2003; Val.Es.Co Research Group 2014). As a result, some patterns of combination of Dms will be established; some types of combinations will be described, and a distinction will be drawn between *adjacency* of DMs in two neighbour discourse units, and *combination* proper.

M. Dolores Porto Requejo & Manuela Romano Mozo

Recontextualization of metaphors as a persuasion strategy in social media across modes (Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

Recontextualization, as defined by Linell (1998), is the dynamic transfer and transformation of expressions, ideas or messages from one discourse or text-in-context to another. In this paper, the concept will refer particularly to the process by which a metaphor is explicitly adopted and adapted in a different context from that in which it was first introduced, as studied by Cameron & Gibbs 2008; Cameron *et al* 2009; Semino 2011; Semino *et al.* 2013. Understood as the dynamic properties of metaphor to (re)adapt within specific discourse contexts and events, recontextualization helps to explain the different lifespans

and rhetorical functions of specific metaphors, and the way in which metaphors are elaborated in order to achieve different meanings and functions in different discourse events.

Previous approaches to the phenomenon of recontextualization of metaphors have placed the focus on the acquisition of novel functions (Semino et al 2013), or else on the processes of creativity (Hidalgo *et al* 2013). However, our work considers how the recontextualization of metaphors is effectively used in social media as a persuasion strategy.

To this aim, we analyse the way in which two metaphors, signs of economic recovery are green shoots and economic resources are bread have been introduced and rapidly extended in Spanish social media across different contexts, genres and modes with new meanings and functions with a persuasive intention. The success and pervasiveness of the different meanings and forms of these two metaphors in Spanish discourse show how, on the one side, m etaphors are created from salient experiences that are active in participants' minds at the moment of processing under the *pressure of coherence* (Kövecses 2010) and on the other, that it is precisely the most active, salient experiences that are more persuasive and therefore more frequently recontextualized across discourse modes, genres and topics.

Also, we examine how the continuous elaboration of these metaphors in different contexts produces a change in the evaluative perception of the concepts that are metaphorically defined. Thus, in Spanish social media the apparent positive evaluation conveyed by the green shoots metaphor or the bread metaphor evolves towards a negative one in certain persuasive speech.

Finally, the analysis shows how metaphorical recontextualization is accelerated by social networks, which allow the metaphors under study to 'jump' from banners to twitter, newspapers and blogs at an enormous speed, making it possible to capture and spread novel meanings with no filter or control by traditional powers and conventional mass media. The results show that social networks are today not only the most productive agents of linguistic change spread, but also a source of exponential creativity and recontextualization that makes them a very powerful persuasive tool.

Pekka Posio

'You' and 'we' in the construction of intersubjectivities in Spanish sociolinguistic interviews (Contribution to *I, you, we and the others: Dynamic construal of intersubjectivities in grammar and in interaction*, organized by Etelämäki Marja, Ilona Herlin, Tapani Möttönen & Laura Visapää)

In my contribution I will examine and discuss the use of speaker-inclusive referential devices in sociolinguistic interviews. The data contain 70,000 words and consist of interviews of 14 speakers between 30 and 72 years of age from the town of Salamanca, Spain (Fernández 2005). The referential devices under survey are the impersonal second person singular (2SG), the impersonal/indefinite pronoun *uno* 'one' and the first person plural (1PL). The analysis combines quantitative and qualitative approaches to the use of these referential strategies in the data.

In Spanish, 2SG has both generic and speaker-oriented uses and has thus been considered as an alternative to *uno* and the first person singular. 2SG also provides a way for creating intersubjectivity by inviting the addressee to imagine herself in the role of the speaker, thus suggesting a joint perspective to the event (see De Cock 2014: 224; cf. Myers & Lampropoulou 2012). The speaker-referring use of 2SG is especially salient in narrative contexts where the speaker is referring to her own experiences (example 1).

1) INTERVIEWER: – *¿Y tú estabas más interesada en algunas materias…?*
'And were you more interested in some subjects…?'
INFORMANT – […] *Por ejemplo, la Paleografía. Me pareció apasionante.* […] *Es que **tú tenías** en la mano un papel que era de, del siglo quince o del siglo dieciséis y es que, es que **te volvía loca**.*
'[…] For instance, Paleography. I found it fascinating. […] It's like **you had** in your hand a paper from 15th or 16th century, its like, it's like **it drove you crazy**.'
(*Habla Culta de Salamanca*, female informant, 56 years)

With 660 occurrences in the data, 2SG is a frequently occurring referential strategy used by all informants in the corpus. The frequency of 2SG use correlates with age and gender of the informants as well as their proximity to the interviewer. While younger informants often talk about their own experiences using 2SG – suggesting that they could have concerned any other individual, including the addressee – older informants use addressee-exclusive 1PL to refer to a group consisting e.g. of fellow students or family members. Female speakers use both constructions more than male speakers. The use of *uno* is marginal and does not correlate with sociolinguistic factors such as age or gender in the data.

Although 2SG and 1PL are not alternatives in a traditional sociolinguistic sense, both forms establish speaker-oriented reference while suggesting that the experiences and views of the speaker are shared by others (cf. Kitagawa & Lehrer 1990). However, they differ with regard to their quantificational properties and their relation to the addressee: 2SG is individualizing and addressee-involving while 1PL expresses collective reference and generally excludes the addressee (cf. Posio 2012). In my presentation I will discuss the use of 2SG and 1PL in the creation of intersubjectivity, suggesting that the generational

differences observed in the data are intertwined with societal development such as intimization of social relations (Nielsen, Fogtmann & Jensen 2009) and individualization of the society (Beck 1994).

Data

Fernández Juncal, Carmen. 2005. *Corpus de habla culta de Salamanca.* Burgos, Instituto Castellano y Leonés de la Lengua.

Hebe Powell & María Elena Placencia

Relational work in service encounters in an Argentinean online market place (Contribution to *Understanding traditional and mediated service encounters*, organized by Fernández-Amaya Lucía, María de la O Hernández-López & Pilar Garcés-Conejos Blitvich)

Relational work (Watts 2003; Locher and Watts 2005) in face-to-face commercial service encounters has been extensively studied with respect to English (cf. Bailey 1997; Ryoo 2007), Spanish (García 2002; Placencia 2004; Placencia and Mancera Rueda 2011a; Félix-Brasdefer 2012; cf. Bataller 2013), and other languages (cf. Kong 1998; Traverso 2001; Kerbrat-Orecchioni 2006). This body of work has highlighted greater or lesser attention to the person vis-à-vis the task (Fant 1995, 2007) and the different politeness strategies employed by service providers and customers in the performance of the transaction in different situational (e.g. shops, cafeterias, markets, etc.) and sociocultural contexts. Relational work in service encounters online, however, has not received much attention yet (Placencia forthcoming). This paper looks at vendor-buyer interactions in the context of an online market place based in Argentina and examines how they address (or not) interpersonal aspects of the service encounter within this environment where they interact anonymously. More specifically, based on a corpus of 140 interactions selected at random from two distinct domains (pets and toys), it examines the realization of various elements of the transaction, namely, openings and closings as well as requests for information which constitute the core element of the transaction in the corpus examined. Requests for information were analysed in terms of levels of directness and the use of downgraders, building on Blum-Kulka et al.'s (1989) coding scheme for requests. Consistent with findings relating to face-to-face service encounters (cf. Placencia and Mancera Rueda 2011b; Félix-Brasdefer 2012), direct requests were found to predominate in the corpus analysed. This reflects the low imposition/high entitlement nature of requests within the service encounter scenario. With respect to directness, this has often been associated with solidarity politeness and it often appears as the preferred strategy, accompanied by solidarity politeness markers such as affiliative address amongst intimates (cf. Márquez Reiter 2002 ; Márquez Reiter and Placencia 2004; López Sánchez 2010). In the current corpus, affiliative address was indeed found to most commonly co-occur with requests, making them more tentative. This may be an indication of buyer's attempts to address interpersonal aspects of the interaction. However a more striking observation from the data is how buyers mix strategies – some conveying affiliation, others deference. This phenomenon was identified in over 40% of all requests and may be a reflection of the relative novelty of e-commerce, indicative of uncertainty amongst buyers as to what is expected or appropriate behaviour in the new medium. Concerning the wider structure of interactions, while vendors were found to more consistently include an interaction opener and a closer in their posts, a substantial proportion of buyers were found to produce bare requests, without an opener or a closer. This also shows more attention to interpersonal concerns on the part of vendors. Finally, the study displays the use of features specific to the online medium such as abbreviations which add to the informal character of the online service encounter. These features have been considered as examples of solidarity politeness amongst users of CMD (Maricic 2000) and although they appear throughout the corpus, they are relatively infrequent. All in all, users, particularly buyers, appear primarily focused on the task, making minimal efforts at interpersonal relationships. Vendors, however, appear to adhere to what might be termed a traditionally polite format in their posts by including openers and closers. This suggests a greater personal investment in the service encounter on their part, and could be explained considering that they want to encourage purchase and are perhaps anticipating future encounters (Kong 1998), attract custom and avoid putting prospective customers off by perhaps being overfriendly or appearing as disrespectful.

Silvana Prado & Djane Antonucci Correa

Language policy and language teaching: Conditions of adaptability (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

This study aims to investigate language policy for language teaching, focusing on the teaching of English and how such policy is made concrete by teachers of English in public schools in the first year of high school and promote some reflection on adaptability (MEY 2009). Given the current configuration of English as a *lingua franca*, the study seeks to understand its influence in the English classroom, both in

relation to the official regulation of such practice and regarding individual choices made by teachers working with this idiom. The methodology proposed is action-research with a group of teachers in the State school system in Ponta Grossa – PR- BR, more specifically with meetings at the university every fortnight and also via e-mail to discuss linguistic policies through the documents Diretrizes Curriculares da Educação Básica – LE Moderna/Paraná – DCE (2008) and Orientações Curriculares para o Ensino de LE no Brasil - OCEM (2006). The teaching material used by these teachers was analyzed through discussions and the diaries produced by them based on the lessons taught. Results pointed to a group of professionals who are willing to visualize situations in which language can be seen as a social practice, but who sometimes have difficulties establishing which social practices should be considered for the target language. The participants also revealed some disposition to reflect upon the current status of the target language and how this influences the teaching and use of this language in the classroom. However, examples of teacher centered practice and focus on the structural aspects of the language, with difficulties to join practice and theory, were observed. Moving then from reflection to action depends on the promotion of adaptation, or reaction to it, once these are circumstances which involve dimensions such as time and space as well as the most diverse social practices.

Leticia Presotto

Metaphors in academic Portuguese (Contribution to *Portuguese as an additional language: Author presence in academic writing and speaking*, organized by Molsing Karina Veronica, Sun Yuqi & Cristina Perna)

This study aims to analyze and discuss the use of metaphors in academic Portuguese, assuming that the conceptual system of the human being is fundamentally metaphorical in nature (Lakoff & Johnson 1980, 2003; Stefanowitsch & Th. Gries 2006). As Herrmann (2013, p.17) affirms, metaphor "plays a crucial role in academic discourse. Evidence comes not only from the inner circle of metaphor studies, but from diverse other fields, such as psycholinguistics and cognitive psychology (…)". In order to address this topic in academic Portuguese, we analyzed a corpus consisting of academic articles published by undergraduate students (native speakers of Brazilian Portuguese) from a private university of Brazil. Considering research by Bezerra & Freitas (2012) on metaphors in literacy, we observed the presence of the three types of metaphors in our corpus analysis – orientational, ontological, and structural – in several metaphorical linguistic expressions, reinforcing the actual existence of metaphors in academic Portuguese. Moreover, studies of this kind in English show that metaphor in academic writing is pervasive (Herrmann 2013; Giannoni 2009). Following Giannoni (2009), we claim that despite variations across different academic areas, they share a "common axiological base", which is expressed by the types of metaphors used. Herrmann (2013) claims in his work that metaphors are present in academic prose across eight word classes, with a stronger weight in prepositions, verbs and nouns. Through this comparison with metaphors in academic English, our research is motivated by the desire to improve awareness-raising in foreign language learners of Portuguese regarding its particular characteristics in academic contexts.

Béatrice Priego-Valverde

« Conversational humor: How to build on a word in order to be funny » (Contribution to *Metapragmatics of humor: Crossing the boundaries*, organized by Ruiz-Gurillo Leonor & Larissa Timofeeva Timofeev)

Presenting the GTVH, Attardo claimed about one of the six *knowledge resources* – the language – "jokes based on the *signifiant* (puns) are a (marginal) exception" (2001: 22-23). In this paper, I will show that this claim is below what really happens in conversations.

With data based on everyday conversations, I could isolate utterances built on two different mechanisms. In the first one, speaker 2 builds on a word or expression that had just been said by speaker 1 to distort the first serious meaning and produce a second humorous one. In the second case, speaker 2 simply applies on speaker 1 the word or expression he/she has just said in another context to create a humorous utterance.

The following example illustrates the second type of play on a signifiant which allows speaker 2 to tease speaker 1.

F1 and M1 are at M1's place. It is the end of the aperitif and M1 is clearing the coffee table. He asks F1 if he can put the olives in the fridge without any protection or if he needs to put aluminum over the plate.

M1: the olives + do we let them like that ↑

F1: uh either you put them back in the jar or you put foil onto the plate otherwise they are going to wrinkle

M1: *(smile)* no I'm wondering if I shouldn't aluminum on you before you go to bed

F1: *(smile):* what ↑

M1: *(laughing)* otherwise you are going to wrinkle

F1: *(laughing)* bastard + you're disgusting *(laugh)*
M1: *(laugh)*

Despite the apparent aggressiveness of the words employed by both speakers (the teasing and the reaction), I will show that this extract is a typical example of conversational humor which needs, to be accepted, several ingredients: an apparent aggressiveness as in most of the teases (here the aggressiveness is from both speakers but not all the reactions I collected are like that), laughter and, above all, not only a play on a signifiant, but a play on a specific signifiant which means something in the history of the participants. Indeed, playing with the word "wrinkle", M1 refers to the age difference between him and his girlfriend (she is older than him). He is thus playing with an element that belongs to their "conversational history" (Golopentja 1988) and which is often a matter of laughter.

Focusing my analysis on this kind of "play on a signifiant" i.e. the "linguistic pinning" (Traverso 1999) and on the induced reaction, my first results show the variety of forms such a discursive strategy may take, the variety of targets and the different functions it fulfills.

Matthew Prior

'Whose term now?' Emotionality and conflict in L2 research interviews (Contribution to *'Tell me all about it': Interactional dynamics in research interviews*, organized by Williams Valerie & Kathryn Roulston)

As many researchers have found, qualitative interviews with individuals who have experienced physical and social disruption frequently result in emotion-laden accounts of difficulty and conflict (e.g., Becker 1997; Maryns & Blommaert 2001; Reissman 2008). Although the interview site has been viewed as a therapeutic space for giving coherence to and resolving the psychological impact of experience, what has not yet received due attention is how the interviewer and the interview interaction are also implicated in the generation and management of this conflict. Building on work on formulation and reformulation (i.e., initial and subsequent descriptions or categorizations) in CA and MCA (e.g., Peräkylä & Sorjonen 2012; Peräkylä, Antaki, Vehviläinen, & Leudar 2008) and occasioned semantics (e.g., Bilmes, 2011), and the researcher's 'emotional labor' (e.g., Gilbert 2001; Hochschild 1983; Toerien & Kitzinger 2007), in this presentation I examine how interview interactants (interviewer and interviewee) use lexical (re)formulation (e.g., 'I was so mad'; 'Was that hard?') as a resource to describe past emotional conflict while managing potential conflict that arises in the present telling.

The focal data excerpts come from a corpus of L2 (second language) interviews with adult immigrants in North America. Specific attention is given to the interactional trouble that occurs when the interviewer's psychological characterizations treads into interviewees' epistemic and affective territory. Analysis indicates that research interviewing shares many similarities with psychotherapeutic discourse, particularly in how lexical descriptions (e.g., 'tough', 'scary', 'feel better', 'feel relieved', 'so ashamed') are sensitive to the interview question-answer sequences and trajectory. Although interviewer-initiated (re)formulations frequently received confirmations, interviewees also showed resistance. In those cases, two patterns emerged: (a) the interviewee used a different lexical formulation but gave an account for it, or (b) the interviewer pursued a particular lexical formulation until it was confirmed. Even when the interviewer pursued particular emotion reformulations, they were not explicitly shaped as the interviewer's own descriptions, nor were they found to be formulated in the explicit service of 'therapy'. They did, however, function as devices to highlight conflict and the emotionality of events and to account for interviewee's decisions within and in reaction to their sociolinguistic trajectories.

As this study shows, a detailed analysis of the processes of (re)formulation in L2 interviews sheds light on the ways that speakers mobilize their various discursive resources to collaboratively construct and manage emotionality in relation to their 'interactional' realities (Kasper & Prior 2014) as well as their 'lived' realities. Moreover, it confirms that the generation and confirmation of particular (re)formulations has a direct bearing on the discursive trajectories that are pursued as well as those that are abandoned. A careful inspection of these dynamic procedures allows researchers a more reflexive understanding of how autobiographical accounts are both generated and constrained by their psychological implications and contexts of production.

Nadine Proske & Arnulf Deppermann

Between projection and expansion: Dass-complement clauses in German (Contribution to *Emergent grammar and praxeological ecologies: Clause-combining and the organization of turns at talk*, organized by Maschler Yael & Simona Pekarek Doehler)

In German like in many other languages, matrix-clauses involving certain verbs (mainly mental and communication verbs) syntactically require and therefore project the production of a *dass-*

complementclause (*that*-clause). Alternatively, the object complement may be realized pronominally: *er hat gesagt, dass p* or *er hat das gesagt.* In spoken German, however, we find turns in which both a pronominal direct object and a *dass*-complement clause are produced. In our paper, we will argue that such instances of double complementation may either be cases of projection or cases of expansion. In the projection case, the pronoun functions as a cataphoric expletive, i.e., a prospective indexical (cf. Goodwin 1996). It projects the following *dass*-clause which provides for the meaning of the pronominal object. This function of *das* is usually not accounted for in reference grammars of German, which regard *es* as the default correlate for 'extraposed' complement clauses (but see Zifonun/Hoffmann/Strecker 1997: 1475ff.). In the expansion case, the pronominal object is originally produced as an anaphoric pronoun whose reference is to be inferred from prior talk. The *dass*-clause is then produced as a non-projected expansion. Its production may be occasioned by recipients' reactions displaying problems of understanding or the speaker may choose to add the *dass*-clause by his/her own design for clarification, specification or even modification of the meaning of the object pronoun available from prior talk. Non-projected expansions of this kind may be delayed or even produced as increments to the speaker's prior turn (cf. Schegloff 1996) after an intervening speaker-change, as in the example below: Initially, the pronoun *das* in ALs comment in line 08 anaphorically refers to UDs story of someone's broken rim due to the kind of brake pads used on a bike (ending in line 01-02). After a pause (line 11) AL specifies the generalization (*Das passiert dir bei Alufelgen ganz oft*, 'this often happens with aluminum rims') he has made by adding a *dass*-clause (*dass der Abrieb da höher ist bei den Felgen als bei den Bremsklötzen*, 'that there is more attrition of the rims than of the brake pad', line 12). In the face of the partner's uptake or lack thereof, speakers may thus use *dass*-increments to specify their prior turn in order to elicit a modified response from the partner.

FOLK_E_00066_SE_01_T_02
01 UD da hat sich einer komplEtt die FELge durchgeschrubbt,
'someone's rim was completely worn off'
02 weil er zu ar[ge BREMS][klötze] [drauf hatte.]
'because he was using very hard brake pads'
03 JO [ha JA:?]
' yeah '
04 [dis is]
'this is'
05 [°h wenn de die falsch]en blems
BREMSklötze nimmst-=
'if you use the wrong brake pads'
06 =und die Alufelgen [hast;]
'with aluminum rims'
07 AL [ja g]enau.
'exactly'
08 **[des passiert dir bei a][lufel]gen ganz OFT.**
'this often happens with aluminum rims'
09 JO [dis genau dis pro][BLEM,]
'that is the problem exactly'
10 UD [ja.]
'yes'
11 (0.21)
12 AL **[dass der ab]rieb da hÖher is bei den FELgen als bei den BREMSklötzen.**
'that there is more attrition of the rims than of the brake pad'
13 UD [ja.]
14 (0.21)
15 UD ʔM_m.

We will also investigate cases that are formally close to the projection cases because the clause containing *das* and the complement clause are prosodically integrated, but are functionally close to the expansion cases because the *das* is anaphoric. These 'mixed' cases seem to be a recurrent format in interactions that require participants to signal coherence when making an assessment and at the same time to specify the assessed referent. They thus function as pivot constructions that enable both stance taking and modification and are related to the biclausal format described by Günthner (2009) (*dass*-clauses expanding clauses that contain the expletive pronoun *es*).

The study draws on data from everyday conversations and institutional interactions available publicly from the data-base FOLK (cf. Schmidt 2014).

Nelson Puccio

Toponomy goes tourism. How leisure industry has commodified place names throughout Romance-speaking Europe (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Due to the profound socio-economic changes triggered by the Industrial Revolution, the concepts of 'leisure' and 'recreation' have developed to major basic living needs for modern-day man during the last one and a half centuries. Correspondingly, tourism has evolved into a global mass phenomenon and has thus become the model economy of the present. Participation in tourist activities is, generally speaking, connected to specific spatial demands which are reflected in the semiotic based production and enhancement of geographical realities.

Initiated by tourism, a fundamental transformation in the functional relationship between man and nature has taken place which becomes especially evident in place naming practices: Before entering the modern era (until approximately 1800-1850) the naming of the environment occurred basically referent-oriented – e.g. in relation to position, geomorphology, property matters etc. of a specific locality or area; subsequently, a strictly reception- and connotation-oriented naming of topography was established: Recurring to evocative toponyms, which serve as suggestive icons and hence become deterritorialized myths, a stereotypical staging of space and amenity is intended. This kind of tourism-induced semiosis is particularly effective in regard to locations founded on purpose to respond to the needs of modern leisure and life-style culture (see the numerous *urbanizaciones* or *lotissements* on the Spanish and French Mediterranean). But also by means of striking name extensions for traditional destinations (e.g. *Bormes-les-Mimosas*, *Lignano Sabbiadoro* etc.) or even the onymic re-conceptionalization of entire regions such as coastal areas (e.g. *C ô te d'Azur* , *Costa Smeralda*, *Costa del Sol* etc.) or winter sports resorts (e.g. *Via Lattea*, *Espace Diamant*, *Évasion* etc.), the commodified promotion of a persuasive tourist cartography is achieved.

This presentation seeks to establish a typology for tourism-induced place names (principally in Italy, France and Spain), in order to elaborate specific zeitgeist-related naming preferences and practices focusing on both the morphological and semantical perspective. Additionally, since these kind of names function as basic labels for multimodally encoded messages and images, the outlined history of toponymic destination branding should be supplemented by an correlative survey of the most frequent "sloganeering" and "logoneering" patterns.

Patricia Pullin

Relational work in English as a lingua franca (ELF) in higher education (HE)

(Contribution to *Multilingualism in tertiary education: Institutional communication and the (in)visible roles of standard and non-standard varieties*, organized by Smit Ute & Monika Dannerer)

The concept of relational work tends to be undervalued and has received little attention in institutional settings (Harris 2003; Holmes and Marra 2004). The purpose of this paper is to explore the enactment of relational work in courses in which English, used as a lingua franca, is the language of instruction. In contrast to transactional functions of language, which relate to goal achievement, relational language encompasses a wide range of supportive and collaborative functions of language that help nurture relationships in interaction. Nevertheless, it can cover any behaviour that has an impact on interpersonal relations, be it positive, negative or neutral. Both transactional and relational functions of language are of importance in institutational settings, where goals have to be achieved, often under pressure, but where there is also a need to build and nurture relationships. This is notably the case where teaching involves group work, often comprising students of different cultural backgrounds. Research on relational work has tended to derive from politeness theory (Brown and Levinson 1987) and is closely linked to the notion of face and and power (Locher 2006; Locher and Watts 2005; Pullin 2013).

The study is being carried out in one of Switzerland's Universities of Applied Science, where a recent move towards internationalisation has resulted in the development of a programme offered in English. Whilst the context is ostensibly monolingual (French-speaking), a high level of multiligualism is evident amongst both the staff and students. This, in itself, is hardly surprising as Switzerland has four official languages and a high immigrant population. The use of ELF in HE is largely accepted, and ELF functions effectively in multilingual academic communities with users showing the ability to accommodate and adapt to others, despite a lack of mutual linguacultural resources (Mauranen 2012; Smit 2010). The co-operative and successful nature of much ELF discourse can be seen to be underpinned by relational work (Pullin 2010, 2013).

The study is qualitative and data driven. Audio and video data are being collected and transcribed over a minimum period of 12 months, beginning in July 2014, focussing on interaction in student groups and staff-student interaction in courses. The data are from two courses: firstly, a one-month intensive summer school for Swiss and Chinese students, and secondly, a one-semester course for students from the business and engineering departments of the university. The data are being transcribed and analysed using discourse analysis as the main analytical tool, whilst drawing on politeness theory and related research

into relational work and ELF in academic settings. The data will be triangulated with notes taken at the time of recordings, semi-structured interviews with students and staff, and the study of course documents. The overall research goal is to explore and identify features and functions of relational work in ELF in the context of teaching and learning in HE. Whilst the data collection and preliminary analysis is at an early stage at the time of writing, a number of features of relational work can be identified; these include hedging, humour and small talk.

Yonghong Qian, Janet Yonghong Qian, Daniel Kadar & Xinren Chen
Chinese Online relational rituals (Contribution to *Interpersonal pragmatics of social interaction in Chinese*, organized by Chang Wei-Lin Melody & Michael Haugh)
The present talk aims to examine Chinese online ritual practices, hence addressing a knowledge gap in the field (see a discussion in Kadar 2013). Whilst a number of recent studies explored Chinese net language, as far as we are aware no previous research has examined the ritualistic characteristics of the way in which Chinese netizens interact with each other. This is a regretful lack, if one considers the importance of net language in everyday social life. In the present research we aim to examine 1. The relationship between present day online ritual practices and their historical counterparts; 2. The way in which these practices differ and/or coincide with what one can find in ritual data drawn from other languages; 3. The interpersonal pragmatic features of Chinese net language. As a case study we examine complaints from Shuoshuo, which represents a synchronous and multimodal type of interaction.

John Rae
Stance, visible action and the coordination of action (Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)
Goffman insightfully and influentially noted that "When a word is spoken, all those who happen to be in a perceptual range of the event will have some sort of participation status relative to it." (Goffman 1981). The observation that to perceive is to be situated in some way, can be generalized to other actions beyond the spoken word. This is engagingly demonstrated in Macbeth's report of a player identifying/ misidentifying a teammate in basketball play on the basis of their position and movements in relation to his own actions. Thus, in addition to demonstrating how visible action (such as facial expressions) can display a participant's stance towards another's talk (Ruusuvuori & Peräkylä 2009), video-based analysis has shown how the ways in which objects are handled, or how a participant moves in relation to another participant, can convey a participant's situated stance towards an object, in particular their assessment of that object (Fasulo & Monzoni 2009; C. Goodwin 2007; M. Goodwin, Cekaite & C. Goodwin 2012; Streeck 1996, 2011). The present paper aims to complement this work by delineating and differentiating assessment-related stance in visible action from other kinds of embodied stance, in particular ones relating to competence and entitlement. Drawing on video-data from a variety of settings (such as domestic making situations and art studio work), the analysis seeks to explore how the sequential placement of such displays of stance is involved in the coordination of object-related interactions. I conclude by discussing how the subtle power of these situated visible displays of stance is related to shared intentionality and the perception of action (Tomasello, & Carpenter 2007).

Liisa Raevaara
Presenting the reason for the visit in social insurance office: Handling documents and coordinating verbal and embodied moves (Contribution to *Object transactions: Embodied encounters at the counter*, organized by Mondada Lorenza & Marja-Leena Sorjonen)
This paper examines encounters in Finnish social insurance offices. It explores the ways in which written documents are exploited in presenting and working out the customer's reason for the visit. The customers visit the social insurance office, for example, for getting assistance in completing benefit application form or in interpreting a letter their have received from social insurance institute (Kela). In these kinds of cases, the customers often make use of these written documents besides verbal means when presenting their reason for the visit to the official. The temporal coordination and progression of verbal and embodied moves by the customers, details in the design of their verbal turns, as well as timing and tempo of handling and showing the documents to the official are all used for expressing the purpose of the encounter. They are used also for implying the intricacy or easiness of the problem the customer has, for example, that s/he just wants the official to quickly check the application or that s/he is in need of more extensive assistance.

The written documents the customers have with them offer information that the official often needs in working out the customer's reason for the visit. In addition, the official's bodily orientation towards or away from the documents at hand is used as a resource for managing the temporal progression of the ongoing activity. Through the temporal coordination of their bodily orientation and changes in it with the progression of customer's presentation of her/his reason for the visit, the officials may indicate their need for more information or their readiness to proceed to the next phase of the encounter.
In recent conversation analytic research, there has emerged an increased interest in the use of multimodal resources and their temporal coordination in interaction: in the intertwining of turn design, embodiment and the surrounding physical context in constructing social actions (e.g. Haddington, Mondada & Nevile 2013; Mondada 2009; Sorjonen & Raevaara in press; Streek, Goodwin & LeBaron 2011). The paper draws from and contributes to this line of research. The data of the study consist of about 150 videotaped encounters in social insurance offices in Helsinki.

Yongping Ran

Managing collaborative disagreement in multiperson interaction (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

Objective. Using naturally occurring data this study investigates how collaborative disagreement is managed in multiperson interaction in Chinese. This research is needed because current works have mainly targeted individual disagreement and the issue of collective disagreement has been neglected.
Background. How to manage disagreement is an important issue in interaction. Much attention has been focused on finding disagreement patterns (Netz 2014), different kinds of disagreement, such as weak and indirect disagreements (Zhu & Boxer 2013), disagreement alignment (Kangasharju 2002), or how disagreement is related to power and politeness (Locher 2004). Moreover, disagreement has been traditionally considered as a face-threatening act, which interactants seek to avoid (Brown & Levinson 1987). Almost all these studies have focused on how individuals voice disagreement, or how strategies are adopted to mitigate or avoid disagreement in context. Literature on collaborative disagreement can hardly be found although disagreement in multiperson settings offers the participant options which are not found in one-on-one disagreements (Kangasharju 2002).
The study. Following Kakava (2002: 1538) and Netz (2014: 143) respectively, this study defines disagreement as '' the negation of a stated or implied proposition '', " the negation of or objection to not only factual statements, but also points of view, positions, plans and actions". Based on the analysis of sequential discourse segments from naturally occurring Chinese data this study focuses on how oppositional alliances of disagreement are formed in multiperson interaction, that is, how collaborative disagreement is constructed in interactive discourse by people in leadership positions. Socio-culturally rooted constraints will also be discussed from a pragmatic perspective.

Marie Rasson & Barbara De Cock

Intersubjectivity in a digital genre: The Spanish indefinite pronoun uno ("one") and person deixis in Yahoo questions & answers (Contribution to *I, you, we and the others: Dynamic construal of intersubjectivities in grammar and in interaction*, organized by Etelämäki Marja, Ilona Herlin, Tapani Möttönen & Laura Visapää)

In this paper , we study various mechanisms to create intersubjectivity in a digital genre, namely Yahoo Questions and Answers (YQA). More concretely, we focus on the Spanish indefinite strategy *uno* ("one") and its interaction with deictic person pronouns . YQA aims to provide assistance to users, who can ask other users questions on topics of all types. The other users respond by giving advice - often by referring to their personal experience - or their opinion on a given issue (Placencia 2012) . YQA is often considered a hybrid genre between dialogic interaction and journalistic publication. The written contributions are not subject to any editorial interference.
We observe in this corpus different functions of *uno*: dissolve the sender and/or receiver, protect the sender or receiver image , address a larger audience , include oneself in the reference , give more evidential weight to the advice (Scheibman 2007), remain vague and create a link between the sender and receiver. We will analyze how the pronoun *uno* interacts with person deictic forms for construing a statement as a subjective one or as an intersubjectively understood one.

(1) *Cómo observar satélites artificiales*
*(...) La clave es conseguir los horarios en que pasan los satélites por **tu** zona y eso **se** puede averiguar en Heavens-Above: cuando uno se registra tiene que indicar la ciudad en que se realizará la observación (...) espero te sirva*

'How to observe artificial satellites? (…) The key is to obtain the timetable according to which the satellites pass by your area and that can be checked on Heavens-Above: when one registers, one has to indicate the city where the observation will be realized (…) I hope this helps you.'

(2) *Hoy se acaba en el mundo el agua potable ¿qué harías?*
Si hoy se acabara el agua pues ***me*** *agarraría de sorpresa ya que uno vive al día y para planear lo que uno haría a futuro pues tendría uno que empezar a cambiar los hábitos.*
'Today the world runs out of drinking water… What would you do?
If today we ran out of the water, it would catch **me** by surprise, since one lives day-to-day and to plan what one would do in the futures well one would have to start to change habits'.

Specifically, the use of *uno*, in interaction with deictic personal pronouns, often generalizes the experience and offers it as an intersubjective one (Traugott 2003), as in (1). However, it can also combine with first-person reference, as in (2), and thus create a rather subjective interpretation (Benveniste 1966), starting from a more personal point of view (which may be generalized). In some cases, these two readings seem to be on equal footing, with a reading combining subjective and intersubjective features : the combination of *uno* with personal forms allows for connecting the two participants and at the same time generalizing their experience. Thus, the construction of intersubjectivity through both indefinite and person deictic strategies maximally exploits the hybrid nature of the type of discourse produced on Yahoo Question and Answers.
Corpus: YCCQA : *Yahoo-based Contrastive Corpus of Questions and Answers*.

Renate Rathmayr

Formation of new genres and transformation of existing ones in Russian corporate discourse (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

Broad societal changes induce changing professional practices, leading to genre evolution. According to Yates and Orlikowski (1992), genres of organizational communication influence individual communicative actions by providing rules of substance and form. In the field of communicative action in organizations in recurrent situations, individuals are influenced by certain genres and their rules of substance and form and enact them. In this process individual communicative action reproduces and reinforces genres, or it modifies them by introducing variations in substance and form. Oscillating between the reproduction of norms and deviations from them is indispensable in order to be accepted by the professional community and still to create enough attention despite abundant information. This leads to continous change in genre-specific norms.
This is particularly true for transformative societies like Russia, where two driving forces converge in corporate communication: transition from a centrally planned to a free market economy, and globalisation. (How the present political development between Russia and Ukraine will lead to Russia being isolated again, cannot be ascertained now.)
In a joint Austrian-Russian project which is currently nearing completion central genres of oral and written communication in Russian business enterprises were analysed, All analyses are based on recordings of authentic corporate communication (or written texts) made in several Russian cities from 2011 to 2014. In order to grasp the special features of specific genres, methods of discourse and conversation analysis, of qualitative content analysis and other methods were applied. Surveys and interviews were also conducted. The research question of the proposed paper is to show – for selected oral genres – which pragmatic factors foster the formation of new genres, and the transformation of existing ones.
This paper will show that the implementation of Western management tools creates new professional practices, thereby creating new genres, e.g. strategy sessions and corporate newsreel, interaction in social media, and company websites containing published ethical codices. Existing genres change as well, e.g. job interviews, meetings, and customer communication. Genre change is above all due to broad societal change but also to new technological opportunities (cf. corporate newsreel). Genres are strongly influenced by the line of business, location, the age and gender of participants. Genre is thus, obviously, a social artifact which responds to a wide range of pragmatic variables.
New genres are implemented top-down, while in practice, genre realization is very strongly influenced by bottom-up features. This connection will be illustrated by several examples.

Miriam Ravetto & Marcella Costa

Strategies of adaptation in guided tours in German as a foreign language (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Even though knowledge transfer and entertainment can be considered the main goals in the 'guided tour' communicative practice, participants also orient to other activities during the interaction (Costa/Müller Jacquier 2010). Among these several activities, we will focus in particular on the different strategies of perspective taking in guided tours in German as a foreign language. Through a fine-grained analysis combining conversational analysis and interactional linguistics, we will show how guides align to the latent asymmetries inherent in the social and interactional structure of the conversation (different asymmetries such as age, religion, language proficiency, monological setting) and to the multimodal constraints of this specific practice. The analysis is based on a large corpus of audio and video-recorded interactions between guide and tourists, collected in different towns in Germany and Italy. The identification of recurrent strategies may also find application in professional training to develop the awareness of interactional and dialogical strategies oriented to the dialogue with the group.

Natasha Ravyse

Fanagalo: A sub-cultural language survival story (Contribution to *Complex linguistic repertoires and minority languages in immigrant communities*, organized by Goglia Francesco & Susana Afonso)

The development of multilingualism in a global context has gained significant ground in that some scholars claim that the new linguistic dispensation of the world is multi-lingual (Aronin and Singleton 2012). One of the main effects of a globalising world is increased contact between diverse groups of people and language. Language contact is an influential feature in the development of language variation and it is often coupled with social structure and change (Labov 2010: 185). The social history of South Africa has been a unique driving force for language variation and change; and factors like contact between a variety of indigenous ethnic groups, and colonial and apartheid struggles contribute to the multilingual sociolinguistic nature of the country. In this context, Fanagalo holds an interesting position. Fanagalo is "used in parts of South Africa, Zimbabwe […], Mozambique, Malawi, Zambia, and Namibia where it has been carried by migrant workers in the South African mines" (Mesthrie 2006: 430). The focus of this paper is to elucidate the current status of Fanagalo in terms of its sub-cultural status and how, in a very specific multilingual mining context, it is maintained despite the opposition of out-group speakers.

The cultural and social approach this focus stems from is important as the view of Fanagalo's culturally sub-ordinate speakers is not included in existing research. The theoretical framework for the study is Grounded Theory. The data reported in this paper were collected during August 2013, one year after the Marikana tragedy. Two out of the three main data sets, questionnaire results (n=14) and interviews (n=14), were collected on-site at the mine in Rustenburg. These two data sets were analysed and interpreted with the aim of achieving intersubjectivity. The results of the data analyses were then discussed in terms of the existing literature, the third data set, in order to obtain a holistic view of the status of Fanagalo at one mine in South Africa.

The main findings show that Fanagalo is indeed maintained within a selected context – and potentially in broader contexts – in South Africa today as a sub-cultural language. Interestingly, some migrant workers acquired Fanagalo before they acquire other South African languages despite its unofficial status in South Africa. The implications of the findings for language policy and planning of sub-cultural languages is highlighted in conclusion.

Inés Recio Fernández

The behaviour of Spanish argumentative connectives: An experimental study on "sin embargo" and "por tanto" (Contribution to *Discourse markers and experimental pragmatics*, organized by Loureda Oscar, Inés Recio Fernández & Adriana Cruz Rubio)

Communication is a cognitive process in which information is processed by means of inference (Sperber & Wilson 1995; Pons 2004; Portolés 2004): utterances are underdetermined stimuli that must be enriched by a hearer with contextual information in order to recover the assumption intended by a speaker. All languages have devices, such as discourse markers, that guide the hearer towards such intended effects, hence reducing his cognitive effort during information processing. As a category within discourse markers, connectives fulfill precisely that task due to their prominently procedural meaning (Blakemore 1987; Portolés 2001; Carston 2002).

In a vast number of descriptive studies, argumentative connectives have been analyzed from a cognitive point of view. The aim of this work is to complement these approaches with experimental evidence, and to gain insight into the role of two markers of argumentation in Spanish, *sin embargo* ('however') and *por tanto* ('therefore'), for information processing. Experimental methods allow for the measurement of

reactions (processing costs) to given stimuli (utterances). Specifically, in reading eye-trackingexperiments online cognitive processes can be assessed quantitatively (Rayner 1998). In our work, eye-tracking data are supported by comprehension data from tests carried out to verify whether participants drew the intended implicatures from the experimental utterances (Just *et al.* 1982).
We present some results obtained in reading experiments with native speakers of Spanish to prove four hypotheses:
1. Argumentative connectives impose certain patterns of information retrieval in interaction within the semantic properties of utterances, which, in turn, have an influence on how connectives are processed.
2. The cognitive effort needed to process argumentative relations depends on the semantic properties of the connectives: counter-argumentative vs. consecutive meaning.
3. *Sin embargo* and *por tanto* act as constraints on inferential processes in communication, and guide the hearer unequivocally towards the communicated assumption.

Darren Reed & Beatrice Szczepek Reed

Displaying learning in performance settings: The co-construction of learner autonomy (Contribution to *The social organization of learning in classroom interaction and beyond*, organized by Ohlhus Sören & Friederike Kern)

This paper is concerned with the display of learning in performance pedagogy, specifically the interactional resources learners use to show both willingness to learn and accomplishment of learning. The context under analysis is the music masterclass, that is, a one-to-one instructional setting performed in front of an audience of peers. In this setting, learning is mutually constructed, not only between the learner and the instructor, but also between the learner and the audience, and potentially the accompanist. Previous work has shown that a learner can interactionally 'claim' understanding through communicative behaviours such as nods, agreement tokens and the like, and 'exhibit' understanding through production of appropriate action (Hindmarsh et at. 2011) such as mimicking (Keevalik 2010) and next relevant embodied action (Koschmann & LeBaron 2002). In this paper we extend our view to other forms of learning display. Firstly, we are concerned with learners' own self-evaluations after aborted learning displays, such as an aborted sung phrase followed by 'nah' or 'urgh', and their sequential placement and interactional consequences (see extract below). Secondly, we describe new forms of exhibiting learning in which we see the 'translation' of embodied instructions (such as gestures that embody musical phrases) into alternative embodied actions (such as a particular manner of phrasing a note). Both practices highlight learners' active and at times autonomous role in co-constructing learning, as well as the interplay of different semiotic resources in the co-construction process.

RT 13:08-13:32

```
09 M: an then you want to also (.)
10 M: phrase off on that so you wanna [tape:r
11 S:                                 [yeah
12 S: okay c'n do that
13    (-----)
14 M: along that note
15    (--------)
16 P: |~~~~~~~~~~~~[~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ ((plays))
17 S:             [wie nahte mir der schlummer      ((sings))
18 S: nahte mir der schlummer ((singing))
19 S: urgh
20    (----)
21 M: yes so you want der schlu::::m
22 S: yeah
23    (----)
24 M:  right
25 M: schlum so you can almost throw away that last syllable
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Sophie Reissner-Roubicek

Intergenerational perspectives on gender and role in grandparenting (Contribution to *Babies to Boomers and beyond: Age and gender adaptations across languages and societies*, organized by Matsumoto Yoshiko & Diana Boxer)

The threat of grandparents becoming extinct was reported in the Australian media only last year, when, below a banner warning that the country could be "heading toward a generation of 'grand-orphans' as societal trends turn grandparenting into an endangered institution", social psychologist Evonne Miller blamed 'late motherhood', marriage breakdowns and geographical separation for "redefining our expectations about the role of grandparents in families" (www.news.com.au 2013, April 29). Against this background, the present study focuses on the boomer generation and their redefinitions of grandparent

roles in terms of their identities as grandfathers and grandmothers as they construct these in relation to each other and to past generations. The research focuses on members of a community divided by continents, religions, and politics, but united by one set of long-dead great-great-grandparents, and was inspired by observing their interaction in a group email list – reflecting the importance ofemails as sites for identity construction (Schnurr & Mak 2011). Face-to-face data was subsequently collected at a reunion event during three days of conversations, trips and a party with speeches. Through discussing their own experiences as grandchildren, of having grandchildren themselves, and how they felt about their own parents in the role of grandparents, participants' identities as grandfathers and grandmothers "were intersubjectively constructed through several, often overlapping complementary relations, including similarity/difference" (Bucholz & Hall 2005), and also in relation to situated themes like fitness and being exceptions to a rule or norm. Gender, culture and the perception of age were made relevant in different ways, in the context of different topics, and in different conversational frames. In line with the social constructionist understanding of identities as largely constructed and negotiated through talk (Jacoby and Ochs 1995), the analytical approach draws selectively on Wagner and Wodak's (2006) textual realization categories such as labelling (for example, in respect of the role names chosen by or given to grandmothers and grandfathers), the arguments made for positions, external discourses, perspectives, mitigated/intensified self-constructions, and metaphor. The discussion pays attention to findings considered in the light of Mann's (2007) paper on grandfatherhood and masculinities, which rethinks the traditional attribution of instrumental/expressive roles to grandfathers/grandmothers.

Ana Maria Relaño Pastor

Shame and pride in narrative: Resisting and moralizing racialization in Southern California (Contribution to *Conversational narrative and (socio)linguistic ethnography*, organized by Relaño Pastor Ana Maria & Adriana Patiño)

This presentation analyses the performance of shame and pride in personal narratives of language racialization told by a group of Mexican immigrant women who participated in an after-school program called La Clase Mágica (LCM) in San Diego (California). Following research on the racialization of Latin@s in the United States, which hierarchically assign social value to race and socially mark Latin@s as departing from "the normative generic American, white, middle-class, English-speaking" model of unmarkedness (Urciuoli 1996; Trechter & Bucholtz 2001; Shuck 2006; Zentella 2007; Hill 2008; García 2009), the paper discusses how these Mexican women self-present and position themselves towards racialization experiences in "the different context-s" narratives are embedded in: 1. The interview context in which the narratives were elicited; 2. Ethnography as the research context the interviews were part of; and 3. The social world of institutionalized racialization in the United States, particularly in Southern California, as the motivating force of the ethnography these narratives were part of. Data was collected as part of the ethnography conducted at LCM, a computer-based, bilingual/bicultural after-school program, committed since 1989 to providing a culturally and linguistically relevant curriculum, lifespan approach to learning and development to Mexican/Mexican American/First Nation children and youth in San Diego. The presentation discusses, first, how shame and pride (shame for not speaking English "well" and pride in Spanish as the heritage language of this group of women) are the main emotional responses Mexican women perform in the story world (narrated events) of these narratives. Secondly, I illustrate the relationship of shame and pride with other self-presentation linguistic devices in the narratives, namely the use of constructed dialogues and moral evaluations displayed in the narratives to resist the racialized storytelling world (narrative events). By doing this, I highlight the importance of the "social interactional approach (SIA)" to narrative research (De Fina & Georgakopoulou 2008, 2012), which goes beyond canonical (Labov & Waletzky 1967), and merely talk-in-interaction approaches to narrative that would only attend to the local moment-to-moment sequential organization of narrative production (Sacks 1974; Jefferson 1978; Goodwin 1984). Instead, following the "narrative turn", or shift from narrative as text to the understanding of narrative as a social practice proposed by these researchers, I discuss narratives of racialization as social practices of resistance and moralization towards exclusionary practices regulated by the language ideology of monolingualism and nationalism in the United States, which considers English to be the most important and only needed language in the country, as well as dominant racializing discourses about Mexican immigration, border enforcement, and the role of Spanish in the United States.

Josep Ribera & Maria Josep Marín

La encapsulación en el debate parlamentario: Estructuración, evaluación y persuasión (Contribution to *At the crossroads of persuasion and evaluation/En la*

encruzijada entre persuasión y evaluación, organized by Díez Prados Mercedes & Antonio García Gómez)

El debate parlamentario, como género específico del discurso parlamentario, es un discurso híbrido entre la oralidad y la escritura (Van Dijk 2000). La anáfora léxica pone de relieve esta naturaleza híbrida (Ribera 2014) y, concretamente, la repetición opera como un rasgo destacado de la escenificación oral del debate parlamentario relacionado con la denominada *serie enumerativa* (Cortés 2005). Paralelamente, los nombres encapsuladores o *shell nouns* (Schmid 2000) interactúan con la repetición para entretejer la estructura del debate; en cambio, en contraste con la aparente sencillez y espontaneidad de la repetición, la complejidad discursiva y cognitiva de la encapsulación se relaciona con la naturaleza escrita y altamente planificada del debate parlamentario (Cuenca 2014). Además, los encapsuladores pueden manifestar el posicionamiento ideológico del emisor, pues se definen por su capacidad anafórica para recuperar fragmentos predicativos de información textual (contenido encapsulado), recategorizándolos sintácticamente y/o conceptualmente como sustantivos.

Este trabajo se ocupa de la encapsulación como estrategia argumentativa en el debate parlamentario. Mediante el análisis de tres debates, en inglés, catalán y español, celebrados en el Parlamento Escocés, el Parlament de Catalunya y el Congreso de Diputados del Parlamento Español, respectivamente, sobre los temas estrechamente relacionados de la independencia de Escocia y de Cataluña, nuestra investigación intenta arrojar luz sobre dos cuestiones:

(i) ¿Cuál es el papel de la encapsulación evaluativa en la explicitación del posicionamiento del emisor con respecto al tema tratado?

(ii) ¿Hay diferencias interlingüísticas destacables en el uso discursivo de la encapsulación evaluativa?

Para responder a estas preguntas, en primer lugar, identificamos y clasificamos los encapsuladores de los debates teniendo en cuenta la categorización semántica propuesta por Schmid (2000), a saber, factuales, lingüísticos, mentales, modales, eventivos y circunstanciales. A continuación, analizamos los encapsuladores evaluativos, intralingüística y interlingüísticamente, a partir de su significado actitudinal y/o modal. Asimismo, se toman en cuenta otras características lingüísticas y no lingüísticas, como la coocurrencia de un determinante demostrativo, los complementos adjetivales y el énfasis y las estructuras enfáticas.

El análisis muestra que la anáfora léxica evaluativa mediante encapsuladores es una estrategia cognitiva bien planificada que se utiliza no solo para estructurar el debate parlamentario, sino para objetivar ideas y juicios subjetivos o para subjetivar hechos y eventos objetivos introducidos en el cotexto previo o subsiguiente. Esto permite al emisor enfrentarse a sus oponentes y ganar aliados o simpatizantes entre los participantes en los debates o entre los votantes (Izquierdo Alegría y González Ruiz 2013). No obstante, tanto en inglés como en catalán y en español, los emisores tienden a usar el mismo repertorio de encapsuladores. Así pues, las operaciones de evaluación, centradas en el emisor, y de persuasión, focalizadas en el receptor, no se deben propiamente al contenido semántico de los encapsuladores, sino a su inespecificidad semántica. Esta propiedad de los encapsuladores los hace lo suficientemente versátiles para encapsular contenidos opuestos cuando son utilizados por oradores ideológicamente enfrentados. En definitiva, la encapsulación es esencial para construir la estructura argumentativa del debate parlamentario, así como para favorecer la interacción parlamentaria, ya que permite subrayar el posicionamiento del hablante y el efecto perlocutivo que se espera producir en el oyente por medio de la relación semántico-discursiva que se establece entre el encapsulador y el contenido encapsulado.

Sean Rintel & Richard Fitzgerald

"What's your definition of playing with it?" Categorial promiscuity as a multi-modal participant practice in teasing in a couple's video call (Contribution to *Definition in interaction*, organized by Bilmes Jack, Gabriele Kasper & Richard Fitzgerald)

Drawing on Ethnomethodological approaches from Conversation Analysis and Membership Categorisation Analysis, this paper is one of an ongoing series in which we explore how technologised interaction (Rintel 2013; Hutchby 2014, 2001a, 2001b) is linked to category promiscuity as a participants' practice (Fitzgerald 2012; Fitzgerald and Rintel 2013). One of the analytic issues raised when focusing on members' tacit category work is a concern around the rigor of the analysis when category orientations are not made explicit. Schegloff (2007) has expressed this as a concern over analytic 'promiscuity', contending that without explicit category description members' category work may become removed from its local use and used by the analyst to do other work, such as reinforcing their assumptions about what is going on. However, while this analytic issue of analysts bringing their own assumptions to the data is not restricted to MCA (Benwell & Stokoe 2006), we have argued (Fitzgerald 2012; Fitzgerald and Rintel 2013) that it is also not restricted to those engaged in formal analytic procedures, but rather it is a

members' phenomenon. By this we mean that where a member's category work is not made explicit, then a category can become ambiguous and potentially 'promiscuous' as it is removed from the immediate action and repurposed as a deliberate practice for achieving particular versions of social order. This paper extends our interest by exploring how teasing in a video call trades on multi-modal category promiscuity as a participants' practice. The data consists of a sequence regarding the exchange of one-year relationship anniversary presents. One partner, Kay, uses the constrained field of view to tease the other, Des, about having his present with her, while Des attempts various strategies to determine what it is. Des, suspecting the present is a videogame, ends up asking whether it can be "played with". Kay affirms this proposition but intimates that the play is not in the manner Des apparently thinks. We explore several implicit definitional moments of category promiscuity in which various multi-modal strategies are used to release and restrict information about the present as part of the tease (Rintel 2015). We then focus in on how the teasing sequence wraps up with the pair in explicit definitional confusion over whether "playing" is an accurate representation of what can be done with the present. We show that participants strategically enact the presentational drama of visual enablements and constraints of the technology as usefully deployed in the service of revelation and restriction of practical and moral categories.

Andrea Rocci, Katarzyna Budzynska & Olena Yaskorska
Requests of confirmation of inference as an argumentative move in earnings conference calls (Contribution to *The Pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)
Earnings conference calls (ECC) are discretionary disclosures employed by listed companies to communicate with investors, consisting in teleconferences held by corporate leaders with financial analysts immediately following the publication of quarterly earnings announcement. ECC, which involve a corporate presentation (CP) followed by Q&A, have attracted the attention of researchers in finance and accounting as well as in discourse analytic work focusing on genre structure and rhetorical strategies (Crawford-Camiciottoli 2010, 2013). While financial studies have mostly focused on evidence that ECC are incrementally informative over the earning release and apply sentiment analysis to investigate the correlation between linguistic sentiment and market variables, the properly dialogical features of ECC have also recently been considered as a source of evidence on informativeness (Hollander, Pronk and Roelofsen 2010). Palmieri, Rocci and Kudrautsava (2014) formulate the hypothesis that Q&A sessions are incrementally informative with respect to earnings announcements and CPs and that the increment can be traced back to their argumentative character. In order to describe the functioning of Q&A sessions of ECC as a conventionalized argumentative activity type (van Eemeren and Houtlosser 2006), a dialogue protocol for ECC Q&A is developed by Budzynska, Rocci and Yaskorska (2014) and tested on a manually annotated corpus of ECC. It is found that in Q&A managers argue defending predictive, evaluative, explanatory and practical standpoints. Analysts shape these arguments with their questions but they rarely do so by challenging corporate representatives to defend a standpoint, possibly out of a concern for maintaining access to managers. This paper focuses on one of the several less confrontational means for testing assumption that are preferred by analysts: requests of confirmation of inference. Here analysts present a line of argument from available data drawing a tentative conclusion and ask managers to confirm, disconfirm, or "edit" it, effectively leading in most cases to further argumentation by managers. The move appears to be consistent with what has been found in interviews of sell-side analysts (Brown et al. 2013) concerning the need of "checking one's reasoning".

Carla Rodrigues de Almeida
Discourse strategies of mitigation in an oral corpus of narratives of life experience collected in interviews (Contribution to *'Tell me all about it': Interactional dynamics in research interviews*, organized by Williams Valerie & Kathryn Roulston)
This paper investigates the organization and functioning of oral interactive discourse in the situation of research interview (Myers; Lampropoulou 2012: 1215). Taking as reference an oral corpus in European Portuguese constituted by narratives of life experience (Almeida 2012) gathered under the frame of a sociological research project developed in the region of the *Vale do Ave*, in the North of Portugal, the paper identifies the patterns of sequential organization of illocutionary acts developed in the interviews. In the light of a pragmatic perspective (Verschueren 1980: 274-284, Verschueren 1991: 1-8, Verschueren 1999; Franck 1981: 225-236), this paper specifically focuses on the discursive sequence of question-answer and on the context of development of the discursive sequence of justification - an illocutionary act of a "sequential nature" (Fonseca 1992: 299) that allows the establishment of specific pragmatic coherence relations (Lopes 2009).

We will, thus, analyse the actions of the interviewer that concern the accomplishment of sequences of justification that precede the act of question. As a pre-sequence (Schegloff 1988) that prepares the act of question, anticipating possible objections from the interviewee, justification, in these interactional contexts, constitutes, regularly, an argumentative strategy, developed by the interviewer, at the service of interactional achievement.

We will also study the interviewees" answers followed by justifications. The narratives that occur in the situation of interview are part of a testimonial discourse (Sacks 1995). In the development of the topics that concern interviewees' lifestyles and housing conditions, we can identify the occurrence of sequences of justification with the use of the undefined expression "uma pessoa" ["a person"], generalizing to anyone, including the interviewees themselves. Constituting a "membership categorization device" (Sacks 1995), this procedure allows to construct identities in talk (Antaki, Widdicombe 1998) that are relevant for interaction in terms of sequential organization of turns and allows to develop shared experiences, as well as to invoke *commonplaces* to deal with dilemmas brought by the questions that occur during the interactions of the interview.

Finally, we will analyse the interactional role of fuzziness markers in these answers followed by justifications. Specifically, we will focus on the markers that are at the service of the mitigation of epistemic values, constituting a strategy of mitigation and/or attenuation of what is said in the propositional content of the answer, thus reducing the epistemic obligations (Caffi 2000: 96) of the interviewee: diminutives as softeners (Sifianou 1992), adjectives' evaluative suffixes and tag questions as " a softer way of asserting" (Fraser 1980: 349) are identified in the oral corpus under scrutiny.

Susana Rodríguez Rosique

Tense in interaction: Evidentiality and something else (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)

From a traditional perspective, tense has been considered a deictic category (Benveniste 1966; Comrie 1985); that is, it relates the situation denoted by the verb to the moment of the speech. Specifically, future places the event after the now of the speaker due to a temporal vector of posteriority, as is seen in (1):

(1) Mañana *lloverá*$_{\text{Fut.}}$ en buena parte del país [Tomorrow it will rain in most of the country]

However, future in Spanish may be used in cases in which the event is not located after the moment of speech, as (2) shows:

(2) -¿Qué hora es? [What time is it?]
-*Serán*$_{\text{Fut.}}$ las cuatro [It must be four]
(Bello [1847] 1970: 236)

In these cases it is assumed that future plays an epistemic function, which reflects the encounter of two categories (Dendale & Tasmowski 2001): epistemic modality and evidentiality. According to some linguists, this use of future is a derived value (Rojo & Veiga 1999; Squartini 2001), and thus it represents an evidential strategy, in terms of Aikhenvald (2004). In some others' view, future in Spanish always codify that the only source for the event is a speaker's inner process (Escandell 2010), from which is followed that it is a grammatical evidential.

However, there are cases in which future does not seem to play an epistemic role. These cases are especially frequent in interaction, where some uses may be isolated, such as concessive future in (3) (Squartini 2012; Rodríguez Rosique 2013); the future of necessity in (4) (Fernández Ramírez 1986); or the exclamative future in (5) (Pérez Saldanya 2002; Squartini 2012):

(3) -<T4>: Porque piensan que así, consintiéndoles, lo mismo están más felices
[Because they think that, in that way, spoiling them, they could even feel happier]
-<T8>: Sí, a los niños los *harán*$_{\text{Fut.}}$ muy felices, pero no es eso lo que les interesa
[Yes, they may make (make$_{\text{Fut.}}$) children very happy, but that is not what they need]
(Azorín 2002: 374)

(4) -[…] Era la primera posibilidad que se daba a los periodistas para hacer cursos académicos. Entonces, *comprenderás*$_{\text{Fut.}}$ que no pude dejar ya el periodismo y tuve que hacerlo.
[It was the first chance for the journalists to teach academic courses. Then you must understand that I couldn't leave journalism from that moment and I have to did it]
(RAE, *CREA*, Oral)

(5) ¡*Será*$_{\text{Fut.}}$ mala sombra el tío este!
[This guy, he really is an unpleasant character!]
(Briz & Val.Es.Co 2002: 182)

These uses of Spanish future have been recently analyzed either as contextual variants of epistemic future (Escandell 2010), or as cases in which the speaker is no longer a primary source of information, but becomes a secondary source (Squartini 2012); that is, the subjective value of epistemic future becomes intersubjective, both in the sense of Nuyts (2001) and in Traugott's terms (2010).

The aim of this presentation is to show that these uses, which are quite frequent in direct interaction contexts, work differently from epistemic uses. Specifically, in all of them the speaker conveys *distance* (Fleischman 1982, 1989) towards the utterance, which represents a new widening of scope (Bybee, Perkins & Pagliuca 1994). This new function of future is in fact strongly determined by information structure and reveals quite useful in interaction. Thus, in (3), distance conveyed by future falls over a proposition that is the focus of attention (Dryer 1996), and its role is to contribute the counterargumentation strategy; in (4), distance falls over a discursive inferred proposition, and turns into a mechanism to negotiate information (Prince 1992; Lambrecht 1994); finally, in (5), distance falls over a discursive or contextually activated proposition, and its role is evaluative or even mirative.
More generally, this analysis is based on a unitary definition of future as a deictic template working on different levels of meaning (Sweetser 1990), which may be simplified as 'distance forward'. On the one hand, this definition leads us to differentiate discursive uses from epistemic and temporal ones. On the other, the conception of future as 'distance forward' turns it into a quite appropriate mechanism for *inter-action*, where future plays a special *deictic* role, in contrast to the *anaphoric* behavior of conditional.

Rungpat Roengpitya

The Thai-English self expressions and address terms in the Thai business discourse (Contribution to *The dynamics of self-expression across languages*, organized by Huang Minyao & Kasia Jaszczolt)

In Thai, there are various forms for the first and the second persons, the choices of which depend on social factors such as power, formality, social status, gender, etc. These forms include (1) nouns: (1a) names ex. 'Pat', (1b) kinship terms ex. 'Mom', or (1c) the occupational terms ex. "Doctor" (Panthumetha 2010: 23); (2) pronouns: /c^{h}a ∨ n/ 'I' (female), /p^{h}o ∨ m/ (male), and /k^{h}un/ 'you' (male and female); and (3) compounds ex. /tua- ʔ ee ŋ / 'classifier + self = I'. The expressions in (2) are classified as pronouns in Uppakitsilpasaan (1998: 78-83) and Thonglor (2007: 197-222), but Panthumetha (2010: 22) described apparently the pronominal expressions such as /k^{h}am- t^{h}ææn/ 'word + substitute = a substitute'. This means that the so-called pronouns in Thai are located in the same positions as nouns. Moreover, interestingly, certain expressions, which are originally full nouns, are now employed for first- and second-person reference. For example, the word /nu ∨ u/, meaning 'a mouse', can be used for self-reference by a young female speaker (Jaszczolt 2013: 4), and for second-person reference by an older adult to address a younger one. Furthermore, unlike English (Jotikasthira 2006), in Thai--a pro-drop language, reference to the speaker can be omitted when s/he is the subject of a sentence. As a result, the first-person pronouns are often dropped in a business discourse, where a speaker has a lower status and focuses his/ her attention to the customers.
Questions arise as to (1) how different forms for the first person in Thai are used in different types of discourses, as compared to the English equivalents; (2) In particular, when the first-person form is dropped in business discourse; how self-reference in Thai is conveyed, interpreted, and translated into the English equivalents; and (3) whether the various forms for the first person should be considered as pronouns or nouns.
In this paper, the main aim is to study the variety of ways in which self-reference is achieved, with special reference to business discourse; to understand how the contexts affect the choice and the omission of first-person forms; and to question the correlation between self-reference and pronounhood.
The data from the present study was collected through observations and informal interviews in various business settings, ranging from small local businesses to department stores (adapted from Labov's research (1978)). The findings reveal that, in business transactions, the first-person forms are omitted by the sellers, while the focus falls on the second-person forms for the customers. These second-person forms vary from the generic polite forms (a) /k^{h}un/ 'you'; (b) /k^{h}un-p^{h}uu-ji ∨ŋ / 'you-person-female' for a female buyer; (c) /k^{h}un-p^{h}uu-c^{h}aaj/ 'you-person-male' for a male buyer; to the current forms, through grammaticalization, /(k^{h}un)-lu ∧ uk-k^{h}a ´ a/ '(Gloss) (you)+child + trade = customers > you' for any gender. The last form becomes popular, as it can be used for male, female, and transgender customers. In sum, this paper discusses various forms of first- and second- persons in Thai and the English equivalents, especially in the business discourse, whereby the first-person forms are dropped.

Márcia Cristina Romero Lopes, Christelle Dodane & Alessandra Del Re

Study of the prosody-gesture interface in the acquisition of « pretérito perfeito simples » tense in Brazilian Portuguese (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)

Through constant input exposure in adult dialogues, children's language gradually develops into rich linguistic constructions that contain multiple cross-modal elements subtly combined for coherent communicative functions. The expression of verb tenses is a privileged locus to study multimodal combinations of gesture with prosody, syntax, semantics and pragmatics. Balog and Brentari (2008) have shown that since the single-word period, children coordinate their verbal and non verbal behavior, making their meaning more comprehensible, just like adults do (Bolinger 1983; Cruttenden 1997). Combining prosody and gesture allows children to overcome difficulties in mastering the phonological system, and to enter syntax thanks to early multimodal constructions. The goal of this study is two-fold. We want both to describe the first values of the *Pretérito Perfeito Simples* (PPS) tense in the acquisition of Brazilian Portuguese (BP), and to identify to what extent children combine body movements, symbolic gestures and prosody to express these values.

We analyzed the longitudinal recordings of a monolingual Brazilian boy (GUS) recorded monthly for one hour between the ages of 2;00 and 2;11 (MLU, 1,7 to 3,1) in spontaneous interaction with his parents (Del Ré et al. 2014). Syntactic development was determined by calculating the MLU (Brown 1973) and lexicon size, by counting the number of different words produced during each session (Vihman 1985; Vihman & Miller 1988). After having listed all the spontaneous productions of the PPS by GUS and their situational context, four types of analysis were conducted (Dodane et al. 2014; Romero Lopes 2006, 2007).

First, we coded prosodic properties (direction of the intonation contour, accent range, register, duration, intensity), using the PRAAT software. Second, we coded nonverbal behavior (hand gestures, joint attention expressed through eye gaze and checking behavior, body movement, and facial expressions), using the ELAN software. Third, we made a semantic and enunciative analysis of the values of the PPS. Fourth, we compared the prosodic and gestural analyses to look for directional and temporal synchronization patterns. Finally, we integrated all those results to analyse the different uses of PPS by children.

At the multimodal level, prosody and gestures are realized in synchronization with the production of the verbal level. They indicate, in conjunction with the value of the verb, what is accomplished or finished in a given situation of enunciation. Indeed, at the semantic level, we observed that the first discourse values acquired by the child are not the same as the ones presented in the usual formal descriptions, which define them as « events of the past ». Moreover, we could see that there is a complete deletion of the third person singular pronoun at the sintactic level. These results are interlinked with studies of De Vogüé (2010) in the enunciative linguistic field, and Romero Lopes (2006, 2007) in the same line of work, adressing the description of semantic and enunciative mechanisms of the PPS in BP.

Jesus Romero-Trillo

The endocentric and exocentric function of pragmatic markers in speech: From thematic analysis to adaptive management in discourse (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

Systemic Functional Grammar (henceforth SFC) has advocated the division of the clause into 'theme' and 'rheme' (Halliday 1994) in the realization of the textual metafunction. According to this theoretical model, the 'theme', the first element of the clause, can be subdivided into 'multiple themes'. Being elements that appear at the beginning of a linguistic sequence, multiple themes may include certain expressions whose function can be equivalent to the functions realized by pragmatic markers. Nevertheless, in my opinion, one of the main caveats of SFG is that the description of the 'theme' is mainly conceived for the analysis of written texts and not for the analysis of spoken discourse (Romero-Trillo 1994). The reason for this inadequacy is the pervasive presence of pragmatic markers in speech with their fully-fledged prosodic value and elusive nature that render thematic analysis impossible to perform in SFG canonical terms. Romero-Trillo's study showed that pragmatic markers do not restrict their role to the realization of continuative themes, as proposed by Halliday (1994: 53). In fact, pragmatic markers can expand their function and become topical themes that help to process and manage communication.

Bearing this in mind, and from a discourse construction perspective, I hypothesize that pragmatic markers can realize two functions: the endocentric and the exocentric function. The endocentric function identifies the meaning of a pragmatic marker vis-à-vis the immediate surrounding context; while the exocentric function studies the way pragmatic markers contribute to the coherence and global understanding of a text. Studies describing the endocentric approach include the analysis of pragmatic markers as elements that contribute to locally based functions like feedback (Romero-Trillo & Newell 2012), attention-getting (Romero-Trillo 1997), contrast (Cuenca 2008) or even interjections (Norrick 2009). On the other hand,

the exocentric approach intends to carry out a detailed multi-layered structural analysis in terms of function, position and prosody as essential tools to describe discourse variation in spoken discourse (Romero-Trillo 2001; Aijmer 2013).
The exocentric approach has recently benefited from advances in pragmatics theories, especially the Dynamic Model of Meaning (Kecskes 2014), to analyze their cognitive value in communication in relation to context. For instance, Romero-Trillo (2007, 2014) has investigated the function of pragmatic markers as elements that contribute to adaptive management in discourse (Romero-Trillo & Maguire 2011; Romero-Trillo 2013).
The objective of this paper is to analyze the realization of pragmatic markers from the endocentric and exocentric perspective via thematic analysis and adaptive management, based on a corpus of spoken English.

Linda Rossato

Quick tiramisù and Hunter's lasagne: Cross-cultural adaptation of Italian food culture in British celebrity chefs' cookery shows (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

Italy displays very celebrated and lively food and cookery tradition. It is the homeland of the slow food movement, and the country of origin of excellent food products of registered designation of origin. Italian restaurants are scattered all around the globe, yet Italy hasn't got a strong tradition of television cookery. TV cooking shows have a much younger history in Italy (Granello 2009) if compared to the UK, where cookery television is almost as old as television itself (Collins 2009). As for cookery in print, apart from a few famed exceptions, Italian cookery manuals traditionally tended to be more related to seasonal or regional cooking than to specific chefs. This void has created the space for a dynamic exchange process within the Italian broadcasting and editorial systems as regards culinary traditions coming from abroad (Rossato 2010: 129).
With the coming of age of satellite and digital TV and the proliferation of factual channels, food has obtained larger media coverage in Italy. The around the clock programming of food specialty channels such as *Gambero Rosso Channel* or *Alice* offer a few Italian cookery series, mainly in-studio productions, next to an overwhelming presence of British and American television cookery shows.
Starting from the analysis of British celebrity chef Jamie Oliver's cookery series: Jamie's *Great Italian Escape* (Channel 4, 2005), and the book *Jamie's Italy* (2005) accompanying the cookery series, and by comparing the original show to the Italian translated version, the present paper sets out to investigate a case of cultural translation (Italian cuisine adapted for a British viewer) retranslated for the Italians. This contribution will address in particular the topic of how culture-specific contents of the Italian food tradition are adapted for a British viewer and how they are then conveyed back via translation to the Italian speaking readers who do not share either the cultural or the linguistic background of the source text viewers, yet could be very familiar with the original version of the recipes that are present in the book. In order to investigate what is of Jamie Oliver's style that makes his recipes particularly palatable for both the British and the Italian public, as well as to provide control parameters, the Italian translation of *Jamie's Great Escape* will also be compared to the translation and adaptation of further Jamie Oliver's cookery series and other celebrity chefs' shows of Italian inspiration. Particular attention will be devoted to chefs' idiosyncratic language, facial expressions and body language.

Giovanni Rossi, Simeon Floyd, Julija Baranova, Joe Blythe, Mark Dingemanse, Kobin Kendrick, Jörg Zinken & Nick Enfield

Recruitments across languages (Contribution to *Pragmatic typology: New methods, concepts and findings in the comparative study of language in use*, organized by Dingemanse Mark & Giovanni Rossi)

We present the questions, methods, and findings of a comparative project on 'recruitments'. These are sequences in which one party's practical behaviour is solicited or otherwise occasioned by that of another party, ranging from directives to requests to subtle hints. Though there has been considerable research in this area, we present a new systematic and comparative approach, working with a broad sample of languages based on closely comparable video recorded corpora, representing Asia, Africa, Europe, Australia and the Americas. We present results from this comparison looking for cross-linguistic similarities and differences in the formal resources of each language and in how these resources are used in interaction.
The questions motivating this detailed comparison concern the ways in which people use semiotic resources in managing relationships in social life, particularly in the distribution of agency, in which

people act in the service of others' goals, including shared goals (see Enfield 2013). This is a wider domain of sociality than what is usually referred to by the term 'request', so we apply the term 'recruitment' to cover a broader class of actions. Recruitment sequences minimally consist of (1) two people, A and B, (2) a first move in which A says and/or does something that B can hear and/or see, and (3) a second move in which B responds by doing something practical (other than saying something) that is fitted to what A has just said and/or done. Other terms such as 'fulfilment' and 'rejection' characterise the different things that can be done by B after A's recruitment move. Project members collected 200 such recruitment cases among adult speakers in their conversational video corpora and coded them for a set of formal and interactional elements.

Previous studies of recruitments in interaction have added to our understanding by identifying relationships between the selection of formal resources and the influence of various social-interactional factors (e.g. Ervin-Tripp 1976; Francik and Clark 1985; Gibbs 1986; Brown and Levinson 1987; Blum-Kulka, House, and Kasper 1989; Wootton 1997; Curl and Drew 2008; Zinken and Ogiermann 2011; Rossi 2012; Drew and Couper-Kuhlen 2014). In the large-scale cross-linguistic comparative framework of this project we can ask further questions about variation in relations between formal resources and social action by keeping the sequence type constant across language corpora and studying how speakers of different languages accomplish similar recruiting actions. Our quantitative results show that certain sets of resources recur cross-linguistically as practices for achieving similar actions. For example, in all languages speakers choose among imperative, declarative and interrogative sentence types, between spoken, visual, or multimodal formats, and between 'bare' forms and mitigated forms that include accounts or minimisers. We discuss how speakers of different languages select from among these options according to various social-interactional factors, showing considerable similarities but also areas of cultural variation.

Kathryn Roulston

Research interviewers as knowers ands unknowers (Contribution to *'Tell me all about it': Interactional dynamics in research interviews*, organized by Williams Valerie & Kathryn Roulston)

The qualitative research interview is ubiquitously framed as producing information and knowledge about research participants' beliefs, perspectives, opinions and experiences. These beliefs, perspectives and opinions and experiences are derived through first-person experience, ostensibly from people who are experts on their "selves" – with first-person knowledge of the "territories of the self" (Goffman 1971, cited by Heritage 2013, p. 383). One of the taken-for-granted assumptions of the research interview as a method is that research participants have both knowledge about the topic of interest and are willing to talk about that. As methodological analyses of problems that have arisen in interviews have shown, it is not always the case that participants do have knowledge about a topic; nor are participants necessarily willing to provide descriptions in response to researchers' questions (Adler & Adler 2002; Lareau 2000; Roulston 2014). Stivers, Mondada and Steensig (2011a, p. 6) report that Goffman's work on "information preserves" showed that individuals work to maintain control over personal knowledge about themselves: "territorial offenses" "can thus occur with respect to knowledge just as they can with respect to possessed objects". Thus some of the interactional problems documented in methodological analyses of research interviews may potentially stem from research participants who may be "unknowers" (K-) (Heritage 2013) concerning topics or discussed; or who may experience interviewers' questions about personal "information preserves" as "territorial offenses."

Sources of interactional problems may also relate to how interviewers' knowledge about topics is implicated in asking questions of others. For example, Pierre Bourdieu (in Bourdieu et al. 1999, p. 612) describes the dilemma faced by research interviewers who must navigate the spectrum of potential relationships with interviewees: on the one hand, as an "insider" to a culture "everything goes without saying"; at the other extreme, "total divergence" in which interviewer and interviewee have no shared language with which to speak about topics. Yet, between these two poles lies any number of potential stances from which (knowing/unknowing) interviewers ask questions seeking information from (knowing/unknowing) research participants. Since the generation of "knowledge" is the primary focus of the interview method, recent work on epistemics in conversation (Heritage 2012a, 2012b, 2013; Raymond & Heritage 2006; Stivers, Mondada, & Steensig 2011b) provides a productive and timely avenue for examining how interviewers manage the task of asking questions in research interviews.

This paper uses key ideas drawn from literature on epistemics in conversation analysis to consider the work of asking questions for the purpose of knowledge production. Specifically, sequences from research interviews are examined for how knowledge claims are constructed by interlocutors, how speakers monitor and account for their epistemic status, and the conversational resources used by speakers to

manage epistemic incongruence. Sequences represent a range of epistemic statuses demonstrated by interviewer (IR) and interviewee (IE) with respect to research topics discussed. Such work contributes to the social studies of interviewing (Rapley 2012) and provides insight into the ways in which interviewers navigate the delicate task of asking questions related to participants' "information preserves."

Roslyn Rowen & Michael Haugh

The semantics of person categorisation in interaction: Social category terms as locally-situated meanings (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

The question of the extent to which context, and thus pragmatic processes, play a role in understanding the meaning of words has been approached from two distinct perspectives in semantics. Contextualists have argued that meaning of words can only be defined and understood in the context of the utterance in which they occur. Minimalists, in contrast, have argued that pragmatics need not enter into semantics, except in a limited number of cases, given they generally favour an abstracted treatment of lexical meanings as relatively stable and context-free (Jaszczolt 2014). However, one question that a radical contextualist view raises is that if we are to favour a pragmatics-rich account of word meaning, then just how do meanings attain in interaction? In this paper we consider the ways in which the meanings of social category terms attain in everyday interactions amongst Australian speakers of English. Building on methodological insights from interactional pragmatics (Haugh 2012, 2014) and membership categorisation analysis (Sacks 1992; Stokoe 2012), we propose that the meanings of social category terms, such as *bogan, legend* and *bloke* (Rowen forthcoming), are achieved with respect to contingently-relevant trajectories of social action(s) in sequences of talk. We analyse how speakers create conceptual and logical relations between social category terms *in situ*, thereby allowing them to negotiate and (co)-construct locally-contingent meanings. We suggest that these locally-situated meanings of social category terms draw from, and so are systematically constrained by aspects of putative abstracted lexical meanings to varying degrees, but that participants nevertheless are able to shape the meanings of those words for locally-situated purposes.

Martha Rudka & Johannes Gerwien

The focus sensitive element sogar – Does the procedural meaning of sogar help speakers to accelerate the comprehension of a semantic scale? (Contribution to *Discourse markers and experimental pragmatics*, organized by Loureda Oscar, Inès Recio Fernández & Adriana Cruz Rubio)

In order to guide the inferential processes in communication, languages use different mechanisms. Focus particles are one of these mechanisms. Because of their mainly procedural meaning, they focalize the hearer´s attention and guide him to certain constituents (Blakemore 2002). Also, focus sensitive elements relate the focus and its alternatives in a certain way. Scalar particles like German *sogar* do so in establishing a relation of likelihood presenting the focused element as the least expected (König 1991).

In this work, we use the visual world paradigm (Cooper 1974) to study the time course of the interpretation of German *sogar*, in particular the unfolding of its procedural meaning under two experimental conditions: In one condition, the scale on which the contextual alternatives and the focus must be located by a listener can be derived from world knowledge and is additionally supported by the semantics of *sogar*; in the second condition, the scale is only imposed by *sogar* and cannot be derived from world knowledge. Participants are presented with visual and auditory stimuli simultaneously. The visual stimuli consist of pictures showing four objects, of which one always serves as the target and one as distractor. The other objects correspond to the nouns that appear as the alternatives in the auditory stimuli. The auditory stimuli are recorded spoken sentences read aloud by a native German speaker. Sentences were carefully matched for length using PRAAT. To familiarize the participants with the location of the objects on the screen, visual stimuli are shown for 2000 ms before each trial during a preview phase. To test a potential early impact of *sogar*, we compare the proportion and onset of looks towards the visual object that corresponds to the last element of each test sentence which was preceded by *sogar*. For example, while on the computer screen participants are seeing four pictures showing a car, a motorbike, an airplane (target) and a bicycle (distractor) and hearing the sentence "Jim repariert Autos, Motorräder und *sogar* Flugzeuge" (EN. "Jim fixes cars, motorbikes, and *even* airplanes"), we analyze their looks toward the picture of the airplane. For sentences in which a scale can be derived from world knowledge, we predict an earlier increase of target fixations compared to sentences in which the scale is only imposed by *sogar*. To test a potential late effect of the focus particle's procedural meaning we then

compare the proportion and onset of looks toward all other objects on the screen except the one that was focused in the sentence participants had heard, while a second sentence is presented auditorily (e.g. "And that is surprising"). If the scale is only imposed by the focus particle, we predict more looks toward the alternatives compared to the condition in which the scale can be derived from world knowledge.
Preliminary results suggest that *sogar* indeed leads to an early effect if the scale that it refers to can be derived from world knowledge implying that its procedural meaning is integrated with contextual information at the earliest point possible. If the scale cannot be derived from world knowledge, we find a specific pattern of looks towards the objects that correspond to the alternatives during the second test phase which we interpret as to reflect the verification of the scale imposed by *sogar*.

Larssyn Rüegg

"Maybe some dessert this evening? Would you like more wine?" – Negotiating speech acts in three tiers of restaurant service encounters (Contribution to *Pragmatic variation and pragmatic variables*, organized by Schneider Klaus P. & Andreas H. Jucker)

While recent studies on intralingual variation have shown the effect of region on the pragmatic level (cf. Barron and Schneider 2005; Placencia 2011; Schneider and Barron 2008), research on the impact of social status is almost non-existent. The aim of this study is to investigate socioeconomic variation in the conventions of means and forms used in three socio-economic settings – expensive, mid-range and inexpensive restaurants – which are taken as a proxy for social status. 22 restaurant service encounters were audio recorded in Los Angeles with prior consent of the participants.
Restaurant service encounters present an interesting window into the discursive construction of various communicative tasks due to the goal-oriented nature of the encounter. In these encounters there is a cost and benefit to both parties. Servers have to take orders, serve food etc. in order to make money, whereas guests receive the benefit of being served at the cost of paying the bill. Additionally, the cost of the meal and the level of customer satisfaction have a direct impact on the size of the tip the server receives. Thus servers aim to promote more consumption while simultaneously not imposing too much on the guests.
This study shows that the pragmatic force of the servers' utterances in these communicative tasks is negotiated between the servers and guests. Sequential embedding of unconventional offers – such as "*our desserts are fantastic!", "what do you think?"* and even "*bro?"* – allows for hearer (i.e. guest) recognition and uptake, while simultaneously providing the speaker (i.e. the server) a way out. Taking the wider social and discourse context into account has resulted in the comparison of forms that would more conventionally be associated with recommendations, presentations, suggestions and questions. In restaurants, these utterances are used with the common goal of leading the guests to their selection, yet they differ in their level of directness and in how much of the server's agenda is directly imposed on the guests.
The level of contextual knowledge accounted for in this study is necessary for the identification of the different ways in which servers in restaurants of different social status complete the same task. By taking a wider approach and starting on the level of the communicative task in a specific social context, this study can account for (1) how pragmatic function is recognized through the location of a speech act in relation to other speech acts in a communicative task and (2) socioeconomic variation in how a pragmatic function is formally realized by delimiting the context to a specific communicative task.

Christoph Rühlemann

Corpus linguistics and pragmatics: A case study on 'well' in TIME magazine (Contribution to *Pragmatics and its interfaces*, organized by Norrick Neal R. & Cornelia Ilie)

For a long time pragmatics and corpus linguistics were regarded "as parallel but often mutually exclusive" (Romero-Trillo 2008: 2) because methodologically they could hardly be more diverse with pragmatics relying on close horizontal reading and qualitative interpretation and corpus linguistics typically scanning texts vertically and processing data quantitatively. In recent years, however, corpus linguists and pragmaticists have discovered common ground (e.g., Felder et al. 2011; Taavitsainen et al. 2014; Aijmer and Rühlemann forthcoming), thus paving the way for the advent of the new field of corpus pragmatics.
I wish to show that corpus pragmatics *integrates* the horizontal (qualitative) methodology typical of pragmatics with the vertical (quantitative) methodology predominant in corpus linguistics. To illustrate, I report on a case study on the pragmatic marker 'well' in the TIME Corpus, a corpus containing the complete texts of the TIME magazine from its beginnings in the 1920s to the early 2000s.

Exemplifying the vertical methodology, the investigation starts with three quantitative analyses: a frequency count (revealing a positive trend across the corpus decades), an analysis based on variability-based neighbor clustering (VNC; cf. Hilpert 2012)) to see whether 'well' develops over stages, and a comparison of collocational profiles across two such stages (1920s-1980s and 1990s-2000s). Among the significant collocates of 'well' in the 1990s-2000s span are forms of BE. To understand that collocation, the analysis goes horizontal, by reading and classifying all instances of within-sentence-'well'. Striking patterns are discovered, among them the predicative-'well" construction (with copular BE) .

(1) (…) making fun of yourself for being dumb is**, well,** dumb.

(2) (…) and if anything, **Cunningham** has only got more audacious and more**, well, cunning** in the past six years.

Two forms can be distinguished, 'well' in repetitions, as in (1), and 'well' in word plays, as in (2), with functions ranging from markers of dispreferreds (repetition-'well') to markers of involvement (word-play-'well').

In sum, the case study demonstrates how corpus pragmatics benefits from the best of two worlds. The quantitative corpus-linguistic analyses indicate what to look out for; without that indication a merely qualitative analysis of 'well' might overlook, in the vast corpus data, the marker's novel uses. Conversely, the qualitative pragmatic analyses unearth the marker's new forms and functions; without them a merely quantitative analysis might fail to appreciate what 'well' contributes to the context and the writer/reader interaction.

Leonor Ruiz-Gurillo & Larissa Timofeeva-Timofeev

Humor and adaptability: Acquisition and processing keys (Contribution to *Metapragmatics of humor: Crossing the boundaries*, organized by Ruiz-Gurillo Leonor & Larissa Timofeeva Timofeev)

Every communicative use of language involves a metapragmatic awareness, which determines linguistic choices. Thus, the comprehension of contextual features, along with the role of participants, organizes the linguistic form of the message (cfr. Verschueren 1999). Due to the fact that "awareness is not measurable, and the notion lends itself to easy speculation" Verschueren (2000: 445), the aim of this contribution is to elucidate two different but related research paths on metapragmatics of humor.

1. Firstly, this paper focuses on some aspects of humor acquisition, based on the analysis of 149 humorous storytelling written in Spanish by 9-to-10-year-old schoolchildren. Previous body of research has examined psychological and cognitive aspects of humor acquisition, but linguistic ones remain less explored. Humor, conceived as a metapragmatic ability, is acquired by children in a progressive way according to their cognitive maturity. In this sense, infants show early their pragmatic aptitude to use linguistic elements as indicators of humor. However, in these initial stages such ability is based in a rather automatic fitting to the contextual features (epi-pragmatic period). Over the years, children undergo an evolution towards a clear metapragmatic conception when they begin to check their linguistic choices with the contextual data (Crespo & Alfaro 2009; Crespo & Alvarado 2010). According to McGhee's (2002) classification, children participating in our study are at the sixth stage of humor development: *Riddles and Jokes* (McGhee 2002), i.e., infants use a wide range of linguistic procedures for both producing and comprehending humor.

2. Secondly, a database of planned humorous texts (203 monologues by the comedian Andreu Buenafuente) is analyzed in order to observe different linguistic choices made by an adult speaker. These are not independent or isolated mechanisms, since they are an example of language use as a whole (Verschueren 1999, 2009). Speakers in humorous texts observe the range of *variables* among the possible choices; they *negotiate* such choices in context; and, finally, they *adapt* them to achieve their basic aim, i.e., to amuse the audience, to make it laugh, etc. More precisely, the adaptability to a specific context is the mechanism which provokes laughter or provides amusement among the audience of a humorous text. Such linguistic and paralinguistic choices act as markers and indicators of humor, making the inference process easier. Therefore, they are directly linked to the logical mechanisms, the narrative strategies (genre, text and register) and the communicative situation in which the text is involved. These *knowledge resources* support the humorous characterization of a text, according to the *General Theory of Verbal Humor* (Attardo 2001, 2008; and his revisions Ruiz-Gurillo 2012, 2013; Tsakona 2013).

Anna Ruskan

Argumentative contexts of use of inferential markers in Lithuanian (Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

The studies into the category of epistemicity in Germanic and Romance languages have shown that markers of evidentiality and epistemic modality may signal not only justificatory support for the proposition (Boye 2012) but also foreground the author's position or solidarity with the reader in discourse and thus reflect dialogical or argumentative view of language (Martin, White 2005; Simon-Vandenbergen, Aijmer 2007; Aijmer 2008; Cornillie 2010). In Lithuanian, the dialogical dimension of epistemic markers has been addressed in Šinkūnienė (2011), Usonienė (2012, 2014) and Ruskan (2013) with the focus on the adverbial marking of epistemic stance in fiction and academic discourse. However, more research is needed to disclose the parameters of argumentative use of evidential markers and their contribution to discourse management. The present study focuses on the inferential Complement-Taking-Predicates (CTPs) akivaizdu 'evident', aišku 'clear' subordinating that clauses or used parenthetically and the adverbs akivaizdžiai 'evidently' and aiškiai 'clearly' used as sentence adverbials in Lithuanian fiction and academic discourse: (1) <…> palyginus šias sąvokas akivaizdu, kad jos nėra tapačios. '<…> having compared these concepts it is evident that they are not identical.' (2) Aišku, riebių padažų reikėtų vengti. 'Of course/clearly, fatty dressings should be avoided.' (3) <...> vakarėlis jam akivaizdžiai neįtiko. '<...> he evidently did not enjoy the party.' The aim of the study is to identify the types of inferences realized by the CTPs and adverbials under consideration and explore the range of argumentative contexts in which they are used. The study also aims to investigate the correlation between the form of the marker (CTP subordinating that clause or adverbial) and its functional realization in argumentative context. The research is conducted applying a corpus-driven methodology and the data are obtained from the Corpus of the Contemporary Lithuanian Language (http://donelaitis.vdu.lt), namely from the sub-corpus of fiction, and the Corpus of Academic Lithuanian (http://www.coralit.lt/). The results suggest that the markers under study express perceptual and conceptual inferences that shape the author's argumentation in discourse. In both fiction and academic discourse, they typically modify propositions that contain negative polarity items, comparison, rhetorical questions and thus function as strategies of authorial pronouncement or concurrence (Martin, White 2005). In fiction, the inferential CTPs and adverbials modify propositions that contain negative evaluation of characters, objects and places. In academic discourse, these markers show the author's engagement in argumentation with scientific community (Fløttum et al. 2006). In both types of discourse, inferentials appeal to common knowledge and modify propositions of irrefutable truth (Aijmer 2008). The use of inferential markers in a range of argumentative contexts implies the author's polemics with alternative points of view and foregrounds the reliability of authorial arguments (Hoye 1997). Although lexical inferential markers are optional discourse elements, their removal from discourse would largely affect the validity of the proposition.

Johanna Ruusuvuori, Timo Kaukomaa & Anssi Peräkylä

Notes on transcribing and translating data on facial expression in Finnish everyday conversation (Contribution to *Glossing and translating non-English data in conversation analysis*, organized by Nikander Pirjo & Maria Egbert)

Depicting the relation of facial expression to spoken interaction poses a challenge in transcribing and translating multimodal data. In studying this relationship, for example in examining how facial expression constructs an emotional transition in conversation, it is specifically important to capture the exact location during the talk where a certain facial expression begins and where it ends, where it deepens and where it tones down with regard to spoken interaction. This paper presents some difficulties that arise from depicting complex multimodal data in Finnish, which, in addition, need to be made accessible in English. In both transcribing for analytic purposes and in editing the working transcripts for publication, choices need to be made on what to leave out in order to keep the transcript readable.

There are no sustainable grounds based on which observable modalities of interaction present in conversation could be left out from transcription without it influencing the interpretation that can be made on the data. However, choices need to be made to analytically manage the abundance of information available in the data, to spot the phenomenon to be examined. In the case of facial expression with regard to spoken interaction, these two key modalities are chosen as the focus of analysis – and consequently some other modalities are given less attention. For example, it is obvious that gaze direction is relevant to the way in which the participants are able to interpret each other's facial expressions, so this modality needs to be taken into account when analytically relevant. Further, it is hard to argue for the irrelevance of the tone of voice for the interpretation made. This poses particular challenges to the preparation of working transcripts and the way they can be used in the analysis. In editing the transcript for publication the challenge becomes even greater, considering the space limits of the publication forums. Adding a translation from the original language in the data to English, complicates the situation further making it difficult for the readers to follow the process analyzed.

This presentation will illustrate some ways in which such problems have been dealt with in Finnish studies on facial expression. To conclude, the pros and cons of these strategies will be discussed.

Nicolas Ruytenbeek & Mikhail Kissine

Illocutionary forces and sentence-types (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

This paper examines the debate between literalist and contextualist approaches to the derivation of illocutionary forces, and addresses the extent to which pragmatic information is necessary to access the illocutionary force of utterances. From the classic Speech Act theoretic perspective, illocutionary forces are determined by sentence-types; imperative sentences are said to encode directive force, declarative sentences to encode assertive force, and interrogative sentences to encode the force of requests for information (Searle 1969, 1975; Searle & Vanderveken 1985).

However, a large body of cross-linguistic evidence suggests that coupling illocutionary forces with sentence-types is untenable (for a discussion, see Kissine 2013: 112-8). Furthermore, experimental work on utterance comprehension indicates that the actual illocutionary force of an utterance does not always match the force (allegedly) encoded by its sentence-type (see e.g. Clark 1979).

A more plausible and empirically viable option amounts to considering that the morpho-syntactic structure of sentences underdetermines illocutionary forces. Alongside intonation or illocutionary particles (such as *please*), sentence-types are then cues that can guide the recognition of illocutionary force. In line with major contextualist approaches to the semantics/pragmatics interface, sentence-types guide interpreters towards the speech act performed by an utterance without encoding any illocutionary force. (This view is also shared by cognitive linguists, according to whom sentence-types encode a bundle of features that make them suitable for conveying several, potentially distinct illocutionary forces.)

This 'contextualist' view of the relationship between sentence-types and illocutionary forces is somehow contradicted by Holtgraves' (2008) and Holtgraves & Ashley's (2001) experimental work; their results suggest that illocutionary force activation is facilitated for sentences that are frequently associated with a given illocutionary force. First, we will argue that speech act activation may just be a corollary of utterance processing, and so Holtgraves' data is not sufficient to decide whether or not it is a necessary and/or automatic mechanism. Second, we will report the first results of a batch of experiments, based on the same kind of semantic priming effect as Holtgraves, which strongly suggest that sentence-type does not suffice to activate any illocutionary force representations out of context.

Maria Sabaté Dalmau

Re-thinking sociolinguistic narrative practice in transnational migration contexts: A critical ethnographic approach (Contribution to *Conversational narrative and (socio)linguistic ethnography*, organized by Relaño Pastor Ana Maria & Adriana Patiño)

In this article, I argue for a critical sociolinguistic ethnographic approach to narrative practice in transnational migration contexts. I address current concerns within the field of narrative inquiry, and put forward a socially-engaged, post-structuralist view of storytelling events as historicized, transformative interactions with which we apprehend our social worlds. I show that an active participant observation of, and involvement in, the situated context (and the socioeconomic and political constraints) in which storying and storied Selves make sense of, and negotiate, local economies of meaning from their subjective positionings may provide a renewed picture of migrant phenomena from an informant-oriented, dialogical perspective. I base these claims on the analysis of a series of truncated 'small stories' of migration collected during a six-month ethnography of three unsheltered Ghanaian men living on a bench in the outskirts of a Catalan urban town. Firstly, I posit that mobile ethnographic methods, particularly co-ethnographic journeys (i.e. 'walk-alongs') to the focal points of 'meetingness' or 'mismeeting' that get inscribed in narrative discourse, are a venue into the alternative zoning practices through which migrants orient their life trajectories on the ground. I then claim that by rooting stories in the fieldwork experience we may better capture many of the practices that tend to be back-grounded (untold, silenced, hidden) in narrative interviews, concerning, for instance, the complex 'internal' social stratification regimes among diverse migrant populations. Finally, I show that the ethnographic lens also provides an interpretive rationale of the theory-informed stances and sociopolitical agendas with which we go into the field, because this allows for the inclusion of autoethnographic snapshots that, beyond emic/etic objectivist understandings of research, provide a self-reflexive account of how we address 'tellership rights' and ethical issues in contexts of extreme precariousness. I conclude that by putting

narrative practice into critical ethnographic action we may unveil persistent stereotyping conceptions of what transnational living consists of, and we may get closer to how pauperized narrators strategically voice who they feel they are, on old peripheral benches where transnational survival gets crucially orchestrated, in present-day Catalonia.

Sonya Saffidine

Emoticon variation in Facebook ELF conversations: Accommodation to community and medium? (Contribution to *Pragmatic perspectives on networked L2 discourse*, organized by Vandergriff Ilona)

In the field of online discourse, emoticons (*emotional icons*) have been the focus of much research in the past two decades. In online discourse, they are essential to provide social and emotional cues to readers and help clarify the meaning or tone of the written text (Derks et al. 2008). Studies have also shown that they are influenced by language, geography and culture (Park et al. 2013). It could thus be expected that a set of emoticon variants would have to be shared and understood by all members for a community to produce harmonious interactions. On the other hand, among Social Networking Site, Facebook is a recent focus of investigation, with a special interest for multicultural and/or multilingual groups, and often for such groups' language choice and negotiation processes (Androutsopoulos 2014; Belling and de Bres 2014; Sharma 2012). However, there is still a need for more research to be done, looking at private instant messaging and addressing the influence of both medium, language, and community on the emoticon variants used in such communities.

This empirical work addresses the topic of adaptability to medium and to cultural context. More precisely, it proposes an analysis of the emoticon variants used in multiparty multicultural Facebook conversations of a group of friends in a longitudinal perspective. The participants are categorized in three cultural groups: 'European' which is defined as 'multi-cultural' in terms of emoticon use (*e.g.*, :-) or ^^) (Park et al., 2013), 'Japanese' known for its *kaomoji* (very detailed and vertically read emoticons, *e.g.*, (^^) or (^o^))(Katsuno and Yano 2002) and 'Russian' which idiosynchrasies have scarcely been researched but are well documented by users on the internet (*e.g.*,) or))))). [1, 2]

Based on the Communication Accommodation Theory (Gallois et al. 2005), the first hypothesis is that there will be convergence toward a limited set of variants which are understood and used by all participants. This is likely to involve divergence from (or non-use of) the cultural variants. Since language affects emoticon choice, the second hypothesis is that the preferred variants will belong to the European norms as the language of use in the community is mainly English (as Lingua Franca). The last hypothesis is that due to medium influence, there will be convergence toward the set of emoticons for which Facebook provides automatically conversion of text-based emoticons into graphical ones (Huffaker and Calvert, 2005).

With reference to the Audience Design model (Bell 1984), we could talk here of adaptation in terms of audience design, medium design, and language design.

1. Reddit.'Russians and) ??' *http://www.reddit.com/r/russian/comments/1ppdyf/russians_and/*. Accessed: 2014-10-22.
2. Quora.'Why do russians use ')' as a smiley instead of ':)' ?' *http://www.quora.com/Why-do-Russians-use-as-a-smiley-instead-of*. Accessed: 2014-10-22.

Maria-Pilar Safont-Jordà

Pragmatic formulas in early multilingual classroom discourse (Contribution to *Multilingual pragmatics. New theoretical and experimental perspectives in the analysis of third language pragmatics*, organized by Safont-Jordà Maria-Pilar & Ulrike Jessner-Schmid)

The development of child pragmatics has been widely researched in the last decades (Ervin-Tripp 1979; Becker-Bryant 2009; Matthews 2014). In addition to that, the acquisition of pragmatic competence on the part of young L2 language learners has also received some attention in Interlanguage Pragmatics studies (Achiba 2003; Girard and Sionis 2004). Yet, the knowledge of more than one language, that is, the multilingual background of these learners has been ignored or scarcely dealt with. Paradoxically, there seems to be general consensus with the idea that multilingualism is now the norm rather than the exception (Cenoz 2009), and that even though second and third language acquisition are somehow similar, they also present important differences (Herdina and Jessner 2002; Cenoz 2013). In fact, existing studies on third language pragmatic development accounting for the role of bilingualism (Safont 2005; Safont and Alcón 2012) point out the advantage of third over second language learners as far as their (i) meta-pragmatic awareness, (ii) pragmatic production and (iii) instructional gains are concerned. Similarly, recent studies (Portoles 2015; Safont 2011, 2012, 2013; Safont and Portoles 2014) on early multilingual pragmatics confirm the complexity and dynamism (Jessner, 2013) underlying early

multilingual pragmatic production and comprehension. These last studies and ongoing original research will be the focus of this paper which aims at shedding more light on child pragmatic development by adopting a multilingual perspective. Besides, interesting pedagogical implications derive from our findings as they reveal translanguaging practices (Garcia and Sylvan 2011) in multilingual classrooms. Finally, several suggestions for further research which signal out the importance of adopting multilingual perspectives in the analyses of multilingual children are presented.

Scott Saft

Explaining alternative organizations in Hawaiian interaction: The case of repetitions (Contribution to *Emancipatory pragmatics: Another look at organizations in social interaction*, organized by Saft Scott & Sachiko Ide)

This presentation attempts to account for a common occurrence in interaction involving Hawaiian speaking elders, namely, the repetition of at least part, if not all, of a question in providing a response. For example, if a first party asks *lōʻihi kēia noho ʻana?* (‘have you been living here long?’), a second party responds *lōʻihi, lōʻihi kēia noho ʻana* (‘long, I have been living here long’). The information provided is clear, but because of an almost verbatim repetition, it is difficult to determine exactly which participant is responsible for providing the information.

Given the frequency with which such repetitions occur, I suggest that the common conception of interaction, where it is assumed that the participants serve as individuals who are uniquely responsible for their own contributions, cannot be readily applied to Hawaiian. The point is made, in fact, that the idea of acting as an individual, at least in interaction, is quite foreign in a Hawaiian perspective. I argue instead for a need to conceive of an alternative ‘structural coupling’ between human bodies and their environments, which, rather than emphasize language and interaction as arising from the minds of individuals, sees the production of information as a result of the interconnectivity of the participants and the merging of perspectives.

Discussion of the analysis takes the argument one step further and suggests that even in conceptions of Western interaction, the role of the individual has been overstated. The emphasis in conversation analysis on ideas such as ‘recipient design’ and ‘collaborative turn construction’ is used to argue for a need to conceive of alternative organizations of interaction that do not give primacy to individual social actors but rather begin by situating all participants in a merged relationship with their surroundings.

Junko Saito

Intra-sentential language alteration: An analysis of interactions in a foreign corporation in Japan (Contribution to *Community of practice in Japanese business discourse: Strategic uses of linguistic resources*, organized by Saito Junko & Haruko Minegishi Cook)

This paper empirically explores ways in which Japanese employees practice language alternation between Japanese and English in intracultural business meetings at a foreign corporation in Japan.

Previous research on language alternation tends to focus on immigrants (e.g., Nishimura 1995) , bilingual children (e.g., Jisa 2000), or people from former colonized nations (e.g., Blommaert 1992; Higgins 2009); less attention has been paid to individuals who practice language alternation due to the fact that their community of practice , such as a workplace, happens to be a bilingual community . Furthermore, previous studies on Japanese workplace discourse (e.g., Moody 2014) usually mention language alternation only in intercultural settings. To address some of these gaps in the literature, this paper focuses on how Japanese native speakers practice language alternation at business meetings where only native speakers of Japanese are present.

The data were collected at business meetings run by two groups in the Tokyo office of an American IT company over a period of three months. Each group consisted of three to four participants; each meeting lasted approximately one hour. These meetings were audio-recorded, and the transcribed data were qualitatively analyzed.

The paper finds that Japanese employees’ language alternation is something built through participants’ negotiation and ratification at the meetings. It also shows that language-mixing and code-switching co-occur in the meetings; language-mixing serves as the “language-of-interaction,” whereas code-switching serves to emphasize the speaker’s points or claims in talk. By examining Japanese employees’ language alternation, the paper documents how linguistic practices characterize the workplace culture of this community of practice.

Tarja Salmi-Tolonen

Questions of invariance and context-dependence of legal notions in multilingual settings (Contribution to *Legal pragmatics*, organized by Kurzon Dennis)

Today's societies are faced with unprecedented challenges: climate change, sustainable development and information security, to name only a few. Law is society's architecture for responding to these challenges and achieving common purposes. It is commonly noted that both persistence and change in society are reflected in texts and brought about by means of texts. Law can only manifest itself in text and discourse. Today law includes not only rules made by state legislatures but also a new body of rules practices and processes by international, supranational or multinational actors or private actors. This paper addresses the expression of concepts related to complex issues in multilingual settings.

Francesca Saltamacchia & Annick Paternoster

The Nuovo galateo by Melchiorre Gioia (1802), politeness ("pulitezza") and raisonableness. (Contribution to *Towards a diachrony of relational work: Factors behind sociopragmatic change in 18th and 19th century Europe*, organized by Paternoster Annick & Marcel Bax)

With a revealing title, the *Nuovo galateo* (*New galateo*, 1802) by Melchiorre Gioia posits itself in opposition with the "old" norms of the aristocratic conduct model. In the subsequent versions of 1820, 1822 and 1827 (which reach a total of 46 editions making it by far the most published conduct manual in the Italian nineteenth century), Gioia elaborates an alternative behavioural code, which in its entirety refers to a single founding principle: politeness ("*pulitezza*") aims at increasing "social happiness" ("*felicità sociale*") and consists "in the art of modelling one's person, actions, feelings and speech in a way as to obtain the other's esteem and affection". Politeness is conceived as a reciprocal system, it is socially inclusive as it aims at increasing collective wellbeing: *alius*' happiness caused by *ego*'s politeness will in return increase *ego*'s happiness.

We will interrogate the concept of politeness in this seminal work from two perspectives. Firstly, Gioia, a high-ranking civil servant in Napoleonic Italy (from the Italian Republic, 1796-1799, to the Kingdom of Italy, 1805-1814), moves very specific criticisms against the aristocratic obsession with titles and precedence. Dismissing the conventions of the past as an arbitrary "*cerimoniale*", Gioia takes a strong stance against feudal norms, seen here as a culture of "discernment", that is, "the socially dominant norms of relationally constructive conventional and ritualistic behaviour" (Kádár & Mills 2013: 143), which were ideologically salient during the Ancien regime. We will illustrate the persistent argumentative make-up of Gioia's discourse, in which all rules are explicitly justified in a long process of deduction, via frequent references to "reasonableness" (o "*ragionevolezza*") as the cornerstone of decision taking. It is the capacity to reason that makes all individuals naturally equal and because of this, all members of society can become part of the process of civilisation ("*incivilimento*").

Secondly, we will link this stance against "discernment" to the recent developments in the concept of individualism. Although rationalism is part of the Enlightenment philosophy, and of utilitarianism in particular (Jeremy Bentham), it can also be traced to Napoleonic policies fostering expansive State Administration. Administration is unvarying and homogeneous: it treats all private citizens as equal individuals and in Italy it was used as a powerful instrument in the battle to eliminate local, residual feudal power. For Gioia, at one point Director of the Bureau for Statistics, we need to explore the link between the Napoleonic conception of the private citizen, and his concept of politeness based on individual use of reason. We will ask to what point Government policy can be considered a factor for diachronic change.

Christina Sanchez-Stockhammer

How comics communicate on the screen: Telecinematic discourse in comic-to-film adaptations (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

Recent years have seen a large number of commercially successful screen adaptations of comics (cf. Booker 2007: ix-xl), such as Kenneth Branagh's *Thor* (2011), which is based on the Marvel comic, or the award-winning series of *Batman* films (e.g. Christopher Nolan's *The Dark Knight* in 2008). This paper explores how the content and meaning from the lexicovisual medium of the comic are communicated in the audiovisual medium of film (Leitch 2007: 194).

Since both comics and films make use of images as immediately salient features, it is common to focus on this similarity between the two media. As a consequence, most studies on comic-to-film adaptations deal with aspects such as how the visual look of individual comics has been captured by their screen

adaptations, e.g. in their use of colour or by discussing parallels between panels and shots (e.g. Leitch 2007; Lefèvre 2007; Ofenloch 2007). However, it should not be overlooked that with very few exceptions (such as silent films or some comic strips), both comics and films rely strongly on the use of language to transmit messages, and even in these exceptional cases, the occasional text sequence may be inserted in order to permit more complex narratives.

This paper goes beyond current research by providing an analysis of verbal discourse in comic-to-film adaptations. It starts by considering to what extent the taxonomy of the forms of occurrence of language in comics (Sanchez-Stockhammer 2012: 58-59) can be applied to the filmic medium and explores the similarities and differences between comics and film concerning language use, particularly as regards the interplay between the verbal and the visual semiotic systems.

In contrast to previous studies of "graphic cinema" (e.g. Booker 2007; Gordon, Jancovich & McAllister 2007), which exhibit a strong focus on superhero comics, new ground is furthermore covered by drawing extensively – but not exclusively – on a traditional mid-twentieth century comic, namely Hergé's *Tintin*. While the original comics (*The Secret of the Unicorn* and *Red Rackham's Treasure*) have a relatively traditional narrative format and are prototypical of the Belgian style of the *ligne claire*, the most recent screen adaptation of *The Adventures of Tintin* by Steven Spielberg in 2011 uses the most advanced digital technology to create the effect of "comic aesthetics" (Lefèvre 2007: 36).

Building on previous research into the nature of language in the filmic medium (e.g. Bednarek 2010; Richardson 2010), this paper thus provides a new pragmatic perspective on a particular type of telecinematic discourse by relating it to the use of language in yet another multimodal medium from which it has supposedly been adapted.

Ted Sanders

Causality and subjectivity in discourse and cognition; (Contribution to *Discourse markers and experimental pragmatics*, organized by Loureda Oscar, Inès Recio Fernández & Adriana Cruz Rubio)

Discourse coherence can be characterized in terms of the relations that hold between clauses: coherence relations. Languages of the world provide their speakers with means to indicate causal relationships. Causal relations between discourse segments can be expressed by connectives and lexical cue phrases, such as *because*, *since*, *so* and *As a result.* What is the system behind the use of these connectives in languages like English, French, Dutch and German? How can we describe these systems in a cognitively plausible way? How do children acquire this connective system? And what is the role of these causal relations and connectives in discourse processing?

Causality and Subjectivity are considered salient categorizing principles. My central claim is that, together, these principles account for causal coherence and connective use, and play a pivotal role in explaining discourse representation. This hypothesis is tested in three ways, exploring (i) the cross-linguistic use of connectives in spoken and written discourse, (ii) the order in which children acquire connectives, and (iii) the role of coherence relations and connectives in on-line discourse processing, as it becomes evident from eye-tracking studies. Together, these lines of research constitute the research strategy of converging evidence. I will argue why such a strategy is crucial to modern research on language and cognition.

José Sanders & Ted Sanders

The integration of perspective and coherence: (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

In the last decennia, the field of discourse has become increasingly prominent for both linguistics and psychology. It has been argued that, broadly speaking, discourse has been investigated from two perspectives: from a coherence point of view and from an interpretive perspective. Under such a view, the first tradition (going back to Halliday & Hasan 1976), investigates discourse rule insuring coherence. Coherence relations and their linguistic markers (connectives, tenses, anaphora, ellipsis) have been studied in this tradition (Sanders et al. 1992; Kehler, 2002). In the second approach, subjectivity and perspective in fiction, as well as topics like temporal deixis, free reported speech and tenses have been in the center of investigation (Banfield 1983; Fludernik 1993).

In this paper we argue that a cognitively plausible approach of discourse has to integrate these two types of phenomena, which are too often investigated separately.

We want to explain discourse coherence in a cognitive account of coherence relations (Sanders & Spooren 2009). However, we use the concept of perspective to account for a recursive patterning which

represents how responsibility for discourse coherence can be accounted to the Speaker, or to a subject within the discourse, or both. The *Basic Communicative Spaces Network* (Sanders, Sanders, & Sweetser 2013) explains how, by their presence, all subjects in a discourse, being their own Subject of Consciousness, can generate their own perspective in which they are responsible for discourse coherence, and how these perspectives spaces can be blended with the perspectives attributed to other subjects. Thus, we combine the concepts of perspective and discourse coherence in one model, accounting for ambiguities in language use, for differences in on-line processing, and for rhetorical effects on readers. These effects are present in both (fictional) narrative as in other discourse genres such as news texts and dialogue.

Priti Sandhu

Narrating selves, constructing worldviews: Identities and linguistic education in late modern times (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

Late modernity continues to reveal the complicated fallout of globalization, neoliberalism and rapid economic development on postcolonial countries like India. While offering economic, political and personal possibilities of liberation and actualization, modern establishments also create apparatuses for dominance contributing to the production of *difference, exclusion,* and *marginalization* bywithholding access to elite forms of attainment and empowerment from disempowered social segments (Giddens 1991). Within India, English serves as one such site of oppression. Private English-medium education (EME), accessible to approximately 6% of the elite (Annamalai 2004), results in multiple socioeconomic advantages not accessible to the vernacular-medium educated masses thereby further dividing a deeply fragmented society (Ramanathan 2005) while also working as an identity category for societal structuration (LaDousa 2006; Sandhu 2010). Situated within this hierarchical linguistic landscape, this study analyzes selected narratives from interviews with 65 North Indian women as they narrate the impact of their medium of education – Hindi (HME), English (EME), or a combination of both – on their professional and work-related experiences. The "object of analysis" (De Fina & Georgakopoulou 2012: 24) is an examination of participants' identity constructions vis-à-vis their linguistic educational contexts and their evaluations of these social phenomena. Data were audio-recorded in five urban sites between 2008 and 2013.

Conceptualizing narratives as sites for situated identity construction wherein narrators perform *agentive* representations of the self (e.g. Archakis & Tzanne 2005; Bamberg 2011; Deppermann 2013; Wortham 2001), narrative scholars have increasingly examined questions of identity (e.g. Bamberg, De Fina & Schiffrin 2007; Georgakopoulou 2007). While acknowledging that narratives are impacted by the social, cultural, and historical contexts of their production (Ochs 1997; Pavlenko 2007), this study recognizes that narrative identities and worldviews are interactionally constructed to attain specific interactional goals rather than being transparent representations of inner cognitive states or of external social 'realities'. Thus, while the narrator is produced by the story she tells (Bauman 2005; Bruner 2002), so are the worldviews assembled within her narratives. As such, narratives are understood to instantiate the narrator's moral evaluative stances - towards people, events, expectations, worldly conditions, etc. (Bamberg 1997, 2011; Edwards 1997; Ochs & Capps 2001).

Positioning Theory (Davies & Harré 1990; Harré & Lagenhove 1991, 1999) has been found to be a particularly effective tool to examine identity constructions within narratives especially by analyzing how positioning is accomplished at the level of the story, of the interaction and vis-à-vis dominant discourses (Bamberg 1997, 2003; Bamberg & Georgakopoulou 2008). Building on this scholarship and utilizing the analytical tools of Bakhtinian *double voicing* (1981, 1984) and *stylization* (Coupland 2001), this paper examines how linguistic education, gender, geopolitical location, and socioeconomic contexts are implicated by narrators in their identity constructions to either perpetuate or challenge and rescript these structures. Findings reveal that while EME women construct empowered identities and worldviews accruing from their linguistic education, HME women assemble substantially disempowered selves and perspectives indexing their frustration at a system which serves to disadvantage large segments of its citizens educated in its own official language.

José Santaemilia & Sergio Maruenda

"Women, violence and gender-based news: An evaluation perspective" (Contribution to *At the crossroads of persuasion and evaluation/En la encruzijada entre persuasión y evaluación*, organized by Díez Prados Mercedes & Antonio García Gómez)

When reading/analysing gender-based newspaper articles in Spanish, several phenomena regarding women are clearly observable: (i) the intimate, taken-for-granted connection between women and violence; (ii) the overwhelming presence of women in a wide range of violent, dramatic situations, while men are practically absent; and (iii) a social definition of the category of 'woman' is emerging, away from lexicographic or legal definitions, exclusively revolving around violence. Without a doubt, 'woman' is a key social actor, and a central concept, in the articulation of social discourses of gender-based violence. Mass media are highly instrumental in this articulation – our daily images and conceptualizations of violence against women come from media constructions, which are (re)interpreted and made sense of in terms of our personal experiences and our social membership. And what is more, "the mass media impose images and constructions of behaviour" (Bergvall 1999: 284). Drawing on the evaluation framework for the analysis of news reports proposed by White (2004, 2006), this paper starts with a detailed analysis of two contemporary Spanish newspaper articles on gender-based violence; then we offer a succint overview of Spanish media coverage of violence against women over the last two decades; and the paper ends with a reflection on the emerging socio-ideological definition of 'woman' (mujer in Spanish) in terms of an intimate, nearly exclusive relationship with violence. Unfortunately, it is still to be regretted that the Spanish (quality) media seem to continue to construct violence against women as a symptom of individual pathology rather than as a complex social problem.

Carmen Santamaría

Politeness and emotions in teacher-student interaction (Contribution to *Emotional engagement "at work": Examining emotions in corporate/institutional discourse*, organized by Alba Juez Laura & JoAnne Neff)

As teachers we may have felt that, despite our best efforts to generate a friendly atmosphere in the classroom, we can be confronted with a hostile attitude by some of our students, either on face-to-face or online interaction. That hostility may even surface on the first day of class or in an e-mail message sent by a student who did not have the chance to meet us yet, thus contributing to teachers' feeling of deep frustration. Brown and Levinson (1987) and their theory of politeness give us some keys that facilitate understanding of some of the reasons why this may happen. Their classification of directives as potentially imposing *face threatening acts* seems to account for the pressure that students may feel when confronted to the need of complying to teachers' requests. The teacher's role is invested with the necessary authority to deliver directives (either as orders or requests) regarding different types of assignments or exams. These directives are usually dependent on the educational system, but it is the teacher who is responsible for their delivery. Directives impose upon students' need to be free from imposition (their *negative face*) both in the classroom and, what is even more invasive, in the privacy of their homes. When exploring teacher-student interaction we often find students' reaction against teachers deriving from this pressure. On the other hand, teachers' delivery of negative feedback can be classified as a face threatening act of criticism, running against students' need for *positive face* or their need to be appreciated. With Brown and Levinson's framework in mind, together with later revisions of the model (such as Eelen 2001; Lakoff and Ide 2005; Locher and Watts 2005; Spencer-Oatey 2002; Watts 2003; Watts, Ide and Ehlich 2005), I examined a sample of e-mail messages from college teacher-student interaction in English and Spanish, in an attempt to stress the importance that both teachers and students develop sensitivity towards the language they use in their interaction (in the classroom or virtual settings), as the interaction generated has effects not only on the relations created among them but on the teaching-learning process.

Ryoko Sasamoto & Olivia Rohan

Onomatopoeia and argumentation in Japanese manga (Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

This study is an attempt to unpack the contribution of the non-verbal stimuli in multimodal contents to argumentation, and the consequences this has for the interpretation process, with a special focus on onomatopoeia used as part of aesthetics in Japanese manga. In Japanese manga, onomatopoeiac expressions are used not only as a verbal expression but also as part of aesthetic as you can see in Figure 1:

Figure 1 cannot be displayed due to lack of space

As Figure 1 demonstrates, the verbal / non-verbal distinction and visual / non-visual distinction are cross-cut, as the semi-word (Wharton 2009) nature of onomatopoeia is affording the artist to merge image and words as a single comamunicative unit.

The non-verbal modes that interact with the verbal in a variety of media and communicative genres have attracted scholars' attention in discourse analysis, cognitive linguistics, pragmatics and argumentation theories. Most studies focus either on the interpretation process of visual effects or the indexical properties of images. The multimodal scholars have focused on what each image depicts as means of meaning - making, while scholars who take a cognitive approach have focused on how the viewers interpret these images. Neither approaches have made an explicit statement as to what effects it has on the viewers nor explained the affordance the use of images enabled the communicators. Furthermore, it is not clear how the use of non-verbal modes can contribute to argumentation, making communication more or less persuasive.

In this study, we draw upon the relevance theoretic notion of weak implicature and explain how the use of onomatopoeia in manga gives rise to cognitive and affective effects, demonstrating the affordances of onomatopoeia in Japanese manga. The manner in which the visuals of onomatopoeia are fused with the non- verbal "sound effects" in manga creates a strongly multimodal object. By positioning Japanese onomatopoeia in manga in this way, their so-called meaning- making function can be understood as utilising weak implicatures as a tool of persuasion; promoted by their multimodal nature, drawing the readers' eye to the intended position to emphasise the composition or a stylistic element as directed by the artist.

The interaction between the manga artist and readers through onomatopoeia is now enjoying further multimodal embellishment through the use of digital reading devices, as they facilitate a new mode of tactile interaction through the use of gestures, including pinch to zoom fingertip navigation techniques to enlarge the page, further promoting both legibility of onomatopoeia and multimodal engagement, heightening the persuasive factor of onomatopoeia used in manga.

Permitting insight to the relationship between the context and the readers' interpretation, this study will present preliminary findings based on eye- tracking data as elicited from both Japanese and English language cohorts. Such empirical findings will be used as a basis for an analysis of the role onomatopoeia plays in manga, which strengthen the communicative intention of the artist. The results will shed light on the interaction between the artistic choice to use onomatopoeia and its effects, which might be subsumed under the current view of style in relevance theory.

Akira Satoh

Positioning in hypothetical narratives (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

In this presentation, I examine how conversationalists construct their identities in interaction, especially the way they change them using small stories. More specifically, I explore how speakers position themselves in hypothetical stories told by those who (nearly) experienced the Great Hanshin-Awaji Earthquake in 1995. By learning how storytellers position themselves in these stories, we can better understand how hypothetical stories present valuable sites for identity construction.

Among several types of small stories, in this presentation my focus is on hypothetical stories. There are a few previous studies on hypothetical stories. One of them is on what Georgakopoulou calls projections (Georgakopoulou 2007). These are the adolescent stories of future events where teens are engaged in planning their romantic encounters. Another is on hypothetical narratives or what Tovares calls narrative-like hypothetical scenarios (Tovares 2010). These are the family stories of imaginary events in which pets dine at coffee shops or restaurants and speak as family members. However, except for these studies, there has not been much research on hypothetical stories. In addition, these studies of storytelling are done based on hypothetical events occurring in favorable conditions, not on hypothetical events that have occurred in unfavorable conditions. I examine the hypothetical stories that have been told in life-threatening environments.

One of the characteristics in this data is that, after telling their own actual experiences, the conversationalists start telling hypothetical scenarios using the subjunctive mood and such statements as "If I had been there, I would have died." The positioning analysis (Bamberg 1997) of the telling by those who experienced (had affected) is like this: In their story-worlds, they portrayed themselves as the victims of the earthquake disaster. In their interactional worlds, they show a sense of ownership for the tragic event. Finally, they identify themselves as survivors, or more precisely, "those who were saved, given lives by the supernatural."

On the other hand, the analysis of the telling by those who nearly experienced (had not really affected) is as follows: In their imaginary story-worlds, they also depict themselves as the victims. In their interactional worlds, they describe themselves as those who are sympathetic toward the sufferers. Finally, those who had not affected position themselves as quasi-victims, i.e., those who could have been the victims of the earthquake disaster. Interestingly, they changed their sense of self during the interaction:

before the telling, they depicted themselves as non-victims/bystanders. That is, their quasi-victim identity emerged in hypothetical stories that were embedded in an ongoing interaction.
Tovares (2010) claims that "(w)hile in traditional past-oriented narratives a story-teller attempts to resolve the discrepancy between what is expected and what has transpired, hypothetical narratives highlight the difference between the existent and imagined worlds, existing and preferred Discourses." However, this is not necessarily true: hypothetical stories in this study foreground the difference between the real world in which they survived the earthquake and the imaginary world in which they suffered (or might have died). That is, hypothetical stories may make prominent the difference between existing and dispreferred Discourses.

Eleni Savva

Subsentential speech: The syntactic Vs. the pragmatic approach (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

This paper focuses on subsentential speech, i.e. sentences that are incomplete from a syntactic point of view but communicate complete propositions/are meaningful when used in conversations (see Stainton 2006). Observations from the International Corpus of English show that this phenomenon is very frequent; yet it is problematic for a traditional theory of meaning because the latter needs to account for the observable mismatch between form and meaning. Syntactically oriented approaches either subsume subsentential speech under standard syntactic ellipsis (Merchant 2004), or postulate hidden material in the structure so that the utterance is incomplete only on the surface (Stanley 2000). This paper argues that such approaches are problematic because (a) their motivation and solution to the problem overlap (Clapp 2012), and (b) they are inadequate to account for the whole range of empirical facts, such as the cases in (1) and (2):

(1) During a game of scrabble George places a word on the board; Anna gets her notepad and utters:
'Twenty'.

(1) is meaningful but its recoverable completion does not have a determinate syntactic form -- a claim also supported by the results of an empirical study which looked at the completions different hearers recover for such examples; completions from different participants were indeed equivalent in meaning but different in their syntactic structure. Thus, this paper argues that (1) is crucially different from cases of standard syntactic ellipsis, because completion seems to be a matter concerning the conceptual and not the structural representation of the utterance. This is even more evident in cases such as open-ended disjunctive interrogatives as in (2).

(2) [*At the doctor*]
Are you running late nights working hard for exams or …?

The pattern in (2) is an extreme case of subsentential speech, insofar as the completion is not only left unpronounced but arguably even unthought; yet the empirical evidence again shows that its use is considered meaningful on the basis of considerations about the purpose of conversation, other background information, shared cultural assumptions etc. (Haugh 2011, Jaszczolt et al. forthcoming). For these reasons, this paper concludes that cases such as (1) and (2) call for a pragmatically oriented contextualist approach to subsentential speech (e.g. Jaszczolt 2005, 2010) which places the completion at the conceptual level of representation instead of the structural. Such as approach is, at the same time, compatible with syntactic solutions where these are independently supported.

Jun Sawada

The affective "come" in Japanese: Deictic elements in the right periphery (Contribution to *Peripheries and constructionalization in Japanese and English*, organized by Higashiizumi Yuko & Jun Sawada)

Japanese has a rich grammaticalized deictic system (e.g. directionals, benefactives, honorifics) in the right periphery (RP): (1) hon-o oku-tte-ki-te-kure-masu book-ACC send-CON-come-CON-BEN-HON deictic elements in RP Kuno and Kaburaki (1977: 634) characterized Japanese, especially colloquial Japanese, as a speaker-centered language in that actions taking place around the speaker often must be described relative to the speaker, i.e., as actions toward or away from him/her and/or affecting him/her favorably or adversely. In particular, when the speaker is the recipient, he/she cannot describe such events neutrally: the grammaticalized deictic auxiliary verbs kureru, "give (to the speaker)," or kuru, "come," must be used, as in (2) (Kuno 1987: 250; see also Shibatani 2003; Koga and Ohori 2008; Sawada 2009): (2) a. Taroo-ga {Hanako/*boku}-ni hanataba-o Taroo-NOM {Hanako/I}-DAT bouquet-ACC oku-tta. send-PAST "Taroo sent {Hanako/me} a bouquet of flowers." b. Taroo-ga boku-ni hanataba-o Taroo-NOM I-DAT bouquet-ACC oku-tte-{kure/ki}-ta. send-CON-{give/come}-PAST "Taroo sent me a bouquet

flowers." (Kuno 1987: 250) Note that "come" in (2b) does not describe the spatial movement of the subject referent "Taro." It shows that the action is directed toward the speaker, or that it exerts a psychological influence on him/her. The non-spatial "come," as seen in (2b), can be classified into four constructional subtypes exemplified in (3)-(6) (Sawada 2009): (3) (Type A: transfer of an object to the speaker) Ken-ga boku-ni hon-o oku-tte-ki-ta. Ken-NOM I-DAT book-ACC send-CON-come-PAST "Ken sent me a book." (4) (Type B: giving of an object to the speaker) Ken-ga boku-ni hon-o watasi-te-ki- Ken-NOM I-DAT book-ACC hand over-CON-come- ta. PAST "Ken handed me a book." (5) (Type C: direct affectedness) Yakuza-ga naifu-de boku-o odosi- gangster-NOM knife-with I-ACC threaten- te-ki-ta. CON-come-PAST "A gangster threatened me with a knife." (6) (Type D: indirect affectedness) Ooya-ga yachin-o age-te-ki-ta. landlord-NOM rent-ACC raise-CON-come-PAST "The landlord raised the rent on me." The non-spatial "come" first appeared in the Early Modern (Edo) period and has gradually extended the constructional pattern of type A to types B, C, and D (Mori 2010). Note that the "come" in (5) and (6) has become an 'affective marker' and has functional similarities to direct and indirect (adversative) passives, respectively: (7) Boku-wa Yakuza-ni naifu-de odos-are-ta. I-TOP gangster-by knife-with threaten-PASS- PAST (direct passive) (cf. 5) "I was threatened by a gangster with a knife." (8) Boku-wa ooya-ni yachin-o age-rare- I-TOP landlord-by rent-ACC raise-PASS- ta. PAST (indirect passive) (cf. 6) "The landlord raised the rent on me." The Japanese affective "come," as in (5) and (6), also bears a close resemblance to the semi-auxiliary "come" (Spears 1982) in African American English (AAE), which conventionally implicates the speaker's attitude of strong disapproval or indignation: (9) a. I didn't want him to come talking to me, cussing and carrying on.(Spears 1982: 858) b. Did he come hitting you again? (Spears 1982: 858) c. He come coming in here raising all kind of hell. (Spears 1982: 854) The affective "come" in AAE is not necessarily a peripheral element on a word order level, but it obviously has the status of a conventional implicature on a pragmatic level. This paper investigates the syntactic and pragmatic status of the affective "come" constructions and the relationship between deixis and peripheries.

Luca Sbordone

Vagueness, contextualism and assessment-sensitivity (Contribution to *Adaptability, contextualism, and the composition of discourse meaning*, organized by Jaszczolt Katarzyna M. & Luca Sbordone)

Natural language predicates like 'tall' in example (1) are notoriously problematic for traditional formal semantics approaches in that they typically show the characteristic and puzzling features of vagueness: borderline cases, lack of clear boundaries, susceptibility to the Sorites paradox.

(1) John is tall.

In recent years, several authors have pursued the intuition that the vagueness of most natural language predicates goes hand in hand with their context-sensitivity and developed contextualist theories that typically aim at tracing back the puzzling properties of vague expressions to features of the context in which these expressions are used. Nonetheless, such contextualist theories of vagueness (Kamp 1981; Raffman 1994, 1996; Shapiro 2006; Fara 2000) have encountered forceful objections in the literature, on the ground that, allegedly, vagueness and context-dependence are two demonstrably independent phenomena: hold the context fixed – so the standard objection goes – vagueness still arises. Based on such a simple reasoning, other authors have insisted that the widespread recognition that typically vague words are in need of contextual specification only points in the direction of "an empirical correlation, not an a priori law" (Williamson 1994: 214).

I shall argue that this conclusion is not correct. I will show that the presumed force of the objection is based on a restrictive understanding and formalization of the notion of context. Particularly, I shall develop a new contextualist semantics for vague expressions according to which, in order to make sense of the idea that vagueness is a form of context-sensitivity, we need to acknowledge that the context-dependence of vague words is two-fold: the meaning of vague expressions is not only sensitive to the context of use, but it also shows a previously unrecognised form of context-sensitivity which, following MacFarlane (2003), I shall call sensitivity to the context of assessment. I propose that expanding the operative notion of context so as to include the entirely new dimension of the context of assessment helps building a version of the contextualist theory of vagueness that is immune to the standard objection.

Particularly, building on the analogy between vague predications and utterances of future contingent statements, I will argue that the assessment-sensitive semantics allows capturing the seemingly incompatible intuitions about the meaning and use of vague predicates. At the same time, it explains why the Sorites paradox is logically invalid but psychologically so compelling.

Merel C.J. Scholman & T.J.M. Sanders

Annotating coherence relations in corpora of language use (Contribution to *Discourse connectives across languages and modes: Challenges for discourse annotation*, organized by Zufferey Sandrine, Liesbeth Degand & Daniel Hardt)

The advent of linguistic corpora is an important stimulant for language use researchers. The focus area of corpora has mainly been on lexical, syntactic and semantic characteristics of language. However, the notion of "discourse", and more specifically the coherence relations between parts of discourse such as *cause-consequence* and *claim-argument,* has become increasingly important in linguistics over the years. This has led to the international tendency in the last decennium to create discourse annotated corpora. Leading examples are the Penn Discourse Treebank (Prasad et al. 2008), the RST Treebank (Carlson et al. 2001) and the Potsdam Commentary Corpus (Stede 2004). While discourse annotation guidelines generally agree on the idea of coherence relations, a uniform standard for discourse annotation is not yet available. Current annotation methods often lack a systematic order of coherence relations, which increases the difficulty of the annotation task. Due to this, annotators need large manuals and intensive training before they can start annotating.

In this contribution, we discuss a cognitive approach to coherence relations, and investigate its usability for discourse annotation. The theory proposes a taxonomy of coherence relations in terms of four cognitive categories. On the basis of these categories, we developed a systematic, step-wise annotation process, which may facilitate the annotation process. Two annotation experiments are presented which were carried out to investigate the reliability and validity of this approach in discourse annotation. In these experiments, non-trained, non-expert annotators analyzed fragments using a short manual and an instruction. An implicit and explicit version of the instruction was created to determine whether the type of instruction influences the reliability of the scheme. The implicit instruction relied only on the annotator's knowledge of the categories. The explicit instruction relied on this knowledge, as well as on text-linguistic insights. This instruction contained paraphrase and substitution tests, which were hypothesized to facilitate the decision making process. We examined to what extent the non-expert annotators are able to apply the four categories to discourse annotation in a reliable manner. We will discuss to what extent the categories of coherence relations area applicable in discourse annotation and how the approach can be used in cross-linguistic corpus research.

Beatrix Schönherr

Cooperative gestures and the display of discordance on stage (Contribution to *Discourse and discordance: Linguistic, pragmatic and sociocultural strategies for accordance*, organized by Takekuro Makiko)

This contribution deals with a specific case of discordance that can be observed in the performance of a certain type of gestures. The basic feature of these gestures is that they are performed collaboratively – either symmetrically or complementarily – by two or more participants in the interaction. These gestures are often performative (Müller 1998: 111). For this phenomenon, which has not been a common subject of research in the field of conversation and discourse analysis so far, I have proposed the term "cooperative gestures" (Schönherr 2014). For instance, when a participant in an interaction initiates a handshake – either to greet someone or to seal an agreement – s/he expects the other party to join in the activity. In the case of accordance, the addressed participant will measure up to these expectations without faltering and perform his/her part properly. This behavior corresponds to "preferred reactions" and – from a different theoretical point of view – to polite conduct. However, there are situations when a participant does not join in the activity in the conventional way, but instead, the participant hesitates to do so, does not perform the act properly, or refuses to cooperate at all. The arising discrepancy may be regarded as a case of discordance.

The reason for this uncooperative behavior is sometimes due simply to a lack of familiarity with form and/or function of the respective gesture; for instance, it may be due to a different social or cultural background. In other cases if a participant refuses to join in a cooperative gesture, it is due to the fact that s/he does not share the interpretation of his or her partner concerning, e.g., the personal relationship or the kind of situation. The discordance that is then drawn into focus by the failing cooperative gesture shows that the participants frame the situation differently. In the ongoing interaction, the discordance often is masked or "ignored" by the participants, but it may also result in unconcealed conflicts.

Cooperative gestures are able to bring a turn of events or an arising conflict into focus. This makes them a very common and useful means of expression for the (Western) theatre. Furthermore, cooperative gestures permit directors and actors to suggest special interpretations of the play that are not expressed in the text literally. To investigate the occurrence of cooperative gestures on stage is an important contribution to research in the field of the communicative genre "theatre". Since form and function of the

theatric means of expression usually remain bound to the respective phenomena in everyday interaction (Fischer-Lichte 1994), research in the field of theatric gestures may also contribute to general pragmatic research questions.
In this contribution, selected scenes from performances of classical German plays are investigated in the context of a multimodal analysis. Cooperative gestures are thus examined jointly together with further devices/resources of expression such als lexico-semantics, syntax, prosody, proxemics, and gaze. The focal point is the display of accordance or discordance by performing cooperative gestures in different ways.

Ulrike Schröder

Face constituting theory and multiple recipient design: An empirical approach to culture-specific interpretations of face (Contribution to *Face revisited: A valid concept for cultural and linguistic diversity?*, organized by Schröder Ulrike, María Bernal, Thomas Johnen & Bernd Meyer)

In recent work, Arundale (2010) has proposed his Face Constituting Theory based on the Conjoint Co-constituting Model of Communication. His main concern is directed towards a shift from the individualistic conception of face (Goffman 1955), politeness (Brown & Levinson 1987), and impoliteness (Culpeper 1996; Bousfield 2008) to a non-summative view on communication based on fundamental insights of CA as expressed in the Adjacent Placement Principle, the Sequential Interpreting Principle, and the Recipient Design Principle (Arundale 2010). Referring to Baxter & Montgomery (1996), he draws his attention to face as relational connectedness and separateness, as well as to culture-specific emic construals of this dialectic relation (Arundale 2013).
Based on a corpus of two film shootings which are part of the larger corpus of the project 'Intercultural Communication in Interaction' (http://www.letras.ufmg.br/cicdm/) – namely, one discussion between five Brazilian exchange students and one between five German exchange students – we will take a closer look at two moments in which face comes to the fore in the light of disalignment. The discussions were incentivized by cards instructing to talk about the expected and already experienced differences between the target country and the students' country of origin regarding university, society, religion, family, friendship, relationships, conflicts, styles, and language.
While in the German example facework is negotiated metacommunicatively, in the Brazilian example the situated shift is 'calibrated' (Silverstein 1993) conjointly insofar as the speaker holding the turn constantly tones down his ongoing constructed anecdote in the light of the insufficient backchannelling from the three interlocutors. We will show that these two different patterns may be related to culture-specific construals of face.
However, the pivotal point we want to discuss is to which extent the recipient design of the 'bystander' (Goffman 1981) behind the camera might also play a crucial role and should respectively be considered, especially with regard to the sensitive topic of (inter-)cultural experiences under discussion. Finally, such an inclusion of a more complex participation framework reveals culture-specific construals of the 'direct', 'displaced' and 'reflexive interpretations of face' (Arundale 2013).

Christoph Schubert

Shots, cuts, and visual language: The cooperative principle in cinematic discourse (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

The medium of f ilm can undoubtedly be considered as text, since it represents a logical and ordered succession of meaningful signs. In contrast to purely verbal texts, however, multimodal film discourse also incorporates iconic visual signs as well as nonverbal acoustic signs such as music and sound effects (Wildfeuer 2014). Therefore, in analogy to the syntax or "grammar" of film (Arijon 1991), it is possible to speak of the "pragmatics" of cinematic discourse (Janney 2012). Since feature films commonly fulfil the function of entertainment and need to be appealing to a wide audience, they must rely on common ground shared by the viewers. Hence, although film is usually a monological, non-interactive medium, the present paper intends to fathom the extent to which the well-known principle of cooperation (Grice 1975 and Lumsden 2008) can be applied to cinematography in films by directors such as Stanley Kubrick, M. Night Shyamalan, Ridley Scott, and J. J. Abrams.
In doing so, I will focus on film shots, which are based on the static or dynamic representation of visual space from different angles and distances (Dick 2002). Sequences of shots add up to cuts, which may in turn be semantically subdivided into visual transitions such as straight or jump cuts. When Grice's 'conversational' maxims are conceptualized in the sense of 'communicative' maxims, it becomes clear

that camera work may occasionally fail to observe the maxims in order to trigger cinematic implicatures. For instance, zooms or extreme close-ups commonly flout the maxim of quantity, since, in contrast to full shots, only restricted visual information is given. Hence, as in verbal communication, a mere fraction of the knowledge at hand is provided, so that holding back information can result in the implicature of suspense or surprise.

An application of the quality maxim appears more difficult, as the camera does not seem to have the ability of lying or being ironic in the same way as verbal discourse. Still, an inaccurate presentation of reality may be caused by the use of a subjective camera, which portrays a state of affairs from the biased perception of a character, who may be an unreliable or 'fallible' focalizer (Schubert 2005). The maxim of relevance can be flouted by fast and seemingly unrelated cuts to different scenes and settings, while the covert relation between the single shots leads to an implicature. Finally, manner may be flouted by shaky camera motion in contrast to the Steadicam technique or by a swish pan that leads to a rapid blur of images. On top of that, I will discuss in which way visual indicators of implicatures can be categorized and will have a look at other potential types of non-observance (e.g. violating or opting out) in order to give a full survey of how the cooperative principle can be adapted to cinematic discourse.

Scott Schwenter

Beyond pronouns in Portuguese: Encoding animacy and topicality in anaphoric direct objects (Contribution to *Reference-tracking strategies beyond closed-class pronouns*, organized by Brugman Claudia)

Among Romance languages, Portuguese stands out as a language that allows frequent null anaphoric direct objects (ADOs) for third persons, even with human and definite/specific referents (Raposo 1986, inter alia). Null ADOs are found in both European and Brazilian varieties of the language, the main dialects of Portuguese spoken in the world. European Portuguese marks ADOs with accusative clitic pronouns, but in spoken Brazilian Portuguese these clitics have been lost, and instead tonic (<nominative) pronouns mark third-person referents. Both dialects also employ lexical NPs for ADO reference, creating a three-way system for encoding ADOs: null objects (1) ~ pronouns (tonic [2] or clitic [3]) ~ lexical NPs (4):

(1) Quando há outras coisas para fazer, fazemos **Ø** a bordo. [EP: pf0149pu]
'When there are other things to do, we do **Ø** [=them] on board'

(2) Aí, ele levou **ele** para o caminhão, levaram **ele** para o hospital. [BP: PEUL, E15]
'Then, he took **him** to the truck, they took **him** to the hospital.'

(3) Eu não **os** podia calçar de maneira nenhuma. [EP: pf1261pu]
'I could not put **them** [=shoes] on at all.'

(4) e notei exactamente cristalizada **essa mentalidade** [EP: pf1378pu]
'and I noted that **that way of thinking** was totally entrenched'

The goal of this paper is to detail the use of these formal means of ADO coding, focusing especially on the non-pronominal options, and to outline their implications for reference-tracking strategies and models of discourse anaphora cross-linguistically.

I use the comparative variationist framework (Tagliamonte 2002) in a multivariate analysis of ADOs in spoken EP (CRPC corpus) and BP (PEUL-RJ corpus). I demonstrate that the underlying grammatical constraints operating on each variety are largely similar, and speakers from both dialects respond to similar discursive pressures when they encode ADOs. I extracted and analyzed approximately 1000 ADO tokens from each corpus, coding for a broad range of independent factor groups, including number, animacy, definiteness, and specificity. I also operationally quantified the notion of topicality via two distinct measures (cf. Givón 1983): referential distance and topic persistence.

The results evince clear patterns across the two dialects, which hold regardless of the formal realization of the ADO. Greater topicality of the ADO, as operationalized in the multivariate analysis, correlates with greater **overt** ADO expression, whether as a clitic, a tonic pronoun, or a lexical NP. Null objects, by contrast, are the default option for ADOs in both EP and BP and correspond to prototypical inanimate DOs (Comrie 1989). Surprisingly from the perspective of theories of discourse anaphora (Givón 1983; Ariel 1990), which invariably link null expression to high topicality, the null objects in my data show the **lowest** topicality of the three coding options, while pronouns, which are overwhelmingly human, show the **highest** topicality. Other individual factors mainly show similar patterns across the two dialects. The exception is found in lexical NPs, which behave differently in EP vs. BP. In EP, they are used to reintroduce relatively dormant ADO referents, while in BP they are specialized for ADOs with generic reference. More generally, Portuguese speakers and hearers negotiate the common ground and the relative prominence of referents therein via these distinct coding options. Models of cross-linguistic reference-tracking systems must, therefore, be able to incorporate variation between competing variants that relate the topicality of their referents to the dynamic discourse models that interlocutors create in interaction.

Jennifer Sclafani, & Alexander Nikolaou

Polycentric positioning and transnational identity construction in narratives of "return" migration (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

This study investigates narratives of "return" migration told by second-generation Greek Americans who have migrated to Athens as adults. Based on a corpus of 12 ethnographic interviews about the linguistic and cultural experiences of their "returns", we isolate participants' narratives of language conflict, which we define as situations in which the narrator's status as a speaker of Greek is questioned or problematized in interactions with others. Such narratives often arise when participants are asked questions about difficulties, advantages, and disadvantages they have experienced as Greek Americans in Greece. We consider how return migrants position themselves within these stories not only in relation to "plain" Americans and "pure" Greeks, but also in relation to other migrants in Greece (e.g. Albanians), other ethnic Greeks (e.g. Pontians and Cypriots), and Greek Americans who have not "returned" (including those born both in Greece and in the US).

Employing Bamberg's (1997) 3-tiered model of narrative positioning theory, we show that storyworld ("level 1") positioning strategies in returnees' stories of language conflict function in constructing various types of self/other relations—that is, as acts of adequation/distinction, authentication/denaturalization, and authorization/delegitimation (Bucholtz & Hall 2005). Such moves result in part as a reflex of the interview context, in which participants are positioned by the interviewers ("level 2") as having to account for their own identities and transnational trajectories in relation to the perceived identities of the interviewers (one of whom is American, the other Greek). Meanwhile, these storyworld and interactional positions are overlaid by complex, and sometimes internally contradictory, macro-level positions ("level 3") in relation to broader hegemonic ideologies and discourses of time, place, and social mobility.

We frame the tensions that arise when considering the micro-macro interactions of identity construction in terms of Blommaert's (2007, 2010) discussion of "polycentricity"—the concept that speakers orient toward multiple "evaluating authorities", which are indexed not only through explicit membership categorization devices, but through social indexicals like double-voiced discourse, sociolinguistic styles, and code choice, including use of the hybrid variety "Grenglish". We also demonstrate that participants rely on assumed shared understandings of cultural stereotypes of Greeks and Americans at each of these "centres" in order to highlight their own distinct transnational and cosmopolitan identities and a sense of "neither-here-nor-there-ness".

This study builds on work in positioning theory (e.g. Davies & Harré 1990; Bamberg 1997; De Fina 2013) by introducing the notion of **polycentric positioning** and demonstrating that this concept is especially useful in understanding return migrants' ambivalent orientations toward their "home" and "host" cultures, through which they straddle the line between personal affiliation and disaffiliation, belongingness and estrangement, constancy and change, and ideologies of linguistic purity and hybridity.

Darcey Searles & Sarah Barriage

"Daddy define inspired": Word definitions in family interactions (Contribution to *Definition in interaction*, organized by Bilmes Jack, Gabriele Kasper & Richard Fitzgerald)

While misunderstandings and repair have been heavily researched (e.g. Schegloff 1987; Brinton, Fujiki, & Sonnenberg 1988), there has been less focus on young children's misunderstandings of specific words or phrases that arise in conversation except in the context of second language learning (e.g. Temmerman 2009; Luan & Sappathy 2011; Lilja 2014). This paper is the result of a multidisciplinary approach utilizing the analytical framework of conversation analysis within the context of everyday information seeking. One of the types of information seeking we observed in young children's interactions involved explicit displays of non-understanding of specific word meanings, which resulted in parents providing subsequent definitions.

We collected over 250 extracts of children asking questions from a corpus of approximately 3 hours of video recordings provided by two families with young children. Using the methodology of conversation analysis, this paper shows that when children explicitly display confusion over the meaning of a word, parents have to work, often times together, to construct a definition of that word. However, this construction is not always created easily, or with agreement.

First, parents may display conflicting meanings of the word. As seen in the subsequent extract, after Victoria asks for a definition "what's tofu" in line 03, Dad compares tofu to meat, saying "it's kinda like meat" in line 07, and Mom disagrees in line 09, saying "it's nothing like meat what are you talking about". This overt disagreement lends to a tenuous definition of "tofu", with no absolute correct definition, as Mom and Dad attach different meanings to the same word.

01 DAD: There was (1.0) uh oh (1.0) tofu
02 VIC: ((to Mom)) (Angela has a thing on her arm)
03 VIC: What''s tofu
04 DAD: (Meat) um
05 (0.4)
06 **DAD: Uh uh it''s (0.4) kind of a spongy (0.1) bean curd**
07 **(0.2) it''s kinda like meat but it''s not made outa meat**
08 (0.4)
09 **MOM: It's nothing like meat w(h)at a(h)re you ta(h)liking**
10 **about hh heh**
11 DAD: They did amazing things with it (I wouldn''t have
12 invented)

Second, parents may work together to co-construct the meaning of a word. In this following extract, Abby displays non-understanding of the word "inspired" in line 01, and then Mom and Dad struggle with its definition, especially with their daughter's initial misperception of the meaning of the word as "rotten". First, Mom calls on Dad to help her with the definition (lines 11-12). There are several initial attempts to define inspired (lines 15-17, 22), until Mom provides a more robust definition in lines 28-30, drawing upon the context of "space food", which is something they had previously been talking about. Dad agrees with Mom's definition in line 38, saying "mmhmm". This shows how more knowledgeable people (i.e. parents) have trouble giving a "correct" definition of a word to their (presumably less knowledgeable) children, and that they may rely upon each other to co-construct a definition.

01 ABB: It's ins-ins'' inspired?
02 LIB: So could we be a-
03 MOM: It's insp(h)ired it is heh heh
04 LIB: So could we be (outer space)
05 ABB: (WELL I''M NOT EATING THAT EVER) hh
06 MOM: Do you know what inspired means?
07 ABB: It means all rotten
08 MOM: hah hah hah hah
09 DAD: heh heh heh heh
10 MOM: hh hh hh hh hh
11 **MOM: hh no inspired means like (0.2) uh (0.2)daddy**
12 **define inspired**
13 (0.2)
14 ABB: It means all rotten
15 **MOM: No it does not it means a great thing**
16 **DAD: It means uh**
17 **MOM: It means like (0.3) like**
18 ABB: Holding onto something rotten
19 MOM: hhhheh
20 LIB: Holding onto something rotten
21 ABB: hh hh hehehe heheh
22 **DAD: You''re inspiring ( )**
23 ((laughter))
24 LIB: Inspiring rotten inspiring rotten inspiring rotten in 25 space
26 ABB: ( )
27 **MOM: No inspired is like like**
28 **MOM: Imagine i- imagine I gave you a great idea of something**
29 **to draw, you would say hh Mom you inspired me cuz I**
30 **gave you like a good idea**
31 (1.2)
32 **MOM: So space food (2.0) right is-is a food in a pouch**
33 (0.5)
34 **MOM: That doesn''t need to be refrigerated so this isn''t**
35 **exactly space f- but this whole pouch concept**
36 (2.0)
37 **MOM: Comes from space food**
38 **DAD: Mmhmm**

These extracts exemplify how word definitions, or meanings, are constructed through interaction. The unfolding of a word definition can lead to overt disagreements or an interaction in which parents work to construct the meaning of the word together. Overall, this paper has greater implications for how definitions are performed interactionally. Definitions are perhaps more tenuous in everyday conversation and depend less on explicit information exchange than they may in other settings, such as classrooms (e.g. Temmerman 2009). In everyday family interactions, definitions are moments for interactional negotiation of meaning, and not simply a product of the one-liners from a dictionary.

Maria Secova

Direct reported speech and social indexicality in London English and Paris French

(Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

This paper examines functional similarities and differences in the use of pragmatic features – in particular quotatives and general extenders - on the right and left periphery of direct quotations. Based on the analysis of a recent corpus of contemporary London English and Paris French (MLE – MPF), the aim of this paper is to discuss variation in the use of:

a) New quotative expressions such as 'similarity' quotatives (*be like* in London; *genre, en mode,(faire) style, être comme ça* in Paris) and deictic quotatives (*this is* +SPEAKERin London, *être là* in Paris).

b) General extenders framing direct quotations (e.g. *and stuff* in London, *et tout* in Paris).

The study finds that the form as well as frequency of these particles tends to vary not only with respect to social factors such as speakers' age and gender, but also with respect to the different pragmatic functions they come to perform in different interactional settings.

Innovative quotatives in both languages show an age-grading effect and tend to be associated with indexical stances and attitudes such as youth, coolness and casualness. However, London and Paris variants grammaticalise at different rates as well as displaying differences in certain pragmatic functions. For instance, *this is* + SPEAKER in London is only used in moments of high drama and introduces actual direct speech (Cheshire et al. 2011; Fox 2012), while *être là* in Paris collocates with inner monologue and marks a non-committal stance (Secova in press).

As for extenders, forms such as *and stuff* and *and that* in London diverge along the lines of social class and ethnicity, whereas in Paris *et tout* is becoming the dominant variant across the board. While different variants in both languages are indirectly associated with different social personae, they perform similar pragmatic functions such as hedging, marking solidarity and appealing to common knowledge between the speaker and the interlocutor(s). Extenders in both languages are also similar in grammaticalising from putatively longer forms to shorter ones, a process that is accompanied by semantic bleaching and pragmatic extension (Cheshire 2007; Secova 2014).

The contemporary data is analysed both qualitatively and quantitatively to show how different variants position the speaker in relation to: i) the content of the quote, ii) the interlocutors, iii) those to whom the speaker is attributing the quote. The paper aims to contribute to a better understanding of pragmatic universals and variability in the use of reported speech.

Sarah Seewoester Cain

Teasing among studio audience and comedian during televised monologue performances (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

"Audiences" have traditionally been treated as unratified participants (Clark and Carlson 1992; Clark and Schaefer 1992), minimally participative as a group, or fully interactional only when individual audience members are singled out (Goffman 1981). More recent research, however, has suggested that live audiences are in fact more dynamic when it comes to certain performance situations (Rutter 1997; Seewoester Cain 2013), and the way certain messages are designed presupposes *ratified* participant status even for media audiences (Bell 1991, 2002; Dynel 2011). For the comedy genre in particular, even folk notions of what constitutes a "good" show involves not just a receptive audience but one which interacts with the comedian in (humorously) meaningful ways. This paper will explore comedian–audience interaction during late-night comedy monologue performances.

Data was taken from the opening monologues of three US-based late-night comedians (TBS's Conan O'Brien, NBC's Jimmy Fallon, ABC's Jimmy Kimmel) and transcribed using a modified version of Jefferson's (2004) transcription system. Preliminary analysis of transcripts alongside video performances suggests that some of the more salient moments of comedian–audience interaction involve teasing – an activity that is considered a form of conversational humor and usually associated with interactions among intimates (Holmes 2000; Everts 2003; Lampert and Ervin-Tripp 2003) not large groups of previously unacquainted participants (see Haugh 2011, 2014 for notable exceptions). These teasing moments are often occasioned by the audience responses being of inappropriate quality, intensity, or sequential placement, highlighting the importance of a co-present and participative audience in the humor which evolves during the show's monologue.

While the importance of the speaker–audience relationship to the success of a comedy performance is not new, the exact nature of how this may be conversationally achieved has not received much attention. Previous discussions focus on common rhetorical strategies/"laughtraps" initiated by the speaker (ala Atkinson 1984), or what signals comedian's may use to indicate an approaching punchline (e.g. changes intonation, prosody, body posture, etc.), rather than conversational tactics involving both performer and audience during a comedy performance (although Rutter 1997 provides some interactional evidence). This paper attempts to set the ground-work treating comedian–audience interactions as "conversational"

while exploring how temporary intimacy among non-intimates (audience and comedian) may be interactionally achieved through teasing, rather than being a product of comedian strategy alone.

Stefan Karl Serwe

Evidence of adaptability: Explanatory discourse in a Thai convenience store in Germany (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

Like most institutional interactions, service encounters in retail often exhibit a knowledge differential between seller and buyer (Dorfmüller 2006). This gap tends to trigger sequences of explanatory discourse (Blum-Kulka 2002), a form of discourse that calls for the seller's ability to adapt her ways of communicating to the customer"s material, linguistic and cognitive demands, in order to avoid miscommunication (Kotthoff 2009). Explanatory discourse may thus pose a particular challenge for second language speakers of a language of trade, such as immigrant entrepreneurs in food retail in Germany. In this paper I intend to analyse sequences of explanatory talk in the context of a particular ethnic business, a Thai food retail store in rural Germany. The sequences are part of sales encounters between the owner, who is a bilingual Thai national, and her customers, who are either speakers of German or Thai. The data comprises transcripts of audio and video recordings that are part of an ethnographic investigation into the ways that language mediates the workplace practices of Thai immigrant entrepreneurs in the southwest of Germany. Mediated Discourse Analysis (Scollon 2001; Scollon & Scollon 2004) provides the analytical base, as it allows for the careful consideration of conceptual and material tools in the analysis of these interactions. I hope to illustrate that explanatory discourse is an important form of discourse that the owner and her customers engage in during the action of selling. As a discursive resource it is a crucial asset in the owner"s repertoire. Moreover, engaging successfully in explanatory discourse tends to make culinary advice sequentially relevant, another genre that allows the owner to express her professional expertise and to build customer loyalty to both her German as well as Thai-speaking customers. Ultimately, these examples reveal the owner"s adaptability as she draws effectively on a variety of cultural tools from her repertoire to achieve alignment in the interactions with her customers.

Lucas Seuren, Mike Huiskes & Tom Koole

Ways of doing understanding through 'oh'-prefaced declarative questions in Dutch (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

The Dutch interjection particle i seems to have a function similar to *oh* in English where it proposes "that its producer has undergone some kind of change in his or her locally current state of knowledge, information, orientation or awareness" (Heritage 1984: 299). And like its English counterpart *oh* can in Dutch be combined with other particles and/or clauses. By expanding the turn beyond *oh*, speakers provide an insight into what type of change they claim to have undergone. We will show that with *oh*-prefaced declarative question, speakers claim that they went from a position of not knowing or understanding to one of knowing or understanding. Following Heritage (ibid.) we will call these actions *realization claims*. Such claims still have to be confirmed, which means that sequentially they make relevant a yes/no answer.

Based on a corpus of about 13.5 hours of casual phone conversations, we will argue that speakers can use these *oh*-declarative practices to show that there was a problem with the common ground – the assumptions of the interactants about what is shared (Clark 1996). We will show that there are at least three categories of common ground problems that can be addressed in this manner. First, a speaker can claim that the co-interactant incorrectly assumed that some information was shared. Second, a speaker can claim that at an earlier point s/he misunderstood what information the other interactant tried to convey (cf. Schegloff 1992). And third, a speaker can claim that some information is remembered here and now (cf. Emmertson & Heinemann 2010; Betz & Golato 2008; Koivisto 2013). All three categories deal with common ground problems that are locally triggered – i.e. the information is locally relevant.

Furthermore, we will show that there are clear turn-constructional and/or sequential differences between the three practices. The turn design of the first two categories is highly similar, but both activities are treated differently by the interactants. In case of the first, the information in the declarative question temporarily becomes a topic in its own right, whereas in the second category it is the misunderstanding that can become a topic of discussion. The third category is designed differently: the declarative question is prefaced by *oh ja* instead of just *oh*. It is also treated different sequentially by the interactants: a minimal affirming response is treated as adequate.

Amy Sheldon

'Oooh this smells like strawberry': American preschoolers' evaluations of synthetic food odors in color markers during an art activity – metonymic mapping; embodied cognition. (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

This paper will discuss American preschoolers' spontaneous expressions of pleasure and distaste toward synthetic food odors that are infused in novelty color markers. The children discussed whether the simulated odors "smelled like" certain real foods. Their conversations took place during an art activity at their daycare center that was video-recorded. I will analyze examples of their discourse as displays of their collective competence with metonymy - recognizing the part-whole relationship between smell, color and food. Their competence with metonymy enables them to make connections between counterfeit food flavors in the art markers and sense memories of food in comestible contexts, and thus to discursively "bring different food worlds closer together" as a form of everyday play.

After the first child recognized and announced the food that the odor in the marker was "like", peers took turns smelling the marker and reporting their own sensory pleasure or distaste. They added their own assessment of whether the synthetic odor matched their remembered sense perceptions of a food or candy. They entertained themselves by co-constructing their stances toward various markers and sharing sensibilities and embodied knowledge while they multitasked on other activities at the art table. Associating the smell and color of the art markers with foods and gustation was an interactive social achievement, discursively bringing sense experiences together from different contexts, materials, and activities.

The paper will explore the concept of adaptability demonstrated in these preschoolers' discursive associations and assessments. The data demonstrate how peer talk and spontaneous, everyday interaction in resource-rich environments give children opportunities to elaborate on and connect their knowledge and associations across different objects, contexts and activities.

Recorded observation of children's spontaneous peer talk about their food-related experiences and sensibilities in the absence of adult direction is difficult to obtain. This paper adds to research on the connection between language use and embodied cognition in early childhood.

Reijirou Shibasaki

Interactional routines at the edge of utterance: Explorations into the question is (that) and that's the question in American English (Contribution to *Peripheries and constructionalization in Japanese and English*, organized by Higashiizumi Yuko & Jun Sawada)

Interactional routines at the edge of utterance: Explorations into *the question is (that)* and *that's the question* in American English

Shell noun constructions, i.e. a set of constructions of clausal and nominal origins, parenthetically serve in discourse to express speaker stance (Schmid 2000). While these constructions have attracted the attention of researchers from a synchronic perspective, they have received far less attention from a diachronic perspective. This study thus aims to explore a pair of shell noun constructions with focuses on *the question is (that)* and *that's the question*, in the history of American English.

The survey results tell us that *the question is (that)* developed into a projector construction at the left periphery of a given discourse context/utterance, while *that's the question* developed into a summarizing construction at the right periphery as in (1) and (2), respectively. COCA=the Corpus of Contemporary American English; SP=speaker.

(1) (END-VIDEOTAPE) KAYE: That is such a great story.Thequestionis, though, did the phone ever ring for C.J.? (2012 COCA: SPOK, *CNN PRESENTS*)

(2) Ms-TOENSING: ... now, just a minute. He's the chief -- yes,that'sthequestion. (1998 COCA: SPOK, *NBC Today*)

In extreme cases, such a set of constructions are repeatedly used to emphaize the speaker's statements, whilst serving textual and interpersonal functions such as rhetorical questions, as in (3); (3) is visually represented as (4).

(3) ALAN KEYES: … Curing injustice by perpetuating it, doesn't seem to me to be a very good cure. So that's not the question. The question is not whether we're going to fight this thing, the question is whether we're going to fight it by reinforcing it? That seems to me to be a contradiction in terms. (COCA 1995: SPOK, *CNN Politics*)

(4) The discourse-syntactic structure in (3):

[… SP Statement *that's NOT the question*]$_{\text{micro-discourse}}$

[*the question is NOT, …* SP Statement …] $_{\text{micro-discourse}}$

[*the question is, …* SP Statement …] $_{\text{micro-discourse}}$

The two types of shell noun constructions function differently. At the left periphery of discourse, *the question is (that)* serves as a device for anticipating upcoming talk by the current speaker, which shows a strong resemblance to the projector function discussed by Hopper and Thompson (2008) for pseudo-clefts in general. At the right periphery, *that's the question* serves a summarizing function, as shown in (2). The diachronic survey of these constructions provides insights into Main Question 2 in the panel: when a new peripheral construction emerges and develops, how do its morphosyntactic form, semantic/pragmatic meaning, and syntactic position change?

Katsutaka Shiraishi & Kazuyo Murata

Empirical study on multi-stakeholder discussions for Machizukuri (Contribution to *Analyzing the process of group discussion: Towards "discussion design" in social decision-making*, organized by Morimoto Ikuyo)

In the public policy field, there have been widespread discussions of "local governance" (Warburton 2009), where varieties of stakeholders participate and take active roles in the governing processes. Specifically in Japan, such partnerships are evident not only at the level of public service provisions, but also in strategic decision-making processes. This is partly because the public sector organizations, which traditionally hold the initial power and resources in local governing, can no longer work alone – due to the chronic economic downturn and emerging local problems such as the aging society and trans-boundary environmental problems. In order to make a sustainable local society, it is necessary to create a multi-stakeholder partnership in which people from different sectors (local government, businesses, NPOs, and local citizens) discuss to solve regional issues and make local public policies.

The present study first introduces the concept of multi-stakeholder partnership, which is required in Japanese local society. Then it reports on the characteristics of discussions for *machizukuri*, community-planning and town development, and the functions of facilitators in such discussions. This is done through linguistic analysis on authentic discussion data with the information obtained from participant observation and follow-up interviews.

The characteristics of discussions for *machizukuri* include that (1) participants are from different sectors and age groups, and have various backgrounds, (2) participants bring their own implicit assumptions (rules) on discussions and they are not the same, (3) the amount of information related to the discussion topic varies according to participants, and (4) facilitators are essential and play an important role. The key findings of analysis of linguistic behaviours of facilitators are that they utilize linguistic strategies related to relational aspects of interaction (politeness), and those that present meta-information of discussions. The results suggest that these features of facilitators lead the discussion to where participants can participate equally, understand its flow, and construct rapport among members. They also suggest that facilitators serve as relational managers as well as discussion managers.

In the presentation, we would also like to point out that developing educational programmes to carry out constructive discussions, focusing on active participation as well as focusing on facilitation, is required to foster citizens' participation in social decision making.

Polina Shvanyukova

"For heaven's sake! be more regular and cautious in future": Social norms and politeness strategies in nineteenth-century business letter-writing manuals (Contribution to *Towards a diachrony of relational work: Factors behind sociopragmatic change in 18th and 19th century Europe*, organized by Paternoster Annick & Marcel Bax)

The strengthening and further expansion of global commercial networks in the nineteenth century was accompanied by the proliferation of letter-writing manuals specialised in business correspondence. These highly popular guidebooks aimed at familiarising the reader with the conventions of specialised epistolary practices which reflected rigid norms of contemporary British business code of conduct. In model letters offered by the guide several strategies were particularly effective in the attempt to impart norms and standards of gentlemanly behaviour. One of such strategies of introducing norms of business conduct can be traced to the employment of specific linguistic strategies of politeness. These pragmatic strategies played a fundamental role in the promotion of the specific standards of self-representation and self-conduct in the nineteenth-century business environment.

In my paper I will present two case-studies of business letter-writing manuals, Anderson (1836) and Williams & Lafont (1860). The main aim of my investigation will be to identify the mechanisms of he transmission of norms of business conduct with the help of the specific linguistic strategies of politeness employed and imposed on the reader.

Martin Siefkes

How semiotic modes work together in multimodal argumentation: Towards a pragmatic theory of intermodal interactions (Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

In the analysis of argumentation that is carried out multimodally, it is important to understand the role that different semiotic modes play, and how they are integrated into a coherent argumentation (cf. Birdsell/Groarke 2007; Wildfeuer forthcoming). Semiotic modes are variously suited for different functions of argumentation (e.g. the presentation of different types of information, the use of inference rules such as *modus ponens*, or proof strategies such as *reductio ad absurdum*, the use of rhetorical devices such as *captatio benevolentiae*, the presentation of examples, the emotional manipulation of the audience, etc.).

The affordances of different modes for functions in multimodal argumentation, however, cannot be based on traditional semiotic evaluations of mode-specific affordances which have mostly been based on unimodal use. Thus, images have traditionally regarded to be well-suited for illustration with examples, for emotional influences, and for contextualizing an argument; but depending on the combination with content given in other modes (e.g. language or gesture), they can take on quite different roles (Tseronis 2014).

To take an example: In a trial, the visual disparity between a small defendant and a very high wall around a property he's supposed to have climbed with bare hands can be used by the defense, by presenting a photo of the robber before the wall, as an argument for his innocence: The image can here support the visual equivalent of a *reductio ad absurdum* proof, but only if verbally given explanations supply an adequate contextualization: e.g. the visually presented objects have to be connected with referents in an act of *Intermodal deixis* ("*this* person is the defendant; *this* wall is the wall he's supposed to have climbed"). Furthermore, background knowledge necessary to draw the intended conclusion has to be supplied (e.g. "the wall has the same height all around the property").

We claim that the function of semiotic modes in multimodal argumentation cannot be determined in general, but only in specific constellations of form and content presented in both modes. Thus, a pragmatic approach to mode contributions is necessary, which considers the specific interactions between modes, depending on the formal, content, and context properties of each argumentative utterance.

To understand how modes contribute to multimodal rhetoric strategies, a pragmatic theory of multimodality argumentation will have to consider which types of interactions between semiotic modes exist, and how they influence the overall argumentative pattern. Recently, different models that describe interactions between semiotic modes have been proposed (Marsh/White 2003; Martinec/Salway 2005; Liu/O'Halloran 2009; Wildfeuer 2012). The presentation will describe a proposed extension of SDRT (Asher/Lascarides 2003), a formal discourse representation theory, to include (i) inference processes taking place on the base of cues given in different modalities, and (ii) intermodal interactions between the modes. (The applicability of SDRT to the context-sensitive representation of background knowledge is shown in Siefkes forthcoming.)

A range of intermodal interactions has been defined, among them *Intermodal deixis* (cf. the example given above), *Intermodal predication*, *Typification*, *Exemplification*, and others, On the basis of examples, it will be demonstrated how this model can be used to describe the contributions of semiotic modes context-sensitively, providing an important part of the needed pragmatic theory of multimodal argumentation.

Rein Sikveland & Elizabeth Stokoe

Entering the customer's domestic domain: Enquiries about relationships at a window sales company (Contribution to *Understanding traditional and mediated service encounters*, organized by Fernández-Amaya Lucía, María de la O Hernández-López & Pilar Garcés-Conejos Blitvich)

This paper explores the gathering of customer details in service encounters at a UK based window sales company, focussing on the sequentially inapposite and sometimes delicate nature of these requests. A corpus of 200 incoming telephone calls, including first time callers as well as calls about pending or past services, was recorded. The data were transcribed and analysed using conversation analysis. Although there is a growing number of studies on interactions in workplaces of all kinds, there is relatively little ethnomethodological and conversation analytic research in commercial sales environments (see Lee 2009, Lee 2011; Varcasia 2013 for some relevant studies).

The study investigates 'company talk'; that is, activities typically initiated by the call centre salesperson and that are motivated by the company's needs to acquire information about the customer. In this dataset, such activities include requests for customer contact details (e.g., name, address and telephone number), and information gathering for company statistics (e.g., "how did you hear about us?"). Analysis shows that these kinds of information requests, and how they are implemented, can be problematic and counter-productive in terms of sequence progressivity. Some information requests can also be problematic in terms of their delicate nature: as part of creating a customer profile the salesperson seeks information regarding customer's title (e.g., "is it miss, mrs. or ms.?") and marital (or other) status (e.g., "are you mrs. and mr., or…?"). These requests have a practical purpose for the company, in that a customer's partner may be relevant to future company-customer interactions. But the turbulence they produce in calls reveals their problematic nature, as salespeople imply, or attempt to avoid implying, things about the nature of the customer's domestic relationship. The delicate nature of these requests will be demonstrated based on their moment-to-moment implementations in the talk.
This study will help further our understanding of verbal and sequential features in service encounters. Our research also has implications for training purposes outside of academia; for example, in the development of courses, guidance and handbooks within call centres. We will discuss the way the research findings underpin communication training using the Conversation Analytic Role-play Method (CARM), and what such an approach adds to the wider communication training field. We will also discuss the impact, epistemic and academic issues arising from engaging in commercial environments.

Daniel Silva

The "pacification" of favelas in Rio de Janeiro: Querying the adaptation of utterances on security (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

In the city of Rio de Janeiro, economic change, real state interests and political and corporate investments in mega sport events have overlapped in many aspects, the most prominent of them being probably the adaptation of policing practices known as UPPs, or Pacifying Police Units. The state of Rio de Janeiro initiated in 2008 the project of "pacification" of *favelas* (unplanned urban settlements) by installing permanent police units that ought to withdraw weapons from the drug traffic and facilitate the deployment of state services. At least in its legal status, the "pacification" project follows the Weberian principle that the monopoly of legitimate violence belongs in the State. In my presentation, I intend to inquire the idea of adaptation vis-à-vis "pacification" in at least two senses. First, I will try to understand "pacification" as the adaptation of security policies according to a particular logic. The UPPs project is part of transnational military tactics of contention of violent territories in places like Iraq, Afghanistan and Colombia. That the idea of public security in poor areas has to have a 'military' shape is open to criticism. The militarization of life as a measure for handling poverty is a concept that travels globally. When adapted to particular places, it merges with neoliberal politics and elite economic interests. Second, this economic-and-military process does not flow and adapt itself to particular locales in a sort of social vacuum; it has to be mediated by discourses. Authoritative institutions that either coordinate or support the UPPs have to deal with a complex pragmatics involving multiple citations of utterances whose trajectories often run in opposite directions. Yet such institutions depict these circulations as following linear routes, from a needy people demanding security to policy-makers who listen to them to the police acting in accordance with the people's original "demands." In conversing with Charles Briggs' notion of communicability I will try to understand this process of adaptation of utterances into a linear flow and query the juxtapositions, curves and detours that are hidden in mainstream imaginations of discourse on security in Rio de Janeiro.

Melissa Catrini Silva

Body, subject, language and speech in the field of language pathology (Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)

It is well known that the effect of symptomatic speech on the other is unequivoca l (Lier-DeVitto 2001) and that a striking dissymmetry between speakers of the same language is deeply felt in interaction situations, even if the communicative process is not interrupted (Catrini 2005). In the clinical realm of speech therapy, the symptom in language could be defined as *unstable and enigmatic utterances* (pseudo-words, disordered productions) which affect their intelligibility and interpretation and sheds light on the subject's problematic condition as a speaker of her/s mother tongue. If we understand that the speaker of a language inhabits his mother tongue, as posed by Lemos (1992), the symptom in speech can be taken as

a glaring expression of uneasiness felt "at home". In clinical practice, symptomatic speech may include awkward articulatory gestures and noticeable efforts to overcome such difficulties which involve, in an odd way, the body of the speaker. Indeed, such frequent clinical events raise questions concerning the subject-speaker's body within a theoretical framework which reflects upon the language-speech-subject relationship. In fact, it is not to ignore that distorted articulatory gestures contradicts the idea that the human body is "naturally" prepared to vocalize speech; such an expectation is frustrated when one is face-to-face *apraxia,* a clinical manifestations that shows that there is nothing natural about the oropharyngeal tract for speech, as Saussure (1916) stressed. This study aims at discussing symptomatic speech gestures which lightens instances where the body does not seem to support the pressure of the significant (Bèrges 2008). No doubt, *a praxia* affects "the speaking body" not "the organic body", which, from a medical viewpoint is the neutral object of physiology and pathology. I intend to discuss and justify the theoretical distance I take from the traditional approach to apraxia, which sustains itself on the philosophical dichotomy between mind and body, i.e., between cognition and organism. Freud is called upon and taken as a landmark concerning the concept of "body" since he dissolves the philosophical and psychophysical dualism mind-body. Affected by the 'wreckage' of hysteria and the 'holes' of aphasia, he states that structure of the body and the body functions do not go side by side. Freud could develop in some studies on Apraxia the notion that there is only one "human body" – the one which comes to life when captured by language or, according to Lacan, such a body should be viewed as "*corps pulsionel,* as a "languagebody". Some c linical dialogue will be presented and analyzed.

Michael Silverstein

Presupposing demographic sex, entailing sociocultural gender (Contribution to *Indexing gender revisited: On the non-referential aspects of gendering*, organized by Pavlidou Theodossia-Soula)

Sociocultural 'gender' was named for the grammatical category but presumed to be a category in a cultural order of values associated with modes of social being in society, indexed in-and-by behavioral and other signs and ideologically related to, but distinct from, demography. By intent theorized to be different from anatomical or physiological sex, an organismal or demographic fact, yet it is the case that a vast amount of work about "language and gender" has really been about language and sex, since a demographic binary 'male' vs. 'female' is used as an independent variable and verbal or similar behavior is coded and aggregated for significant difference as a dependent variable, precisely as in classic so-called First Wave variationist sociolinguistics. (See many of the papers reprinted in Coates & Pichler 2011, or the chapters in Holmes & Meyerhoff 2003.) The implicit theory is that one can find clear indexical paradigms of contrast that presuppose contexts of use categorizable by sex of communicating individual (whether in oral or manual or graphic or some other form). Once we frame matters of indexing gender in a more contemporary and semiotic perspective, if we are serious about gender being a sociocultural category, then it is something that emerges as an aspect of identity-in-interaction, indexically communicated in-and-by the way someone engages in discursive or equivalent interaction (as I formulated about the "indirect" emergence of achieved gender identities in Silverstein 1985, later elaborated upon by Ochs 1992). It is an enactable aspect of identity, always emergent at an at least second-order of indexicality (Silverstein 2003) involving incipient or actualized enregisterment, regimented by normative orientations to how particular kinds of social acts coordinating with particular kinds of social others are to be accomplished. While the ideological component of such second-order indexicality tends ultimately to anchor such identity achievements in ascriptions of sex, this makes gender an always unstable aspect of personal identity. We look here at numerous examples of this sort, the better to extract from them the ideological or cultural regimentation of gender in normative expectations as these are – or are not – actualized in indexically pregnant, i.e., performatively entailing, performance.

Mika Simonen

The interviewee's real-world status and positive minimal responses (Contribution to *Age and language use*, organized by Englert Christina)

We analyze interview interaction data gathered from the baseline interviews of two projects developing the assessment of functional capacity in Finland. The aim is to study how interviewers deal with positive minimal responses (e.g., *kyllä* 'yes') when the pre-defined categories in the questionnaire expect a more specific response (e.g., Kyllä, ilman vaikeuksia 'Yes, without difficulty').

Seventeen clinical interviews of the long-term unemployed and six clinical interviews of retirees were videotaped, transcribed, and analyzed with CA. The questionnaires were identical containing nine items, beginning with the verb *pystyttekö* ('are you able'), and five answer choices (e.g., Kyllä, mutta vaikeuksia

'Yes, but with difficulty'). The interviewees held a copy of the answer choices. The interviews were conducted by four female health processionals.
Interviewers facing a positive minimal response requiring further specification may tacitly infer the choice or ask for elaboration. The analysis shows how positive minimal responses delivered by the long-term unemployed systematically close the sequence while the same responses by the retirees engender sequence expansion.
By comparing the two datasets, some differences in the reception of a minimal response were found. We suggest that interviewee's real-world status (such as her age or physical condition) may affect how the responses are treated.

Valeria Sinkeviciute

"Reality is not events themselves but the talk about them": The role of metalanguage in relation to teasing and (im)politeness (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

Much research on jocular mockery, teasing or humour in general concentrates on the episodes when something potentially funny has been uttered (cf. conversation analysis) and most cases show that the target of such humorous comments tends to react positively, since a good sense of humour "appears to be a generally recognized highly valued characteristic of self and of others" (Cann et al. 1997: 78; Haugh and Bousfield 2012; Haugh 2014; Martin 2007). Despite such a tendency, it is possible to observe a shift in the target's and/or other hearers' (the third party) evaluations over time (Sinkeviciute 2014). Meta-talk plays a crucial role in noticing this shift and explaining the reasons behind one's interpretation of such verbal practices as teasing, and helps to realise whether and when the target and the third party would evaluate it as a polite or impolite jocular remark. Indeed, as Bryman (2012: 380) holds, "the understanding of the social world through an examination of the interpretation of that world by its participants" is of major importance. Apart from the metalanguage provided by the very participants involved in interaction, the evaluations of non-participants are essential in order to be able to observe similar and/or different attitudes towards a particular event from the point of view of insiders and outsiders. This paper aims to analyse those non-participants' evaluations of a number of the most controversial teasing episodes from the reality television gameshow *Big Brother* Australia 2012. The participants of semi-structured interviews come from different areas in Australia, which does not only contribute to a more heterogeneous sample, but also shows geographical similarities and/or differences between the interpretations. Also, the reactions of native speakers will be compared to those of the target and the third party from the *Big Brother* house in order see whether the interpretations of the latter could be regarded as a wider cultural tendency or are more restricted to the community of practice from the reality television show.

Elena Skapoulli-Raymond

Communicative competence in an era of super-diversity (Contribution to *Communicative competence in a era of super-diversity*, organized by Cook-Gumperz Jenny)

Blurry boundaries: Urban youth at the crossroads of cultures and languages in an island nation.

It has been argued that the distinction between standard vs. non-standard language and related language ideologies can be used to create further *social* distinctions (Lippi-Green 1994; Woolard & Shieffelin 1994). For example, users of the standard/national language are typically perceived as belonging to an unmarked/elevated social category while speakers of non-standard languages are perceived as belonging to a marked/subordinate social category. This phenomenon is somewhat more complex in the diglossic sociolinguistic space of Cyprus where the Greek-Cypriot majority primarily uses the Greek-Cypriot Dialect (GCD) while newly arrived migrants primarily use the Standard Modern Greek (SMG) (used in the media and taught in schools). Given that in the Cypriot society, ethnocentrism has historically been identified with ethnic survival and multiculturalism has been viewed as anathema (Persianis, 1998), Greek Cypriot youth's claims on "ownership" of their "national" language (SMG) becomes less compelling -since they are not the ones routinely using this language. In addition, local linguistic ideologies position SMG as more prestigious than GCD (Papapavlou & Pavlou 1998). Thus, migrant students, who occupy the lower strata in the peer group *social* structure, exploit linguistic resources and ideologies related to the standard/non-standard dichotomy, to claim a higher status within the peer group hierarchy. The study builds on prior sociolinguistic research that shows how speakers in multilingual contexts not only evaluate but also appropriate linguistic structures of groups with whom they are in contact or in tension for various purposes that reveal and recreate linguistic and social ideologies (Hill

1995; Rampton 2006). In an era of "super-diversity" (Blommaert & Rampton 2012; Vertovec 2007) such appropriations blur the boundaries of whose language one speaks and who is the "bona fide" speaker of a language.

Drawing on a corpus of ethnographic data (including recordings of naturally occurring interactions and interviews) from a multiethnic middle school in Cyprus this study examines how students make use of alternative linguistic resources and the ideologies prevalent in their peer group (and the broader society) to negotiate linguistic and cultural differences, (re)position themselves within status hierarchies, and regulate membership in ethnolinguistic categories.

In the following excerpt (translated from Greek) a Bulgarian boy adopted by Greek Cypriot parents asks an immigrant boy from Georgia how he is doing using the SMG expression *"kala ise",* and when asked about this choice he explains that he purposely speaks to "them" in *kalamaristika* (a dialectal way of referring to SMG) because:

> *"This is how they speak so I use kalamaristika to talk to them. If I speak to them in Cypriotic, they will not understand".*

This positioning reflects speakers' navigation of the local complex sociolinguistic terrain. SMG is viewed as the *noble, sweet, polite* language (and the one that migrant minorities speak best), while GCD is viewed as *rough, heavy,* and *funny* (and the one that the local majority speaks). In such context, language choice entails more complex social positioning than the standard/dialect binary suggest.

Ute Smit, Emma Dafouz & Julia Hüttner

A multi-sited approach to teachers' beliefs in English-medium education in multilingual university settings (Contribution to *Multilingualism in tertiary education: Institutional communication and the (in)visible roles of standard and non-standard varieties*, organized by Smit Ute & Monika Dannerer)

The project reported on here draws on teachers' conceptualisations in the form of overt beliefs with regard to English-medium education in multilingual university settings (EMEMUS). Taking into account social and cognitive considerations as well as cultural assumptions, beliefs are defined as the complex and subjective knowledge of teachers on the nature of multilingual language use and language learning (Barcelo 2003). Drawing on the ROAD-MAPPING framework recently developed to describe the six core dimensions at play in EMEMUS (Dafouz and Smit 2014), this study focuses on three specific aspects (namely Agents, Internationalisation and Glocalisation, and Academic Disciplines). Unlike other studies which adopt a local focus on teacher beliefs (Airey 2012; Fortanet-Gómez 2013; inter alia), our research follows a multi-sited design (Halonen et al. 2014) so that beliefs are approached across four different physical locations (Austria, Finland, Spain and UK), disciplines (education, physics, economics and hotel management) and levels (macro and micro). The data set consists of 18 semi-structured interviews which were analyzed using a qualitative content and discourse analysis.

By and large, findings suggest that teachers' beliefs on language use and language learning can be placed along a continuum of perceived 'similarity' or 'difference' in relation to traditional or long-standing 'monolingual' or teaching through the national-language education. Thus the 'similarity' endpoint of the continuum can be equated with a strong sense of 'monolingual habitus' (Gogolin 1994), while towards the 'difference' endpoint, university acculturation is singled out as a specific necessity both for international students and local ones, irrespective of the language of instruction. The results, far from being generalisable (given their inherent qualitative nature), do reveal that language use and language learning is an integral, dynamic, complex and contested aspect of teacher beliefs in EMEMUS.

Jeremy Smith

Changes in the punctuation of medieval English texts: Insights from new philology and historical pragmatics (Contribution to *The Pragmatics of punctuation: Past and present*, organized by Kytö Merja & Claudia Claridge)

Paul Zumthor, in 1972, used the term *mouvance* to refer to the way in which medieval texts -- in an oral culture where authorial anonymity was the norm -- were reworked as they moved through time, to reflect the changing concerns of copyists, who themselves (he argued) partook creatively in such texts" evolution. The notion of *mouvance* has been hugely influential, not least with reference to the "turn to manuscripts" that has characterised much medievalist scholarship since at least the 1970s.

The proposed paper, part of a much larger project on the afterlives of medieval texts from the British Isles, takes such study in some new directions. It argues that the study of changing patterns of punctuation, something that has tended to be set aside by those concerned with textual studies (notably editing) as a specialist matter of relative insignificance, is in fact hugely informative for our

understanding of the reception of texts as they move through time. Historical pragmatics demands sensitivity to changing norms of linguistic behaviour as expressed through interaction, e.g. in letters or other documents, or in the representation of conversation in literary discourse (see e.g. Jucker and Taavitsainen 2012 and references there cited).

Choices with regard to punctuation -- in which may be included word-division, lay-out, and issues to do with the deployment of "capital" and "lower-case" letters -- are increasingly part of such discussions. As Malcolm Parkes stated, "the primary purpose of punctuation 'is to resolve structural uncertainties in a text, and to signal nuances of semantic significance which might otherwise not be conveyed at all, or would at best be much more difficult for a reader to figure out' (1992: 1); the process of "figuring out" is clearly related to the interactions that are the province of pragmatic enquiry.

This paper offers contextualised analyses of punctuation-practices in a cluster of texts with long afterlives, including the Old English poems *Beowulf* (printed -- and edited -- for the first time in 1815) and *Caedmon's Hymn* (as copied by Middle English scribes), and Middle English texts such as *Ancrene Wisse* and the Wycliffite Bible; I will also discuss early modern and later versions of the *Canterbury Tales*, and the ways in which English ballads -- in origin medieval -- are reworked for presentation in print. I will argue that changes in the formal characteristics of the texts under review not only channel complex religious, didactic, political, historical, 'sentimental' issues for their audiences, but also relate closely to shifting practices of literacy. In doing so, I draw upon insights from the so-called "new philology" (see Nichols et al 1990) and, as flagged above, the rapidly burgeoning discipline of historical pragmatics.

Erik Smitterberg

Non-correlative commas between subjects and verbs in nineteenth-century English: A diachronic study (Contribution to *The Pragmatics of punctuation: Past and present*, organized by Kytö Merja & Claudia Claridge)

Punctuation has been argued to fill two main functions: while rhetorical punctuation connects writing to speech, grammatical punctuation marks syntactic relationships in a written text (Baron 2001: 22–23; Schou 2007: 195). The aim of this paper is to examine the distribution of a feature that could potentially perform both of these functions, viz. non-correlative commas between subjects and verbs in nineteenth-century English. A comma that is non-correlative does not mark the beginning or end "of an included unit, a unit which is inserted within some larger unit" (Quirk et al. 1985: 1610). Thus the commas surrounding a non-restrictive relative clause are correlative, while the comma in *The Favourite coach from Maidstone to London, was obliged to stop at Farningham* is non-correlative (Smitterberg 2013: 367–368).

Quirk et al. (1985: 1606) claim that non-correlative punctuation marks between subjects and verbs have been proscribed "[s]ince the early nineteenth century". However, I have shown elsewhere (Smitterberg 2013) that nineteenth-century grammars, usage guides, etc. did not uniformly stigmatize such commas. Nor were they absent from nineteenth-century newspaper writing; instead, a statistically significant decrease in their incidence took place across the 1800s.

The data for the present study will be taken from A Corpus of Nineteenth-century English (CONCE). CONCE comprises speech-related as well as written expository genres, which makes it a suitable source of data. Both types of genres will be included in the analysis in order to enable detailed comparison with Smitterberg's (2013) results for newspaper English and to ascertain whether there are genre-specific trends in the material; for instance, non-correlative commas may be more frequent in genres whose texts are characterized by long phrasal and clausal subjects. Moreover, CONCE includes texts from both the beginning and the end of the nineteenth century, which makes it possible to add a diachronic dimension to the study. An analysis of contemporary guides to prescribed usage will complement the examination of corpus data.

In addition, the study will include a functional analysis of the non-correlative commas found in the material in terms of whether they perform rhetorical or grammatical functions, or a combination thereof. Since some but not all genres in CONCE are related to spoken discourse, a functional perspective on non-correlative commas will shed further light on genre differences in the texts examined.

Yasmine Soheim

Teacher politeness: A cross-cultural comparison in ESL classrooms (Contribution to *managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction*, organized by Nelson Marie, Sofie Henricson, Catrin Norrby & Camilla Wide)

There have been a plethora of studies investigating politeness in different segments of the society. Research on classroom politeness has addressed many different themes, given its tactical role in the teacher-student relationship. For instance, a teacher could intentionally or unintentionally define her/his social distance with the students by means of politeness strategies employed in the classroom.

In Egypt, with the growing number of private educational institutions, where the English language is overtly foregrounded, many native speakers are hired as ESL teachers. On one hand, these teachers, who just arrived from their home countries where the teaching and learning attitudes might be different, engage in their work with a set of expectations of their Egyptian students. On the other hand, those students also have expectations of their ESL teacher; for example, they may expect more assistance and availability from their teachers' side. These differences in expectations could be problematic, as meeting each other's expectations could be hindered because of cross-cultural barriers.

Based on Brown and Levinson's politeness theory, the present study compares teacher politeness strategies in ESL classroom from a cross-cultural perspective. First, it examines politeness strategies used by American and Egyptian instructors in an English-medium university context in Egypt by investigating how Egyptian and American teachers use positive and negative politeness in their ESL classrooms and with what frequency. The second focus is mainly concerned with the explanation of the American and Egyptian teachers' preferences of politeness strategies.

Because of the exploratory and qualitative nature of the study, the researcher observed and discerned the indicators of positive and negative teacher politeness strategies during 10 classroom observations and four interviews. Five Americans and five Egyptians teaching in the undergraduate Rhetoric and Composition department at an American university in Egypt represented the main participants of the study.

Qualitative analysis of the findings revealed that American participants used slightly fewer positive politeness strategies in the classroom than their Egyptian colleagues. In contrast, the American teachers participating in the study employed more negative politeness strategies compared to the Egyptian instructors. Their dissimilar preferences of politeness strategies could be justified by their different expectations from their students. Regardless of their cultural background, in the classroom, teachers satisfied their students' positive face by employing positive politeness strategies such as offering help and compliments. Further, the students' negative face could be saved by making use of negative politeness strategies, such as hedging when giving feedback, for example. The findings of the study implied the potential usefulness of offering insightful seminars and workshops highlighting the cultural differences and similarities to new teachers, who might have a different cultural background from their students'.

Sung-Ock Sohn, Seunggon Jeong & Eun-Young Bae

Prosody and interaction in turn-final position (Contribution to *Prosody and discourse functions at the left and right periphery*, organized by Sohn Sung-Ock)

Prosody and interaction in turn-final position: An analysis of sentence-ending suffix -ketun in Korean

Recent studies on prosody and interaction have begun to reveal that the boundary tones of utterance-final elements play a crucial role in interaction (Beeching and Detges 2014). This paper explores the interplay of discourse function and prosody by examining the sentence-ending suffix -ketun in Korean. The target form historically originates from a conditional connective 'if' and is predominantly used as a sentence-ending suffix in contemporary Korean, in particular in spoken discourse (Koo and Rhee 2001; Park and Sohn 2002). Used in turn- or utterance-final position, the erstwhile conditional connective functions as an interpersonal marker which directs the listener's attention to certain interactional features such as 'informing/reporting' and 'account-giving' (Kim and Suh 2010). Produced with a diverse pitch pattern (e.g., rising, falling, falling-rising, or continuing) and final lengthening, -ketun-marked utterances invite the recipient to make an inference about the validity of the propositional content. While previous studies have demonstrated the interactional functions, the sequential contexts, and the grammaticalization path of -ketun (e.g., Park 1998; Koo and Rhee 2001; Kim and Suh 2010), there were very few that have examined the prosodic features of -ketun. Among them, Park and Sohn (2002), and Kim and Suh (2010) examined the high boundary tone of -ketun and its interactional meanings at utterance-final positions. For instance, Park and Sohn argue that the primary function of -ketun with a high boundary tone is to signal a turn or sequence expansion in conversation. Whereas the production of -ketun with a high boundary tone and its contribution to the information-giving and/or sequence-expanding functions of -ketun received significant attention in previous studies, the role of other types of boundary tones in the production of -ketun awaits further exploration. Our preliminary study indicates that -ketun in utterance-final position can be produced with various types of boundary tones such as high (H%), low (L%), high-low (HL%) and low-high-low (LHL%) and displays a wide range of interactional meanings. Taking the studies of Park and Sohn (2002) and Kim and Suh (2010) as a point of departure, the present study seeks to investigate the interactional functions of the boundary tones other than a high boundary tone in the production of -

ketun by analyzing mundane conversations within the framework of the interactional linguistic approach (Couper-Kuhlen and Selting 2001). By analyzing various intonation patterns of the final suffix -ketun, we hope to illuminate how prosody and features of grammatical items mutually elaborate each other to achieve a particular interactional function in utterance-final position.

Malgorzata Sokol & Agnieszka Sowińska
"I have a patient who apologizes to me for coming always with the same thing…". Narratives of vicarious experience told by Polish GPs (Contribution to *Narratives of vicarious experience in talk at work*, organized by Zayts Olga & Neal Norrick)
In this paper we aim to establish the forms and functions of narratives about others told by Polish GPs. We adopt a narrative pragmatic approach to analyzing data. The data come from two sources. Firstly, we draw on four focus group discussions conducted with 14 Polish GPs (cf. Czachowski et al. 2011), and concentrate on the excerpts in which the GPs talk about their patients presenting medically unexplained symptoms (MUS). Secondly, we explore popular social media for Polish GPs. A pilot study has revealed that identity work involves the negotiation of relations with patients. Both in the context of the focus group discussions and anonymous online discussions in social media, GPs position themselves as expert advice givers. Stories of vicarious experience function here as means of authenticating the doctors" expertise, as in this way they relate to their own experience and medical practice. Also, vicarious stories serve to minimise the distance between the patients through solidarity and empathy, and to reduce the risk of a face threatening act, which generally accompanies advice giving, and thus makes the advice acceptable. As regards the medium-bound differences, telling vicarious stories in social media seems to be more frequent as people suffering from different diseases do need such stories. Finally, doctors treat their online identity as an extension of the offline professional self, crafted carefully in order to maintain their good reputation in this potentially threatening and malleable communicative context, where, paradoxically, patients' trust towards doctors appears bigger.

Anna Solin
Genre change in academia: Norm conflicts in the localisation of a new genre (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)
The paper explores processes through which new genres are mediated in institutional settings and how genre norms are locally negotiated. The main reference point is North American genre studies (e.g. Miller 1984; Coe et al. 2002; Devitt 2004).
More specifically, the paper examines a new genre of academic recruitment, the "teaching portfolio". The genre model originates in North America, and has recently been adopted at numerous institutions across the globe, taking varied forms in different settings. In many settings, the genre has replaced the CV as the key genre of recruitment. The difference between the two genres is marked: while CVs tend to be information-oriented, portfolios also include reflective and evaluative elements (such as accounts of the applicant's teaching philosophy and self-evaluations).
The paper analyses the take-up of this new genre in Finnish universities. It focuses on practices of genre regulation, including both top-down institutional attempts to formalise and establish the genre model and ways in which the genre is locally policed in different disciplinary settings. The analysis makes use of the notion of "polycentricity" (e.g. Blommaert 2010). The concept emphasises that language users typically operate in environments where they are able and obliged to orient to various different normative orders, not just one centrally imposed code of behaviour. The concept is therefore well-suited for the analysis of generic instability.
The paper is based on data gathered during an ethnographically oriented study conducted at the University of Helsinki, Finland, in 2007-2009. Key data for this paper are interviews with writers, administrative staff and portfolio instructors as well as various normative documents published by the university administration (e.g. how-to guides).
The data illustrate scenarios where genre norms distributed from normative centres (e.g. university central administration) do not come to be ratified in local disciplinary contexts in predictable ways. Writers cannot presuppose that mastery of the 'official code' will result in success in genre use; besides the normative centre, they have to orient to other normative orders, depending on the audiences they are addressing. The data show, for example, that features such as first person forms and evaluative language gain different indexical values in different settings.

Marja-Leena Sorjonen
Granting and fulfilling a request at kiosk as embodied action (Contribution to *Object*

transactions: Embodied encounters at the counter, organized by Mondada Lorenza & Marja-Leena Sorjonen)

Encounters at kiosk (convenience store) are institutional interactions that are characterized with great economy in the management of activities and social relations. These encounters are "moments of routine" where intersubjectivity is based on and supported by mutual familiarity with the actions and the mundane character of the situation. In this paper, I will concentrate on these routines as achievement (Schegloff 1986) by analyzing a key activity at the counter, requesting a product by the customer and fulfilling the request by the seller. The data consist of videotaped kiosk interactions in Finnish.

In earlier work on requests for a concrete object at kiosk (Sorjonen & Raevaara in press), we showed how the choice between ways of verbalizing the request is intrinsically tied to the arrangements of the physical space at the kiosk, the location of and the bodily movements by the participants, as well as to the sequential trajectory of the activity. This paper focuses on the seller's response to the request by the customer: on the ways in which the seller displays that the request will be fulfilled and the fulfillment of it.

The cases analyzed are ones in which the customer requests a concrete product that is located in the territory of the seller and that the customer cannot pick up by him- or herself (tobacco products, stamps etc.). I will analyze i) the ways in which the customers project the type of product they are requesting through the grammatical construction of their request, their movements and body position, as well as their gaze, and ii) ways in which the sellers may make use of these projections in initiating the granting and fulfillment of the request through their embodied and verbal action, while the customer's request is still going on. The focus will be especially on the timing of the seller's initiation of her or his action with respect to the customer's on-going multimodally implemented request, and on the embodied actions through which the seller prepares the object for the customer (e.g. taking it from the shelf, reading the barcode and placing the product on the counter). The empirical findings will be discussed in a larger frame of constructing routine actions, the temporal simultaneity of actions, and the interplay between embodied and grammatical means in constructing actions.

Agnieszka Sowinska

"I didn't want to be Psycho Number 1". Reconstructing and negotiating identity in narratives about medically unexplained symptoms (MUS). (Contribution to *Narrative, narrative identity, and using narrative to investigate identity*, organized by Bamberg Michael)

Patients presenting medically unexplained symptoms (MUS) are an important diagnostic and therapeutic problem in primary care. It is estimated that approximately 20% of all visits are due to MUS-related problems (Czachowski et al. 2012). MUS are conditions where the patient complains of physical symptoms, which have no physical pathological cause. Patients with MUS are generally perceived as 'difficult' because there are no satisfactory theories explaining the cause of this phenomenon and there is no effective management of these patients (cf. Rief and Broadbent 2007). Furthermore, it has been shown that communication with these patients is often impeded (cf. Sowińska 2014). One of the reasons is that stories told by the patients are "chaos narratives" (Frank 1995) – contain disruption, lack a temporal frame and coherence, and are thus frustrating (cf. Elderkin-Thompson et al. 1998; Nettleton et al. 2005).

This paper is part of a larger research project and aims to explore illness narratives of MUS patients in relation to identity construction. The study will address the issues of continuity and change, uniqueness (self-other differentiation) and agency constituted by self (cf. Bamberg 2011). The data are videotaped interviews with patients, conducted by a GP in a Polish primary care setting. I work on the assumption that identity is situated and accomplished in social interaction (cf. Riessman 2003; De Fina et al. 2006). It can be hypothesized that disjointed narratives of MUS patients will reflect discontinuous and fragmented identities. However, the pilot study reveals contradictory evidence. The patients can identify the onset of their illness, and there isn't much 'chaos' in their narratives.

Augustin Speyer & Anita Fetzer

Discourse relations in context: A contrastive analysis of English and German discourse (Contribution to *Pragma-discourse: From utterance to discourse interpretation and production*, organized by Kecskes Istvan & Jacques Moeschler)

This paper argues that the signalling of discourse relations with discourse connectives is not only interdependent on language-specific preferences but also on discourse genre. It compares and contrasts the linguistic representation of coordinating and subordinating discourse relations in 21 English and German editorials and in 20 English and German personal narratives, paying particular attention to (1)

granularity, (2) the distribution of discourse connectives, and (3) the adjacent and non-adjacent positioning of discourse units coding discourse relations.
The methodological framework is an integrated one, supplementing Systemic Functional Grammar (Halliday 1994) with Segmented Discourse Representation Theory (Asher and Lascarides 2003), and applying them to a quantitative and qualitative analysis of the data at hand. Context is accommodated explicitly in the analysis: social context is accounted for through the discourse genres of editorial and narrative, linguistic context is accounted for through adjacency, and cognitive context is accounted for through inference.
In the editorials, there is a strong correlation between the overt representation of a discourse connective in a discourse unit (DU) and the locality of the DU standing in relation to the DU under consideration. More precisely, if a discourse unit DUA in German stands in a relation to a unit DUB that does not immediately precede DUA, but that is separated from DUA by at least another DU, the readiness to signify the relation with a connective is much more developed. For the British data, the readiness to signify subordinating discourse relations between directly adjacent DUs with a connective is much more developed than for non-adjacently positioned DUs. In the personal narratives, the use of discourse connectives with adjacently and non-adjacently positioned DUs coding discourse relations is far more frequent in both sets of data, holding for both coordinating and subordinating discourse relations.

Stef Spronck

Learning not to ask: Why participatory fieldwork is essential for studying pragmatic typology in understudied languages (Contribution to *Pragmatic typology: New methods, concepts and findings in the comparative study of language in use*, organized by Dingemanse Mark & Giovanni Rossi)

Linguistic fieldwork in an Indigenous community offers the extra-ordinary opportunity of eliciting meta-linguistic comments on spontaneously produced utterances from a perspective that radically differs from a normative Western one. In language documentation, language consultants engaged in a discussion about the interpretation of natural language express judgements rooted in the socio-cultural significance of language activity, informed by meta-linguistic traditions of (pre-/postcolonial) multilingualism, Indigenous (pre-literate) linguistic ideologies and non-Western teaching traditions. With linguistic fieldworkers increasingly finding a more equal, participatory approach to language documentation the role of the language consultant becomes less that of a passive 'interpreter' and more that of a speaker-expert guiding a meta-linguistic discussion that is not confined to the narrowly structural aspects of language.
In this paper I argue that these developments open up exciting prospects for pragmatic fieldwork and that it is exactly the unique, unrestrained perspective of the consultant that is crucial for pragmatic typology. Reporting on language documentation projects in North-Western Australia I demonstrate that the inherent 'by-products' of the recording and transcription process, meta-linguistic discussions, may be classified into several types to provide unique insights into pragmatics. In particular, I discuss three types of metalinguistic comment:
Instances in which
(1a) the speaker gives a radically different translation/interpretation than may be expected on the basis of lexico-grammatical content;
(1b) the speaker leaves out elements from the language in his/her translation;
(1c) the speaker signals equivalence between a target language and a translation that is not (obviously) there.
Case (1a) I illustrate on the basis of instances in which the consultant interprets the social function of an utterance rather than its narrow semantic meaning. Case (1b) is presented on the basis of complex modal meanings and sheds an interesting light on their grammatical status. Case (1c) introduces surprising interpretations of 'Aboriginal implicatures', more particularly, implied meanings linking objects to presuppositions about culturally appropriate action. I conclude that participatory fieldwork unlocks views of the pragmatics of a language that truly enrich linguistics but that in pragmatic typology the objective should not be 'learning how to ask', but to develop a comprehensive typology of metalinguistic comments.

Letícia Stallone & Michael Haugh

Fantasy humour in Brazilian Portuguese interactions (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

There are various practices by which humour arises in interaction, ranging from jocular mockery and teasing through to humourous irony and wisecracks (Béal and Mullan 2013; Dynel 2009, 2013; Haugh 2010, 2014; Sinkevicuite 2013, 2014). One practice that has received somewhat less attention to date is what Hay (2000, 2001) terms "fantasy humour", where through the (co-)construction of imaginary worlds with their own logic, participants engage in a form of affiliative interactional play. In this paper, we examine instances of fantasy humour identified in a corpus of recordings of over 18 hours of ordinary talk in Portuguese. We draw from an interactional pragmatics perspective (Arundale 1999, 2010; Haugh 2010, 2012), namely, an approach to pragmatics that is informed by research and methods in ethnomethodological conversation analysis (Heritage 1984; Sacks, Schegloff & Jefferson 1974), in analysing our collection of candidate episodes of fantasy humour. Two different forms of fantasy humour were identified in our dataset: (1) exaggerated fantasy humour and (2) absurd fantasy humour. While both often featured irony as means of reducing responsibility for what is being said through footing shifts (Clift 1999), in the former case humour arises through exaggeration and creaing caricatures of a known world, whereas in the latter case humour emerges through the seemingly irrational creation of an unknown world. We propose that in the case of exaggerated fantasy humour, participants display values and norms of the group by contrasting the exaggerated scenario with (perceived) shared expectations. The second case seems to function mainly as means of affiliating, that is, as a way of creating social bonds and solidarity amongst members of the group in question. However, we note that in both cases, participants may not only accomplish serious interactional business through fantasy humour episodes, but may also accomplish disaffiliative stances with particular interlocutors. We conclude that fantasy humour not only may occasion evaluations of mock impoliteness (Culpeper 1996; Leech 1983; Haugh and Bousfield 2012), but is also consequential for the ongoing (conjoint) co-constitution of relational connection and separation (Arundale 2006; Haugh 2010) amongst participants.

Beth Stapleton

Humor in the South (USA): Adaptability of code switching across dialect boundaries (Contribution to *Metapragmatics of humor: Crossing the boundaries*, organized by Ruiz-Gurillo Leonor & Larissa Timofeeva Timofeev)

This study describes the current phenomena of code switching (CS) across dialect boundaries in the South (USA) as a marker and indicator for humor in conversational settings. A brief history of southern humor and the dialectal features of Southern White English (SWE) and African American Vernacular English (AAVE) are explained to provide context for the CS boundaries when compared to Standard American English (SAE). The adaptability of speakers who live in the South and the acceptability of humor when CS occurs was tested and measured with a Humor Acceptability Judgment Test. Speakers of SAE, SWE, and AAVE rated the samples of CS across dialect boundaries with humor. Each participant marked 1) level of acceptability of humor, 2) the race/ dialect group of the speakers in the situation when CS occurred, 3) gender of the speaker(s) who used CS, 4) the psychological choice for the CS, and finally, 5) the potential success of the same sample if the communicative context is moved outside of the South. Initial results show strong levels of humor acceptability and adaptability of situation when the CS itself is AAVE, when speakers move from SAE or SWE into AAVE for the humor indicator. The secondary switch is seen from AAVE to SAE or SWE. Finally, when the conversational situation of CS is moved outside of the South, the rating of potential humor success is low. These judgment results show humor adaptability as part of the cultural norm in the South crossing dialect boundaries of SAE, SWE, and AAVE, and that speakers in this region routinely CS as a marker for humor.

Anat Stavans & Ronit Shafran Webman

Requests and refusals in English by multilinguals: The case of Hebrew and Arabic native speakers (Contribution to *Multilingual pragmatics. New theoretical and experimental perspectives in the analysis of third language pragmatics*, organized by Safont-Jordà Maria-Pilar & Ulrike Jessner-Schmid)

In recent years there has been growing interest in the contribution of pragmatics to the difficulty involved in the acquisition of a non-native language. Given the widely attested deficiency of non-native language learners, even advanced learners, in pragmatics competence (Bardovi-Harlig 2001; Soler and Safont-Jorda 2007), and the increasing number of multilinguals (Aronin and Singleton 2012; Safont-Jorda 2011) due to globalization, language teaching programs must be designed to provide learners with the pragmatic competence needed for cross-linguistic communication inherent in the uniqueness of multilingual pragmatics.

Cross cultural studies on speech acts' behavior in a first language (Ruiz de Zarobe & Ruiz de Zarobe 2012; Blum-Kulka et al. 1989) have revealed different patterns of speech acts across languages. Ensuing second language studies have shown that this variability has an impact on speech acts performance in a non-native language (Gass & Neu 1996). While most of the seminal work on speech acts' production in a non-native language has focused on bilinguals and second language learners (Cenoz 2007; Safont-Jorda 2007), the present study contributes novel data from 2 experimental groups who are trilingual with English being their foreign language.
We report on the production of the speech acts of request and refusal in English by two multilingual college students populations trained to be English teachers in Israel: native speakers of Arabic who are FL speakers of English and L2 speakers of Hebrew, and native speakers of Hebrew who are FL speakers of English and L2 speakers of another language. We addressed the following questions: are there differences in the level of directness between the two groups in the production of each of the speech acts in L2 English and are there differences in the level of directness between the produced requests and refusals. Data were collected by way of DCT (Discourse Completion Task), developed by Blum-Kulka (1982) and adapted to our purposes. We expect to find differences that are driven by language abilities, exposure and mode of acquiring English, language attitudes and uses, and cultural background.

Melisa Stevanovic & Mietta Lennes
Pitch matching - absolute or relative? On prosodic orientation across speaker changes (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)
Within conversation analysis, there has been a growing interest in the prosodic coordination of actions across turns and individual participants. Several studies have demonstrated how prosodic orientation provides participants with a resource to implement social action. *Pitch matching* is one type of prosodic orientation. It has been suggested, for example, to signal whether the current speaker is continuing a previously established action trajectory or starting a new one (Wells 2010; Szczepek Reed 2012).
However, the actual process of pitch matching is not yet well understood. It is not known whether speakers orient to the *absolute* or *relative* pitch levels within each other"s voice ranges. Couper-Kuhlen (1996) has emphasized the "default" character of relative pitch matching, since absolute pitch matching could be heard as malicious mimicry. Heldner, Edlund and Hirschberg (2010), then again, have suggested that it is the similarity of backchannel utterances with the prior speech that renders them unobtrusive.
In this paper, we investigate pitch matching between two speakers' subsequent utterances with respect to the distribution of *agency* between the speakers (Enfield 2013). We draw on a collection of 360 turn transitions from Finnish conversations. Using a scale from 1 to 5, we rated each speaker change as to the proportional amount of agency exhibited by the current speaker in relation to the prior speaker (Stevanovic & Kahri 2011). Backchannel utterances were rated with the lowest agency score (1), and initiating actions, such as questions or commands, with the highest (5).
Next, we analyzed the overall pitch distributions using longer stretches of speech from each speaker. The measurements were performed with a Praat script, determining the "global" pitch mode of each speaker in the semitone scale (Lennes 2007). The pitch mode was used as the speaker-dependent reference value, to see how much speakers drift away from their comfortable pitch levels. Finally, we recorded the local pitch distributions and basic statistics for each turn-transition sample: the pitch values within the final portion of the first speaker"s utterance (*pitch offset*) and within the initial portion of the second speaker"s utterance (*pitch onset*). Furthermore, the differences from the speaker-dependent references were used to represent the relative offset and onset pitch. Since it is not known how much time (or how many syllables) is required for the listener to detect the target pitch level or zone (be it absolute or relative) to be matched, we repeated the analysis several times for each turn-transition sample, applying time windows of varying sizes.
We hypothesize that in case the speakers orient to each other's absolute pitch levels, there would be a strong correlation between the agency ratings and the distances between the absolute pitch offset and onset levels in the turn transition samples. In contrast, would the speakers orient to each other's relative pitch, the agency ratings would best correlate with the relative pitch offset-onset distances. In the presentation, we will report and discuss the results. The study will also provide quantitative information on how common pitch matching actually is in Finnish conversation.

Ioana-Maria Stoenica & Simona Pekarek Doehler
Relative clauses as turn continuations in French talk-in-interaction (Contribution to

Emergent grammar and praxeological ecologies: Clause-combining and the organization of turns at talk, organized by Maschler Yael & Simona Pekarek Doehler)

Traditionally defined as subordinate clauses introduced by a relative pronoun, relative clauses (RCs) have been subdivided, on semantic grounds, into restrictive RCs (influencing the referential identification of their antecedent – most often a noun phrase) and non-restrictive RCs (with no influence on the referential identification of their antecedent). In this paper we propose a reanalysis of RCs as part of "grammar for talk implementing action" (Schegloff 1996: 113).

The paper sets out to analyze how participants in talk-in-interaction use RCs as resources for accomplishing a set of different interactional purposes. The data for this study comprise 5 hours of French video-recorded informal interactions between students during their coffee breaks and 10 hours of audio-recorded multi-party focus-group discussions. The data has been transcribed according to conversation analytic transcription conventions.

The analytic focus is on RCs that occur after a transition relevance point (TRP). RCs present a practical resource for syntactically attached turn continuations (Ford, Fox & Thompson 2002), and hence for talking past a possible point of turn completion. Couper-Kuhlen & Ono (2007) have argued in favor of a distinction between different types of turn continuations, depending on their prosodic integration with the prior unit but also on whether they repair or not some part of that unit. In this paper, we explore RCs as turn continuations in response to two kinds of interactional contingencies.

In the first, the RC occurs as a continuation of a turn that has reached a TRP marked by syntactic and actional completion as well as final falling intonation (a so-called complex TRP, cf. Ford & Thompson 1996) and in which a new referent has been introduced. The RC is produced after a noticeable absence of recipient's verbal reaction, yet follows recipient's non-verbal display of trouble. The following excerpt provides an illustration:

(1) 'Que Romain il nous a parlé' [Corpus Pauscaf (Pause 18) – 02m10-02m18]
01 DAV: j'ai regardé le film safe.
'I watched the movie safe'
02 GEB:((raises his eyebrows and stares into space for 0.6))
03 DAV: **queRomain il nous a parlé une fois.=**
'about which Romain has once told us'
04 GEB:=euh avec [euh
'with'
05 DAV: [avec eu[:h
'with'
06 GEB: [Statham?
07 DAV: Statham ouais=
'Statham yeah'

In the second case, the RC occurs after a turn has reached a TRP, ending on a try-marked (Sacks & Schegloff 1979) intonation by means of which a reference form is marked as a 'try', and is followed by a pause plus recipient's display of recognition of the referent. Excerpt (2) provides an illustration:

(2) 'Des données qu'on allait' [Corpus Pauscaf (Pause 9) – 22m12-22m19]
01 PEN : *donc il a dit qu'il nous fournissait des données?
'so he said that he would provide us with data'
02 **looks Dan right in her face*
03 (0.5)
04 DAN: *ouais
'*yeah'*
05 **Pen looks down*
06 PEN: ((smack)) .hh alors **qu'on allait *qu'on analyserait à <u>deux</u>**
'so that we would that we would analyze by two'
07 **Pen looks up and looks Dan in her face*
08 **pour le mois de no↑vembre et pis après tous seuls pour le**
'for the month of November and then all alone for the'
09 **mois de décembre.**
'month of December'

Sequential analyses of the data suggest that, by using RCs in the first sequential environment quoted above, speakers typically accomplish referential repair in reaction to co-participant's verbal or/and non-verbal display of trouble. In the second context quoted above, they use RCs to add predications about a given referent, after the recipient has displayed recognition of that referent. While in the first case the turn continuation by means of a RC can be interpreted as a way to maximize the progressivity of talk while dealing with trouble (by providing a referential specification that is syntactically continuous with the turn-so-far), in the second case, the turn continuation by means of RC can be interpreted as a resource my means of which speakers construct reference as progressively emerging from talk.

This paper hopes to enrich our understanding of speakers' practices for post-possible completion turn continuations in French talk-in-interaction. By focusing on a specific grammatical form of turn continuation, the paper contributes to recent discussions on the role of increments (Schegloff 1996) composed of specific grammatical materials, such as non-restrictive 'which'-RCs in English interactions

(Clift 2007) or right-dislocations in French talk-in-interaction (Horlacher & Pekarek Doehler 2014; Pekarek Doehler & Horlacher 2013). Based on its praxeological approach to RCs as a resource for (inter-)action, the paper also challenges the notion of RCs as subordinate clauses in the light of the syntax of interaction.

Susan Strauss, Minju Kim, Parastou Feiz & Maliheh Eshghavi

First- and second-order indexicality: Honorifics, deference, and (im)politeness in five languages (Contribution to *Indexicality and social meanings of honorifics: A cross-linguistic analysis*, organized by Lee Kiri)

This study examines honorifics, deference, and politeness in French, Spanish, Persian, Japanese, and Korean. We open with a basic descriptive overview of the canonical inventories of available morpho-syntactic markers of honorifics for each language (e.g., vocatives, address terms, pronouns, verb morphology, lexical honorifics, other honorific affixes). We draw initially on the work of Brown (2008, 2010, 2013), Cook (2008, 2011), Eun and Strauss (2004), Strauss and Eun (2005), Kim and Strauss (2015) *interalia* regarding Korean and Japanese. We then expand the analysis based on modifications to frameworks of Eckert (2008), Agha (2003, 2005) and Tannen's (2001, 2009) closeness-distance/ hierarchy-equality grid.

Our work is based on public and private discourse in the five target languages. The discourse illuminates canonical uses of honorific marking in juxtaposition with richly complex non-canonical uses and variations. Through the canonical/non-canonical honorific interplay in the discourse samples, we demonstrate intricate patterns of indexicality concerning "self" and "other" (i.e., addressee or discourse referent)

We address both differences and similarities in conventions of using 2nd person pronouns and corresponding 2nd/3rd person [sing./plural] verbal morphology (*tu/vous* [Fr.]; *tu, vos, usted* [Sp.]; *to/shomaa* [Per.]) as well as the more complex honorific systems of Japanese and Korean.

We will discuss first-order indexical meanings (i.e., interpersonal asymmetry) in relation to the more revealing second-order indexicality (e.g., pseudo-respect, respect, empathy, camaraderie, exaltedness) as in (1) and (2). Example (1) from the French database involves a multi-party conversation in a comedic TV talk/game show involving actress/guest Marina Foïs:

(1) "Interview pétasse" 'Interview bitch' [
Host: *J'aime Marina, parce que Marina <u>est une fille</u> qui est à la fois jolie et drôle.*
'I like Marina because Marina <u>is a girl</u> who is both pretty and funny.'
((skipped lines))
Host: *<u>Vous portez</u> des Converse avec vos jean?*
'<u>Do you wear</u> Converse (sneakers) with your jeans?'
Vous êtes tombée amoureuse en homosexuel récemment?
Have you fallen in love with another woman recently?'

Despite the honorific *vous* (and V–*ez*), the host poses pointedly personal questions regarding his guest's sense of style and romance. The discourse is peppered with other honorifically discordant elements (i.e., 3rd person reference term *Marina est <u>une fille</u>*…'Marina is <u>a girl</u>' [NB: Marina is a 44-year old *woman*]; uninverted yes-no questions; etc. (See Strauss, in preparation)

The Persian example in (2) exhibits a striking coherence in indexically concordant elements, i.e., multiple mechanisms of addressee (qua referent) exaltation, through the double address term *Aghaaye doctor..* 'Mr. Dr. …', and the interplay of 3rd person plural and singular morphology, where the subject referent is singular (and highly respected).

(2) *aghaayedoctor Esfahaniaz oon ostaadaani hastand* [3rd pl.] *ke* vojoodeshoon [3rd pl.] *beshiaar moghtanam hastesh* [3rd. s.] *dar in resthe*…
'Mr. Doctor Esfahani is (lit. 'are') one of those professors whose existence (lit. 'their existence') is very valuable in this field..

Crucial to our analysis of honorifics, beyond first-order indices of interpersonal asymmetry is the subtle and highly intricate system of patterned second order indexical meanings interwoven with other elements of discourse, stance, and the ever-powerful constraints of culture.

Claudia Strey & Monica Monawar

A semantic-pragmatic analysis of Brazilian Portuguese prosody within academic intercultural use of epistemic/evidential modality (Contribution to *Portuguese as an additional language: author presence in academic writing and speaking*, organized by Molsing Karina Veronica, Sun Yuqi & Cristina Perna)

According to Kratzer's (1981, 1991, 2012) framework, modal force is a graded notion, which leads to some modal expressions to be considered stronger than others. Concerning epistemic/evidential modality (following Kratzer 2012; Matthewson 2010 and von Fintel and Gillies 2010, epistemic because it relates

to speaker's knowledge, and evidential because it concerns the encoding of the origin or source of the evidence for the proposition at hand), this difference in force leads to stronger or weaker interpretations, made explicit in English by the use of different modal verbs such as *must* and *should*, for example. Cross-linguistically, we aim at seeking a correlation in modal force concerning the epistemic/evidential modal base for Brazilian Portuguese. We claim there are many differences to be further explored and explained. In this paper, we approach BrP prosody as a feature of language that alters epistemic/evidential modal force, even to the point of merging these notions into one or setting them apart, as well as playing an essential role in communication. Assuming that speakers want to be understood and believed, epistemic/evidential modality is described as encoding procedures (Wilson 2011), functioning as displayers to the communicator's competence, benevolence and trustworthiness to the hearer. They are linked to the capacity for epistemic vigilance, aiming to make the audience assess the reliability of the source of the communicated utterance (Sperber et al. 2010). It is important, though, to assume that paralinguistic signals – like prosody – increase the hearer's phonological processing effort, making him to look for extra effects (Wilson and Wharton 2006). Taking as an example, BrP *dever* (roughly, *must*) and *poder* (roughly, *can/may/might*) have essentially different intensities, the first being stronger than the latter. However, this type of classification renders itself to be too simplistic when one is confronted with examples such as: (1) O português brasileiro ***deve*** ser entendido como uma língua importante em termos econômicos. [Brazilian Portuguese must be taken as an important language in economical terms]; (2) O português brasileiro ***pode*** ser entendido como uma língua importante em termos econômicos. [Brazilian Portuguese can/may/might be taken as an important language in economical terms] In (1), there is strong interpretation, because it is its default meaning, along with the neutral prosody. However, *dever*, such as English *must* also has evidential characteristics, which are not shared by the weaker *poder*. They are both epistemic in the sense that they quantify over what is known by the speaker; however, the evidential characteristics of *dever* supply additional information concerning truthfulness of the information besides the indirect nature of its source, as well as encode a procedure to check the communicator's competence, benevolence and trustworthiness. (2), on the other hand, when uttered with neutral prosody, renders the weak interpretation of weak necessity not necessarily involving information that was in any way evidential in nature. However, when prosody is used in order to strengthen the modal force, *poder* can be interpreted as stronger necessity, narrowing the gap towards *dever*. Nevertheless, it still does not convey evidential information. This special feature of BrP prosody can produce communicative misunderstandings: when learning BrP as an additional language, non-native speakers may face difficulties when speaking in an academic environment. In order to explain those issues in intercultural communication, we will have two hypotheses that seek to explain how prosody inputs can lead to misunderstandings: (a) following Padilla (2013), L2 learners can be naïvely optimistic hearers, not successfully applying their epistemic vigilance to L2 communication as it may need adjustments to perform; (b) the unexpected prosody does not encourage the hearer to look for extra effects, so the expectations of relevance are not altered (assuming the relevance-guided comprehension procedure, Sperber and Wilson 1995). Consequently, a better understanding of the relationship between BrP prosody and modality can shed light on specific nuances concerning the fine line between what is known by the speaker and what was provided by evidence, as well as the different modal forces applied and their consequent effects in intercultural communication.

Anja Stukenbrock

Do (not) take it personally - On the generic use of "du" in spoken German

(Contribution to *I, you, we and the others: Dynamic construal of intersubjectivities in grammar and in interaction*, organized by Etelämäki Marja, Ilona Herlin, Tapani Möttönen & Laura Visapää)

Both in written and in spoken German, in order to refer to a generic human referent, the indefinite or impersonal pronoun *man* is normally used. Recently, in spoken discourse, a flexible choice between the impersonal pronoun *man* and the personal pronoun *du* can be observed. Empirical studies on e.g. Danish (Jensen 2009), French (Ashby 1992; Coveney 2003; Kluge 2010; Laberge 1976; Laberge & Sankoff 1980; Stewart 1995) and English (Bolinger 1979; Kitagawa & Lehrer 1990) reveal a similar development in other languages. According to Kitagawa & Lehrer (1990: 740), "the impersonal use of personal pronouns is a rather widespread phenomenon in languages of the world". Interestingly, Kitagawa & Lehrer (1990: 758) also propose that a typological difference between languages with and without a closed set of pronominal systems is responsible for whether an impersonal use of personal pronouns is permitted or not.

To be used generically, the ambiguity between the standard deictic usage of German *du* (*you*) which serves to directly address a co-participant and the non-deictic, generic usage which replaces *man* (*one*)

has to be resolved. Since the pronominal system of German knows a systematic grammatical opposition between formal (*Sie*) and informal (*du*) personal pronouns, this resolution is interactionally very important because not only issues of person deixis, but also of social deixis as well as politeness are involved. Note also that not every use of *man* can be replaced by the generic usage of *du*. Drawing on a corpus of spontaneously spoken German (radio phone-ins, reality TV show, job interviews, narratives of grief and loss, Freiburg dialect corpus), my research focuses on the following questions: What are the preferred grammatical and interactional contexts which promote the generic use of *du*, and what are, in contrast, contexts in which the shift from *man* to *du* is unlikely or impossible. My paper presents an empirical analysis of the occurrences of *du* in the corpus and aims at 1. a systematic account of the different generic uses of *du*, 2. an explanation of those cases and constraints in which the generic use of *du* is unlikely or blocked and 3. an account of the interactional functions that the generic use of *du* fulfils in the emergent talk. It will be argued that the choice of *du* instead of *man* is an interactive resource speakers use to invite and mobilize empathy, perspective-sharing and a heightened sense of intersubjectivity vis-à-vis the topic at issue (often an experience or emotion).
Theoretically and methodologically, the analysis combines an interactional approach to grammar (Selting & Couper-Kuhlen 2001) with a cognitive outlook on the question whether the results could also be viewed in terms of blending theory.

Hsi-Yao Su

Politeness, identity, and language ideologies: Discursively constructed contrasts between "the polite Taiwanese" and "the rude Chinese" among Taiwanese in China (Contribution to *Interpersonal pragmatics of social interaction in Chinese*, organized by Chang Wei-Lin Melody & Michael Haugh)

This study explores how Taiwanese in China discursively construct differences in degree of politeness between Taiwanese and Chinese, and how the talk about politeness is related to language ideologies and identity construction. The concept of politeness is commonly treated as self-evident by lay people. However, it is an evaluative process that frequently involves making a distinction between an in-group and an out-group and reveals complex indexical links between specific linguistic practices and representations of language. Drawing data from discussions about politeness in online forums frequented by Taiwanese in China and from interviews conducted during sociolinguistic fieldwork in Shanghai, China between 2010 and 2013, this study poses the following research questions: 1. In the politeness discourse related to Taiwanese and Chinese, what linguistic practices are deemed 'polite' or 'impolite'? 2. What kinds of language ideologies are revealed in the politeness discourse? 3. How does the discourse about politeness serve to construct Taiwanese and Chinese as two separate identities? 4. Diachronically, how is the perceived difference in politeness related to the respective developments and changes in ideologies concerning politeness and standard language in Taiwan and China? 5. Synchronically, how is the perceived difference in politeness related to other discourses about differences between Taiwanese and Chinese? The data reveal that in addition to the common politeness-related terms such as qing 'please', xiexie 'thank you', duibuqi 'excuse me', a wide range of linguistic and social practices are associated with politeness/rudeness, ranging from the level of phonology (such as intonation or speed) to the level of discourse (such as strategies that deal with indirectness and face-threatening situations). From a contemporary perspective, the discourse about politeness, which widely circulates among Taiwanese in China, may serve as a site of identity construction, given the politically conflicting but economically interdependent relationship between Taiwan and China. The ambivalence commonly held among Taiwanese is further strengthened by the rising of China as a superpower and Taiwan's economic decline, and the discourse about politeness plays an essential role in this process of identity struggle. From a diachronic perspective, the contemporary ideologies concerning politeness are deeply rooted in the historical and political developments in Taiwan and China respectively. In sum, this study takes 'politeness' as the starting point and examines its relationship with language ideologies and identity construction. While the three themes-- linguistic politeness, language ideology, and language and identity--have drawn considerable attention in pragmatics and sociolinguistics, this study provides a unique perspective to explore their interrelations.

Mikiko Sudo

The invisible process of status construction in a small group discussion (Contribution to *Pragmatics of interaction: Identity and adjustment*, organized by Tanabe Kazuko & Chris Cart Hale)

Small group discussions are a commonly used practice in an EFL setting. This group work allows students more speaking opportunities than teacher-fronted interactions and is considered to be effective in increasing input and output, thereby fostering L2 development (Long & Porter 1985). However, students' experiences and opportunities for learning, even within the same discussion group, are widely diverse. One factor worth addressing is the emergence of different roles implicitly assigned to each student during discussions, such as of teacher/expert, or a student/novice.
Unfortunately, there is little research examining this complex and competitive status construction process, which is often invisible to teachers masked by positive outcomes of group-work activities (Leki 2001). Using conversation analysis (CA) transcription as a methodological resource, this paper presents on-going research looking at one group discussion with three Japanese university students in an EFL classroom. Particular linguistic/interactional features will be presented and discussed as evidence of students' attempts to negotiate these positions.

Yuqi Sun

Hedging in Chinese (L1) and Portuguese (L2) bachelor degree theses (Contribution to *Portuguese as an additional language: Author presence in academic writing and speaking*, organized by Molsing Karina Veronica, Sun Yuqi & Cristina Perna)

Hedging generally refers to linguistic phenomenon with the use of functional, structural and lexical items, such as "maybe", "technically speaking" or rhetorical questions, which especially exist in a particular language system, modifying the commitment value of an utterance and illocutionary force of the speaker (Sun 2011). Previous studies have shown the importance of hedging in academic writing and have highlighted cross-linguistic differences (Itakura 2013).
This paper investigates two categories and five types of hedging strategies in 40 bachelor degree theses produced by Chinese students in Chinese (L1) and Portuguese (L2) and their relation to text move structures. Based on 1,500 occurrences, the study has shown that the hedging strategy was applied with more frequency in Portuguese theses, especially in the *INTRODUCTION* and *LITERATURE REVIEW* moves. However, with respect to the *OBSERVATION REPORT* and *RESULT COMMENT* moves, there seems to be a contrary result: the students hedged much more in Chinese theses.
The study suggests that the higher frequency of hedging in Portuguese writing may be related to Chinese learner tendencies in foreign language production, and their desire to remain non-committal as evaluators. On the other hand, in Chinese writing, the lower frequency of hedging may be related to Chinese norms of positive politeness in academic writing and self-assurance in native language production. With regard to move structures, the different use of hedging strategies in the two groups of productions demonstrates how each linguistic choice can reflect the writer's social identity and attitudes in different languages.

Chiho Sunakawa

Socialization in webcam-mediated virtual space (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

The development of communication technologies has a huge impact on our lives at work, home, and school. The notion of "office" no longer requires a physical space because of the teleconference system that connects one office to another. The long distance does not seem that "long" thanks to the Skype video with which long-distant family members talk and see each other everyday.
The purpose of this paper is to examine the socialization process and its consequences for social relationships in such emerging "socio-technological" environments. As mediated conversations become an integral part of our ordinary interactions, our conventionalized ways of organizing social activities and understanding the social world become challenged. How do participants negotiate when they encounter difficulties in talking through a webcam? How do participants find resources in local and virtual spaces in order to accomplish their interactional goals? What consequences do such negotiations have for relationships between friends, families, and colleagues? To address these issues, we examine webcam-mediated interactions between family members, close friends, and colleagues in a range of social settings such as home and work. We are specifically interested in understanding how participants make sense of the webcam world that connects two remote spaces. We also discuss how this process of negotiation offers an opportunity to reconsider existing notions such as greeting and mutual-monitoring possibility. An example is derived from a webcam conversation between an aunt in the United States and her nieces in Japan, who rarely meet in person. Before the camera is connected, only the audio channel is connected. The aunt and her niece verbally exchange morning greetings and move on to a new topic, going shopping. When the webcam is finally connected, they stop talking and insert a playful exchange of

V-sign gestures. At the end of the V-sign gestures, the aunt goes back to the topic of shopping. This example suggests that the aunt and her nieces collaboratively use a technical limitation of a webcam, which produces latency between the audio and the visual channels, as opportunities for displaying each other's recognition. The beginning of a talk is typically marked by adjacency pairs of utterances such as a summon-answer sequence and exchanges of gestures and greetings (e.g. Lindström, 1994; Schegloff, 1968) . In a face-to-face interaction, the recognition of others' presence, constituted by coordinating bodily orientations (Kendon 1993; Duranti 1997), creates the fundamental condition for a situated social encounter. This type of marking can also be found in mediated workplaces such as teleconference meetings (Keating and Jarvenpaa, 2010) where speakers are aligned to each other's space by greetings as they acknowledge time differences. However, as the aforementioned example indicates, greetings do not necessarily mark the onset of a "beginning" of a talk. Rather, participants collaboratively calibrate their speech, shift between media, spontaneously create playful exchanges, and orient their interactions *towards* a visual encounter. In this paper, we illustrate this type of developmental process in which participants adapt themselves to the temporarily created virtual space.

Ryoko Suzuki & Sandra A. Thompson

Prosody, grammar, and clause combining: So in American English (Contribution to *Emergent grammar and praxeological ecologies: Clause-combining and the organization of turns at talk*, organized by Maschler Yael & Simona Pekarek Doehler)

The use of *so* in English interactions has attracted several scholars' attention. Schiffrin's (1987) chapter on *so* investigates its use as a marker of 'result'. Bolden (2009) and Raymond (2004) examine specific non-clause-combining uses of *so*: Bolden considers TCU-initial *so* deployed to "launch conversational business", and Raymond looks at the "stand-alone *so*" as a practice for prompting action, by projecting a next action and also projecting that that next action is not about to be produced, while Local and Walker (2005) discuss the way in which prosodic features of the production of the stand-alone *so* affect its use in projecting a next action. Barth-Weingarten and Couper-Kuhlen's (2011) paper on *and*, whose uses overlap to a considerable extent with those of *so*, also informs our study. Our data consist of about 30 hours of telephone and video-recorded conversations among friends and family members speaking American English.

In our paper, we extend this research by examining the use of *so* specifically as a 'connector' in terms of the relationship between its prosody and its function in relating a 'result' or 'upshot' to more local or more higher-level levels of activity.

- When *so* is serving strictly as a clause connector, it has a 'through-produced' prosody, and a 'local' result interpretation.

  (1) Michelle: well scoot in though **so** they can see you.

- When *so* initiates a new TCU/prosodic unit, with pitch reset, it may be initiating conversational business, as discussed in Bolden (2009).

  (2) B: **so** what's up honey

- However, the great majority of instances of TCU- and prosodic-unit-initial *so* in our data are introducing an 'upshot'. What *so* 'connects' in these cases, however, is not one definable 'unit' with another. Rather, we argue, *so* is tying back to preceding material whose exact delineation is indeterminate. Co-participants nevertheless routinely treat this 'connecting' function of *so* as unproblematic.

  (3) [Bee has been talking about friends' healthy new baby]

  Bee: **so** I'm sure they're happy about that.

- This 'upshot' may be unexpressed, i.e., left 'hanging', in which case the *so* can be argued to function as a final particle (Jefferson 1980) , much as has been reported for *but* (Mulder and Thompson 2008, Mulder et al. 2009).

  (4) [Mom has been asked about football practice near her house]

  Mom: it just isn"t annoying, **so**, which surprises me, I thought it would be.

- Fixedness is a feature of the use of *so*; in our small pilot-study collection, 10% of the occurrences of *so* are found in the fixed expression *so I don't know* , for instance .

  (5) [Bee has been talking about how uncertain her grandmother's upcoming surgery is]

  Bee: she wasn't home by the t-you know when I left for school today.

  Ava: mhm.

  Bee: hh **so** I don't know, (0.3)

Arguing from our data and findings of the researchers mentioned above, we show that the combination of the position of *so* in its turn, together with the prosody of that turn, shape whether it is interpreted as 'connecting' the clause it initiates with the previous clause or with a larger, indeterminate chunk of talk.

Jan Svennevig

Warning about lexical trouble sources in L1-L2 conversation (Contribution to *Sequential perspectives on forward oriented repair*, organized by Greer Tim)

This paper describes a preemptive practice frequently observed in conversations between first and second language speakers, namely warnings about a potential upcoming problem with a lexical item. Two types of warnings are identified. The first is a practice by which speakers warn their interlocutors that a yet-to-be-produced lexical item may not be familiar to them. This practice is mostly found when L1 speakers address L2 speakers. An example of such a practice is to introduce the item by the phrase "something called a". By adding such a phrase, the speaker not only warns the interlocutor about the potential problem, but also projects the possibility of inserting an explanatory turn expansion following the lexical item. Whether or not such an explanation is considered necessary depends on the interlocutor's display of recognition (or non-recognition) in the following transition space. The practice thus involves moment-to-moment multimodal coordination.

The second type is a practice by which speakers warn their interlocutors that an upcoming word may not be correct, idiomatic, pertinent or the like. This mostly occurs in L2 speakers' talk. This may be done by inserting a meta-communicative comment before the item, such as "what's it called" or "how do you say it". By doing this, speakers alert their interlocutors that the upcoming word or phrase may not be an optimal formulation, and that they thus will need to take this into consideration when interpreting the utterance. In addition, it projects the possibility of the interlocutor displaying acceptance, or, by contrast, engaging in repair work to correct the lexical choice.

Sequentially, both practices are forward-oriented in that they project slots for dealing with potential problems of understanding. They are also forward-oriented in that they alert the interlocutor to a *potential* problem and seek to prevent it from arising, rather than identify and remedy an already existing problem. As such, it may be worth discussing whether or not they fall under the label of *repair*. An alternative is to treat warningsas a separate type of practice, belonging to a more general class of *preventatives*, as suggested by Clark (1994).

The data for the study are drawn from interaction on a Norwegian construction site between a Polish worker and his Norwegian and Swedish managers, involving mainly informal meetings in the manager's office and spontaneous conversations on the construction site itself. The meetings were video recorded, thus allowing investigation of both talk and embodied action.

Kimmo Svinhufvud, Liisa Voutilainen & Elina Weiste

How do student counsellors normalize the students' presentations of problems? (Contribution to *Managing interpersonal relations in university settings. Cross-cultural perspectives on communicative activities and institutional roles in teacher-student interaction*, organized by Nelson Marie, Sofie Henricson, Catrin Norrby & Camilla Wide)

The paper examines the activity of normalizing in counselling sessions between university student counsellors and undergraduate students. Student counsellors deal with issues concerning university students' academic skills, motivation, and time management but also those concerning students' emotional and mental well-being. The paper is based on a corpus of 29 encounters, altogether ca. 27 hours of videotaped individual counselling sessions. The data were transcribed and analyzed using ethnomethodological conversation analysis.

Normalizing is an action that has been described in various contexts, such as everyday interaction (Jefferson 2004) and interviews (Houtkoop-Steenstra 2000; Sørensen et al. 2014). Normalizing indicates that the state of affairs in the previous speaker's turn is normal or common. Normalizing is also a recurring activity in various counselling, therapy and supervision settings, even if it has not been previously described in these contexts.

Normalizing in a counselling setting is a central means by which the counsellor tries to diminish the students' worries. However, the action of normalizing has a double-edged effect. It serves to indicate that it is alright for the student to have the experiences or feelings described. Yet at the same time, as it functions to lessen the uniqueness of the student's experiences, it may make these experiences less special and perhaps less worth reporting.

Normalizing also serves other functions. It is tied to the managing of participant roles, in that the counsellors' normalizing action positions the student as a layperson with direct access to his or her problems and the counsellor as an expert who is in a position to set the student's experiences in a context

of other people. Normalizing also ties to the managing of morality in conversation (Stivers et al. 2011), indicating there is nothing morally wrong in the client's experience.
The normalizing structure found in interviews described by Houtkoop-Steenstra (2000) and Sørensen et al. (2014) has the following sequence: interviewer's question + interviewee's answer + interviewer's normalizing turn. This paper describes another kind of normalizing environment found in student counselling interaction: the student's troubles talk + counsellor's normalizing turn indicating that other people also have the same problem. The paper discusses the various ways of normalizing used by the counsellor and the function of normalizing in interaction.

Polly Szatrowski

Tracking references to unfamiliar food in Japanese and English taster lunches-Negotiating agreement while adapting language to food (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

In this paper I investigate how Japanese and American participants track references to unfamiliar food in the interaction at taster lunches. When encountering unfamiliar food participants are faced with the need to adapt language to refer to the food while describing, assessing and categorizing the food. The data for this study come from videotaped conversations of 13 Japanese triads and 10 American English triads, each eating and commenting on three courses containing 3-4 foods from Japan, America and Senegal, respectively. The analysis investigates 1) What aspects of the food do participants use as resources to create references to unfamiliar food?, 2) What patterns in reference tracking can be observed through the conversation?, 3) How do participants' choices of similar or different referents influence their assessment and categorization of the food and their relationships with one other?
I analyzed the patterns in the use of nouns/noun phrases as topics, subjects, objects, etc. to refer to unfamiliar food that the participants are eating at the taster lunch. Participants chose referents with varying specificity, repeated, paraphrased or changed their referents, chose referents that were similar or different from their interlocutors, and used information other participants used to describe, assess and categorize the food in subsequent references to the food. Initial referents tended to be deictics (*kore* 'this', *this*) and gradually became more specific including meal categories (*this dessert*), features of color (*siroi no* 'white one'), shape (*kono buttai* 'this object', *my white chunks*), texture (*kono konappoi no* 'this powdery/mealy one', *the gelatinous uh gloup*), flavor (*yooguruto no amai no* 'yoghurty sweet one'), position (*the top white chunk*), or combinations (*kono siroi katamari* 'this white lump', *kono siroi bunibuni-sita no* 'this white rubbery one', *the white, the lumpy white thing*). This abundance of referents reflects participants' multi-sensual experience of food.
While the referents for more familiar food were settled quickly, referents for less familiar foods continued to be modified throughout the discussion of the food item. Choice of referent also influenced participants' assessment and categorization of the food. Participants' repetition of their interlocutors' referents or descriptions of the food as referents suggested their agreement on descriptions and categorization of the food, and contributed to the stability of the referent for the food.
Results show that participants adapt language to refer to unfamiliar food in the process of negotiating food referents based on their multi-sensual experience, knowledge, assessment and categorization of the food in the talk-in-interaction. By elucidating the negotiation of assessments, categories, and knowledge in Japanese and English talk about food, this study also contributes to research on contextualized social and cognitive activity, language and food, and cross-cultural understanding.

Beatrice Szczepek Reed

The prosodic deletion of action boundaries in German interaction (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)

This paper uses Ogden's (2010) notion of 'prosodic constructions' and shows how different productions of the same word pair perform different actions in conversation. The German words for 'yes' and 'but' share the same vowel at the word boundary: 'ja aber'. Data from naturally occurring talk show that German speakers exploit this property of their language to differentiate between *ja aber*, produced as two intonation phrases and separated by glottalisation; and *jaber*, produced as a single word-like item at the beginning of an intonation phrase. The prosodic and phonetic distinction co-occurs with a distinction in how actions are formatted. In *ja aber* turns, *ja* performs a separate action, often as a second pair part, providing an elicited confirming response. The action initiated by *aber* is typically disaffiliative and done for the first time. In contrast, *jaber*-fronted turns are rarely second pair parts and perform one single disaffiliative action, which is a re-doing of a previously accomplished or attempted action. The frequent

occurrence of *jaber* in the corpus suggests that the item is being used as a word-like entity similar to a discourse marker. The findings reveal that for participants the local requirement to manage action boundaries is more relevant than linguistic word boundaries that may exist outside the interaction.

Irma Taavitsainen,
Speech acts expressing gratitude: A case study on social variation in the Old Bailey corpus (Contribution to *Pragmatic variation and pragmatic variables*, organized by Schneider Klaus P. & Andreas J. Jucker)

Speech acts have received a great deal of attention in present-day variational pragmatics, but the frame can also be applied to the study of diachronic developments, contrasting different historical varieties to one another. The methods of data collecting for such studies are necessarily corpus-based. A sociopragmatic annotation scheme makes it possible to study pragmatic entities like speech acts in the variational pragmatics frame, but so far there are few corpora that include such parameters and very few are publicly available. The digital corpus of the *Proceedings of the Old Bailey* (1674 to 1913) provides an exception, as the on-line version offers material for such studies in an easily searchable form. It encodes sociobiographical speaker information of gender, age, occupation, and social class, and it also includes pragmatic information about the speakers' role in the courtroom such as defendant, judge, victim, or witness. It can be assumed that the feeling of gratitude is not very prominent in criminal court records, but a preliminary search shows that there is enough material for a detailed study on expressions with *thank* (135 hits), including *thank you* (62 hits); *obliged* occurs 851 times in different meanings and functions. For comparison, I shall assess the same expressions in contemporary drama comedy in the *Corpus of English Dialogues,* as it represents very different language use where the convivial function of thanking is more prominent. The speech act of thankingrequires a second part, and I shall pay attention to the responses as well (or the lack of them).

This case study is part of a larger plan of studying gratitude expressions and responses to them in the history of English in a historical pragmatics frame with a prototype approach. The aim is to trace the diachronic development of the speech act of thanking through the different periods of British English, from Old English to the present. The study is carried out in the pragmatic space of gratitude, modelled after the pragmatic space of insults and verbal aggression taking the neighbouring speech acts into account (see Jucker and Taavitsainen 2000). Explicit realizations with the lexical item *thank* (v. and n.) are the core expressions, but not the only ones, and there are more implicit ways, too. Different periods may have their own patterns, for example expressions with *obliged* surfaced in this function in the 18th-century polite society.

Maite Taboada & Farah Benamara
Towards a unified discourse relations hierarchy (Contribution to *Discourse connectives across languages and modes: Challenges for discourse annotation*, organized by Zufferey Sandrine, Liesbeth Degand & Daniel Hardt)

Discourse relations capture the hierarchical structure of a discourse and ensure its coherence. They are thus a crucial step in discourse processing. To help identify them automatically, several resources have been manually annotated with discourse information. Well known resources include PDTB-style annotations that define discourse relations on the basis of how they are lexically triggered by observable marks in discourse (Prasad et al. 2008), RST-based annotations where identifying relations involves finding an intended role in the text for every unit (Carlson et al. 2003) and finally, SDRT-style annotations that focus on a semantic characterization of discourse relations by describing their effect on meaning, i.e. what their contributions to truth conditions are (Afantenos et al. 2012).

Each theory above defines its own inventory of discourse relations. There is no consensus on the number of these relations nor on their classification. Hence, characterization of a unique set of relations both suitable to accurately describe all attachments in a corpus and of a size and granularity appropriate for manual annotation remains a difficult task. This may explain why no standardized taxonomy of discourse relations applicable across languages and across corpora exists. The lack of a standardized taxonomy makes the task of automatic identification of discourse relations theory-dependent. Beyond practical applications such as automatic identification of relations, a unified taxonomy would facilitate linguistic analyses of coherence relations across languages. As a contribution to both linguistics and computational analyses of language, we propose in this paper:

a new hierarchy of discourse relations that provides a unified set of discourse relations,
a systematic way to merge discourse annotated corpora regardless of their theoretical frameworks.
a first step towards building larger corpora suitable for discourse parsing experiments.

To build our hierarchy, we rely on previous tentative unified taxonomies (Sanders et al. 1992; Hovy and Maier 1993; Bateman and Rondhuis 1997) as well as the classification used in past annotation campaigns (Carlson et al. 2003; Prasad et al. 2008; Afantenos et al. 2012). Our first focus are the two theories that we are most familiar with, RST and SDRT. We next plan to find correspondences between our unified RST-SDRT hierarchy and the PDTB taxonomy. Our starting points are the set of RST definitions from the RST website1 and the definitions provided within the RST-DT (Carlson et al. 2003). For SDRT, we considered the relations defined in the SDRT literature (Asher and Lascarides 2003), plus the adaptations created when annotating data in different projects: Discor (Reese et al. 2007), Annodis (Afantenos et al. 2012), plus the classification proposed for Arabic (Keskes et al. 2014).
The resulting hierarchy is composed of 4 top-level classes: Temporal, Thematic, Causal-argumentative and Structuring with a total of 26 relations. We have taken into account all SDRT, PDTB, RST-DT and RST relations, with the exception of the following top-level relations from the RST-DT: Topic Change, Textual Organization and Topic-Comment. Table 1 summarizes the inventory of the proposed relations at each level.

Table cannot be displayed due to lack of space

Definitions of relations are based on three criteria. First of all, we do not define relations on the basis of the status of their arguments. The nucleus-satellite distinction
in RST is not relevant for our basic definition of relations. Secondly, we focus on the effect that a relation has on meaning, and not on how it is lexically triggered by a discourse marker or lexical device. Finally, we provide intentional effects when needed. Our taxonomy is both intentionally and semantically driven, motivated by our desire to find a balance between RST and SDRT.
An excellent test of the usefulness of the taxonomy would be to carry out experiments in discourse parsing. We would like to merge annotated corpora, and test whether the larger size of the training data improves the results of a discourse parser.

Caroline Tagg

The role of 'context design' in the development of status updating as a social media genre (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

Status updating is a genre that has in some respects emerged bottom up as a response to recent technological innovations, shaped by the policy decisions of social media companies. The emergent nature of social norms on social network sites such as Facebook has been documented by social researchers (McLaughlin and Vitak 2010). These norms are shaped by users' desire to gain social capital through sharing, whilst balancing disclosures with the need to manage privacy (Ellison et al. 2014) on the semi-public sites. According to boyd and Marwick (2011), social network sites are characterised by 'context collapse' (bringing together into one online space people who a user would otherwise interact with in separate offline contexts), which also shapes the linguistic addressivity strategies which users employ (Tagg and Seargeant 2014). However, it is in Facebook the company's interests that users manage these complex situations and thus continue to contribute their personal data to the site, and it is important not to underestimate the extent to which users' practices are likely to be shaped by top-down policies.
In this talk, I explore the argument that Facebook status updating as a relatively new genre is shaped by user processes of 'context design'. In context design, social norms are shaped through repeated practices and interactions, themselves created through participants' perceptions of the context(s) in which they are interacting. Given the complexity of the semi-public context of Facebook and the need to write unseen audiences into being through one's linguistic choices, 'context design' on Facebook is a particularly complex process for status updaters. In the talk, I draw on survey and interview data to show how people's perceptions of the context shape the kinds of status updates they post and won't post. The findings show that users are not only aware of who may access their posts, but that they also construct imaginary or future scenarios which restrain and shape the nature of their updates. Although ultimately constrained by Facebook's policies and the site infrastructure, Facebook users can be seen as actively imagining and constructing status updating as a genre from below.

Akira Takada & Michie Kawashima

Socialization practices regarding shaming in Japanese caregiver–child interactions (Contribution to *Affect, social action, and identity in adult-child and child-child interaction*, organized by Burdelski Matthew & Asta Cekaite)

Studies of language socialization have examined the everyday interactions through which children are socialized into a socio - culturally structured universe (Duranti et al. 2011). From this perspective, affect is both an organizing force and a product of socialization practice s across various communities. Among

other affective experiences, shame has attracted considerable attention in research on language socialization and East Asian Studies. Inspired by previous work, th e current paper focuses on caregivers' utterances that involve sham ing . We videotaped interactions between Japanese caregivers and young children in natural settings and examined their gestures and talk.

The results revealed that caregivers frequently uttered shaming phrases even to young toddlers. Such utterances often appeared when caregivers noticed actions by children as inappropriate (e.g., overly childish) or when they assessed actions by children as inappropriate.

In the following example, C (a girl aged 2 years, 8 months) is watching a video clip of babies eating, while M, her 10-months-pregnant mother, watches from behind . At first , seeing C very close to the screen, M issues a command ("C, move backward, ((move)) backward"), a sub-category of a directive, i.e., "an utterance intended to get the listener to do something" (Goodwin, 2006 ; Takada 2013) . C turns around and moves forward, but loses her balance and hits her hands on the floor. I mmediately C makes a mock cry ("a::") like a baby. Seeing this, M remarks "((You behave like)) a baby." The utterance acknowledges the change in footing (Goffman 1981) exhibited by C's prior utterance. In response, C further exaggerates the mock cry and comes to M. As C holds M, M says, "Oh, it's a baby. What is the baby going to do? What is the baby going to do?" Embarrassed by these utterances, C says "aa I don't like ((being held like this))" in her normal tone of voice and leaves M. M says:

M: are akachan ja nai. hh ima demo akachan natta yaro.
IJ baby PP NEG now but baby became FP
Oh, it's not a baby. hh But just now you behaved like a baby, right?
ima akachan natta. hazukashii.
now baby became shameful
Just now you behaved like a baby. It's shameful.

As M makes these remarks, C stands up, comes closer to M, and holds M again. Then M repeatedly pats C's back. This exchange resolves the friction in the interaction. C makes a mock cry ("uwa:: a a") again in the babyish tone of voice and then says, "I hit ((my hands on the floor))."

Our analysis indicates that caregivers often produced utterances that contained "shameful" (*hazukashii*) when children's actions did not fit with the frame of ongoing interactions. Relative to other negative assessments that directly mark the speaker's intentionality, utterances that contain "shameful" are less threatening in terms of face (Brown and Levinson 1987) in Japanese conversation and thus useful in teasing children or eliciting desired responses from children. They also facilitate a multiplicity of frames in conversation between children and caregivers.

Hiroko Takanashi

Creating a bond through affective stancetaking and naming in play (Contribution to *Bonded through context: Rethinking language and interactional alignment in situated discourse*, organized by Ide Risako & Kaori Hata)

The purpose of this study is to demonstrate the process of bonding between speech participants in metacommunication. Play framing is analyzed as a speech activity of such metacommunication. In play, "metacommunicative messages" (Bateson 1972), where what speech participants are engaged in should be taken "nonseriously" (Chafe 2007), are conveyed through "contextualization cues" (Gumperz 1982, 1992) of play. Such semiotic framing devices of play signal the orientation of the contextual organization as play, which speech participants rely on to jointly perform the speech activity of play "framing" (Goffman 1974, 1981; Tannen 1993). I argue that the mechanism which enables such play framing is "stancetaking" (Du Bois 2007). In the course of conversation, speech participants perform stancetaking by aligning their intersubjectivity and corresponding linguistic resources to both display and perceive each other's shared "stance" towards 1) the framing activity as play, and 2) the stance object of play. Moreover, "affective" stancetaking concerns the emotional type of stancetaking, which corresponds to the alignment of the above-mentioned two levels stancetaking, namely, 1) enjoying the play framing together, and 2) enjoying playing around the stance object together.

Using naturally-occurring Japanese conversations among friends, this study focuses on the cases of affective stancetaking in which the stance object is either a third person/thing or the co-participant(s). In the former case, the first speaker often pokes fun of a third person/thing, and the second speaker then aligns with the first speaker in the next turn. In the latter case, speech participants often produce self-deprecating humor of themselves or teasing the co-participant. In both cases, the second speaker's utterance is dialogically based on the first speaker's, which is linguistically displayed in the form of resonance. Such alignment of the parallel affective stance towards both framing and the stance object results in the co-creation of a new word for the stance object. This way of displaying affective stance metacommunicatively has the consequence to create a bond between themselves, by bonding against the third person/thing, by bonding to each other through friendly exchange of teasing or self-deprecation, but

most of all, by sharing the pleasant experience of playing together in which they collaborated in accomplishing the act of naming together.
With the activity of play made visible in linguistic resonance that co-creates a new name for the stance object, I argue that such metacommunicative affective stancetaking dynamically serves to consolidate speech participants' bond by shaping their own identities as belonging to the same affective and socio-cognitive category.

Lala Takeda

Collaboration through overlaps in English and Japanese: A cross-genre study of interactions between university students (Contribution to *Pragmatics of interaction: Identity and adjustment*, organized by Tanabe Kazuko & Chris Cart Hale)

This presentation focuses on English and Japanese overlaps in interactions in multiple genres by the same participants. Taking a metacommunicative approach, I will illuminate the influence of genre and language differences on the relationship between overlaps and collaboration through quantitative and qualitative analyses. Researchers in Conversation Analysis (Sacks et al. 1974; Ford & Thompson 1996; Tanaka 1999; Schegloff 2000) have analyzed where utterances are overlapped from the viewpoint of transition-relevance place and projectability. These studies have clarified where overlaps occur and how they should be dealt with to enable smooth conversation based on systematic turn construction. However, they have not included the metacommunicative perspective (Bateson 1972), which explains how each utterance is interpreted in its social context.
With regard to social context, on the other hand, some previous studies have examined interactions or language use in terms of comparison between English and Japanese (Uchida 2002; Ueno 2010; Fujii 2012; Machi 2012). However, these studies have not elucidated the difference in overlaps between multiple genres by the same participants. Taking into consideration the criticism that participant intimacy, background knowledge, and genres have deeply affected each interaction or language use, a cross-genre study is significant in investigating how overlaps contribute to constructing interactions as social practice.
The data were extracted from the "Mr. O Corpus," which was recorded under experimental conditions between women dyads. I recorded eleven sets of two genres (*conversations* and *tasks*) from intimate female university students in English and Japanese. The recordings and their transcripts were then analyzed. In the conversation genre, participants were asked to discuss what had surprised them. In the task genre, each dyad worked together to construct a coherent story by arranging a set of fifteen picture cards from the book entitled "MISTER O."
Tentative results showed that there are more overlaps per turn in conversation than in tasks, both in English and Japanese. When tested for statistical significance, however, the difference in English is not significant. In addition, overlaps with the same expression and those without a backchannel are observed more frequently in the task than in conversation in the two languages.
The overlaps, both in English and Japanese conversation, help progress the talk by keeping the story on track. The feature of overlaps in the task, however, is different between the two languages. Supportive overlaps were frequently used in English as an ideal method to develop the creation of the story more cooperatively. On the other hand, commonality in the content of overlaps was remarkable in Japanese with many overlaps of the same expression or views.
Based on the above results, I will demonstrate that collaboration in conversation has the characteristic of bettering the relationship between participants and enables the talk to proceed more smoothly. I will also show that task collaboration has the characteristic of bringing the story content to completion. Finally, I will discuss differences in characteristics between English and Japanese.

Makiko Takekuro

Managing discordance in an island community: Examples from Ishigaki (Contribution to *Discourse and discordance: Linguistic, pragmatic and sociocultural strategies for accordance*, organized by Takekuro Makiko)

Based on ethnographic research conducted on Ishigaki Island in Japan's Okinawa Prefecture, this study analyzes several aspects of interaction among native islanders and between natives and settlers, as well as interviews with them. The purposes of the study are: 1) to analyze instances of discursive conflicts (or discordance, defined as "a lack of agreement, harmony, and conformity") and processes in which such conflicts become problematized or avoided; and 2) to seek out pragmatic and sociocultural strategies for accordance shared in the island community. Drawing on the notions of metapragmatics (Silverstein 1993) and community of practice (Eckert and McConnell-Ginet 1992; Holmes 2011), the study discusses issues of cultural identity and social positioning in Ishigaki. Ishigaki Island is the main island in the Yaeyama

archipelago, which is about 420 kilometers southwest of Okinawa Island. Ishigaki currently has 48,000 inhabitants, one fifth of whom are settlers from other regions. Since the Yaeyama region has been accepting and integrating settlers of different ethnic backgrounds, the region including Ishigaki Island is often described as gasshuukoku ('United States') (cf. Miki 2010) which is a term associated with an ideal community of coexistence. Despite the image of harmonious coexistence that the concept of gasshuukoku invokes, a contrast and separation are persistent especially between islanders and recent settlers. In their linguistic practices, there is a constant use of "we" versus "they," as in "shimanchu (islanders) are very friendly but deep down, they are not open to us (outsiders)," or "we like a relaxed atmosphere but naichaa (people from Mainland Japan) communicate using too rigid and formal manners." These and similar kinds of metalinguistic comments tend to reinforce superficial stereotypes of various groups within the gasshuukoku and contribute to metapragmatic discourse about them. Nevertheless, the analysis of actual interactions reveals that members of the community try to overcome stereotypes and skillfully avoid potential conflicts. Longtime settlers pay careful attention to blend in by, for example, using an absolute spatial frame of reference (cf. Levinson 2003) that is locally significant, while islanders use a relative spatial frame of reference that is better accessible to outsiders. The use and non-use of honorifics are often manipulated, in order to communicate admiration, casualness and friendliness, depending on situations. I even found quite a few cases in which settlers pretended to lack detailed knowledge about the island, when a competition with islanders could have been predicted otherwise. The examples in this study show that community members seek for socioculturally meaningful ways to avoid discordance and maintain or recreate the meaning of local identity on the island, even as they struggle with power relations and emotions such as jealousy, envy, and admiration. Thus, the gasshuukoku is not just a collection of several groups with different backgrounds, but it is a community whose members make moment-to-moment efforts to forge social relationships.

Kazuko Tanabe & Chris Carl Hale

"Like" as a filler in Japanese conversation by an English speaker (Contribution to *Pragmatics of interaction: Identity and adjustment*, organized by Tanabe Kazuko & Chris Cart Hale)

The purpose of this study is to analyze the idiosyncratic use of "like" as a filler in Japanese conversation by a native English speaker. While this transfer from the student's first language (L1) would normally indicate an error requiring repair (Wong & Waring 2010), the use of this word, particularly by adolescent American girls, has been shown to have distinct psychological underpinnings and to be bound to the speaker's cultural identity (Laserna, Seih & Pennebaker 2014; Saxena 2009; Eckert 1990).

The data was taken from an intermediate-level Japanese language class at a Japanese woman's university, where the participant was an exchange student. The data emerged from a one-hour recorded conversation with four students (two Germans and two Americans) about a topic assigned by the teacher.

One example from the data:

Ex. American Student A :

Etto==, tabun, ***like*** *watashi-dake no monndai desukedo.*
maybe my only problem is
'mmm,this might be a problem of myself.'

American Student B:

Yeah. ***we are like****, tokidoki, yeah,* ***like,*** *norikaeru-toki-wa, =tokidoki=,*
sometimes when we change trains sometimes
it's like, *chotto,* ***like****, mondai, okorimasu.'*
a little bit problems happen
' Yes, we sometimes have the problems like this when we change trains.'

In analyzing the data, the first hypothesis is that the use of "like" is related to the protection and maintenance of the speakers' identities as privileged, American females. The second hypothesis is that the students are aware that a filler is called for, but are at a point in their interlanguage (Selinker 1972) where they cannot properly employ the Japanese filler.

Hiroko Tanaka

Adverbial particles for displaying stance on membership categorization in Japanese conversation (Contribution to *Stance and footing in interaction*, organized by Clift Rebecca & Elizabeth Holt)

The aim of this paper is to use Membership Categorization Analysis (e.g. Sacks 1972, 1986; Schegloff 2007a,b) to explore the potential for an assortment of three interrelated grammatical particlesin Japanese to serve as powerful resources for displaying stance on the category incumbency or non-incumbency of entities under discussion by activating, implementing, and negotiating a range of membership

categorization activities. By examining audio and video recordings of informal Japanese conversation, I focus specifically on the combinatorial uses of adverbial/topic particles *tte*, *wa*, and *mo*, where a rough gloss of *tte* and *wa* may be 'as for such-and-such' or 'concerning such-and-such', whereas *mo* may glossed crudely as 'also as for such-and-such', as distilled in the following two sample turn-trajectories (where α and β are nominals, and X is a category to which α or β may or may not belong to):

(1) Exclusion

1 A: α *tte* *X*
α as.for X
" **As for α , it is X** "

2 B: β *wa* =
β as.for
"**As for β** "=

3 C: =X jyanai
X not
="**it is notX**"

(2) Inclusion

1 ' A: α *tte* *X*
α as.for X
" **As for α , it is X** "

2 ' B: β *mo* =
β *also.* as.for
"**Also as for β** "=

3 ' C: =X
X
"**=it is X**"

The capacity of these particles to strongly project the speaker's stance and consequent action trajectories within certain locally emergent frames of interaction is evidenced by the ways in which these particles often trigger and propel forward collaborative actions involving membership categorization activities, leading to a re-ordering of the universe of discourse.

First (see line 1 or 1' above), the postpositional marking of a nominal element α (such as reference to a person, object, or quality) with *tte* may be used to explicitly invoke some category X (e.g. 'doctors', 'dancers', 'trolls'), while simultaneously proposing the incumbency of α in X. Second, the invocation of a category through *tte* (or implicitly by other means) renders salient extended opportunities for subsequent interlocking categorization activities (such as with regard to a further potential member β), which are routinely performed through the use of adverbial particles *wa* or *mo* respectively to exclude or include the nominal from the category originally invoked by *tte* – namely, *wa* to exclude β from X (line 2 of (1)) or *mo* to include β in X (line 2' of (2)).

The embodiment and projectability of stance through these particles, even when the current turn is incomplete (as with lines 2 or 2'), is demonstrated through the regularity with which the deployment of the particles in such sequential positions mobilize anticipatory completions by coparticipants (as in lines 3 or 3' above). The data further reveal how participants routinely utilize these particles for a spectrum of stance-relevant activities, such as other-initiated repair concerning category-incumbency, adding or deleting members from a category, mobilizing a search procedure for an appropriate category, etc.

Hongyin Tao

Anyway you slice it, "under the influence" is no "quality time": Pragmatic correlates of diverse types of formulaic expressions (Contribution to *Fixed expressions as units*, organized by Helasvuo Marja-Liisa & Ryoko Suzuki)

'Formulaic language' as a cover term is typically used to refer to "multi-word collocations" which are stored and retrieved holistically and with conventionalized forms and meanings. This paper, using English corpora as data, explores the nature of formulaic language by systematically examining its composition patterns. My focus is particularly on the notion of multi-word-ness. Multi-word formulaic expressions (or prefabs) often include such expressions as 'cut corners', 'at the end of the day', 'X knows what X is doing' and so forth. In this paper this kind of prefabs are called 'retentions' since in the formulaic expressions all of the basic ingredients are generally preserved. By contrast, there are other kinds of formulaic expressions that have incurred notable changes involving features in phonology and/or morphosyntax.

One such type of formulaic expression involves phonological reduction plus some type of morphosyntactic fusion. A well known example in English is (I) dunno "(I) don't know' when used as an epistemic stance marker (Bybee and Scheibmann 1999), where phonological changes in 'do' and 'not' result in erosion of constituency. Other examples include "shouda woulda coulda" for 'should have, would have, and could have', in which the whole expression indicates an irreversible or hypothetical situation with a ridiculing tone of voice. Fusion is widely observed in discourse markers, greetings, swears, and other emotive, epistemic, and metadiscourse expressions.

An even more radical type of formulaic expression, I am proposing, is manifested as total elimination of collocating components. In expressions such as 'under the influence', where the collocates of the head noun "influence", namely 'alcohol' and/or 'drugs', are eliminated from the formulaic expression, leaving the head noun unqualified, yet the overall meaning is clear as a result of repeated use of the full constellation.

If all three of the above structural patterns, though this is by no means an exhaustive list, can be recognized as manifestations of formulaic language as broadly conceived, a question arises as to why different types of formulaic expressions undergo different types of linguistic makeovers in attaining the formulaic status. In this talk I will explore the form and meaning paring in the diverse types of formulaic expressions and discuss some of the questions that these pairing patterns may raise with regard to the nature of formulaic language and language in general. I will suggest that a proper understanding of diverse types of formulaic expressions is needed in order to arrive at a better understanding of the processes and principles in the dynamic organization of language.

Seyda Tarim

Turkish heritage children's corrections of peers' Turkish language uses at a U.S. Turkish heritage language school (Contribution to *Multimodal and multilingual resources in participants framing of situated classroom literacy activities*, organized by Kyratzis Amelia (Amy) & Sarah Jean Johnson)

This paper examines Turkish heritage children's peer interactions and classroom negotiations at a Turkish Saturday School in the U.S., specifically, how the children orient to monolingual institutional language norms socialized at the school as they organize their local peer group culture (Cekaite & Evaldsson 2008). The study draws upon data collected from a larger ethnographic study which followed the everyday interactions of a peer group of second generation Turkish and Meskhetian Turkish immigrant children in two Arizona settings: an elementary school and a Turkish Saturday (heritage language) School.

In this analysis, I examine how members of a peer group of girls negotiate with their teachers and with one another at the heritage language school. The examples illustrate how the children show agency in negotiating with their teacher to set the parameters of English language use at the school, yet at times orient to a monolingual (Turkish) language school norm through correcting one another's uses of Turkish. These peer corrections are analyzed in terms of: a) how the child locates a source of trouble and what stance he/she takes towards the problematic talk; b) how the correction unfolds, or its trajectory (e.g., other-initiated, self-repair or other-repair (Schegloff, Jefferson, & Sachs 1977; Goodwin 1990); c) how the correction is responded to by other children in the class, and d) how these correction sequences are situated within larger disputes of peer group members. The examples presented in this analysis illustrate how children's corrections are designed to escalate conflict, (e.g., with use of polarity markers, laugh token for aligning with peers, etc.). As the children assess one another's linguistic skill, "they position those in their local social organization relative to one another" (M.H. Goodwin 2007). The examples underscore the agency with which children establish their own peer "ecologies" (C. Goodwin 2013; Erickson, 1982) for language learning, the multimodal, multilingual resources by which these peer ecologies are interactionally accomplished, and how they are embedded in larger social projects of the children (Goodwin & Goodwin 2004; Goodwin 1990, 2006).

Martina Temmerman

The expression of sensory perception in journalistic travelogues: Narrative and evidential aspects (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

This paper focuses on the expression of sensory perception in travel stories written by journalists (also called travelogues (Pan & Ryan (2009)). Handbooks for journalistic writing (e.g. Burger & De Jong 2009: 55) often advise (future) journalists to 'appeal to all senses' when relating a story, especially in the case of travel journalism. In most cases, travelogues do not only want to share an experience with the reader, they also want to persuade the reader to make the same journey. Involving all senses in the description of the perception makes the representation more complete and might contribute to its persuasive effect.

I have collected a corpus of 50 travelogues published in Flemish (Dutch language) lifestyle magazines. I have singled out all instances of what Halliday (1985) calls mental processes concerning perception, in which the Senser is the journalist. I have categorized the sensory perceptions that are described (also in terms of frequency) and I have drawn up an overview of the linguistic-pragmatic communicative purposes these descriptions might have, in relation with the contents being communicated.

The corpus shows that in most cases, the journalist does not refer to him/herself as Senser in the processes described. However in some cases, this reference does occur (e.g. 'A deafening shreaking of pelicans reaches me.' vs. 'The shreaking of the pelicans is deafening.'). My central research questions then, are how, when and why this reference is made explicit in travelogues.

Hsieh (2008) explains that perception verbs are a kind of linguistic markers for expressing sensory evidentiality, next to evidential verbs and adverbs. They encode the writer's evidence for the proposition

and in some cases the epistemological positioning of the writer (Bednarek 2006). Bednarek (2006) and Hsieh (2008) have explored evidentiality in mainstream news discourse. I will compare their findings with the way evidentiality is marked in travelogues. In news discourse, by indicating sensory evidentiality, journalists 'engage in attaining a maximal balance between their awareness that they cannot be neutral and their belief that they should fulfill the requirement of objective reporting' (Hsieh 2008: 219). A meticulous analysis of the instances in our corpus shows that explicit sensory evidentiality in travelogues is used differently in a twofold way. On the one hand it can be part of a persuasive narration, emphasizing the experience of the author. On the other hand it can be used to enhance the truth value of the proposition, emphasizing the witness position of the author.

Shi Ling (Cherise) Teo & Mie Hiramoto

The changing face of beauty (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

In this Critical Discourse Analysis (CDA) study, we are interested in how advances in the science and technology of the beauty industry have led to beauty products which purport pharmaceutical efficacies. This range of serious science-based beauty products are marketed as 'cosmeceuticals' - a hybrid of 'cosmetics' and 'pharmaceuticals' (see Kligman 2000). The blurred boundaries between the medical and beauty industry, as reflected by the intertextuality of the beauty advertisement discourse, has induced adaptations in consumers' perception of and interaction with these cosmeceuticals.

The data for the study comprises of 50 beauty advertisements collected from various sources like magazines, emails and websites. The analysis focuses on showing the broad range of appropriated stylistics of scientific and, increasingly, technological discourses in these advertisements which help to attribute scientific authenticity to the product. These include lexical choices like 'laboratory data', '*chlorella vulgaris*' and 'plant stem cell technology' and the use of (pseudo) scientific diagrams and statistics. In terms of visual discourse, the design of the product may also index the science or medical industry with the use of droppers for example. Written instructions or video tutorials are provided for consumers to learn how to use the beauty products 'correctly'. Furthermore, Beauty counters at shopping malls are positioned as places where consumers can have skin 'consultations' with the brands' 'experts'. These changes in the representation of beauty products as cosmeceuticals have led to consumers engaging with these items differently - the implication being that beauty products are not simply for cosmetic purposes anymore but for health reasons.

Cosmeceutical advertisements, comprising of statements of clinical trials done and customer satisfaction testimonials, present a convincing argument for the efficacy and reliability of the scientific and technological research that went into the creation of the cosmetic. However, on one hand, authorities like the Food and Drug Administration classify such cosmeceuticals as cosmetics and thus, do not subject these products to intensive review and approval processes. On the other hand, the practice of purchasing, using and thinking about these beauty products has been adapted by the beauty industry to allude to the medical practice of consulting a doctor and getting a prescription. Through this study, we hope to bring to light the exploitation of the medical practice through the adaptation of beauty products (made possible by advances in science and technology) by the profit-driven beauty industry.

Marina Terkourafi

Pragmatic variation: What and how? (Contribution to *Pragmatic variation and pragmatic variables*, organized by Schneider Klaus P. & Andreas H. Jucker)

To date, pragmatic variation has been studied in two distinct ways. One locates variation in the distribution of pragmatic meanings across macro-social dimensions (gender, ethnicity, region) and seeks ways to study it (Schneider & Barron 2008). Another adopts a variationist methodology to propose pragmatic explanations for variation in morphosyntax (Cameron & Schwenter 2013). As their proponents readily admit, these are two different projects: they use different methodologies and consider different types of variation. Nevertheless, both face difficulties stemming from their ambivalent understanding of pragmatic variation as closer to either pragmatics or sociolinguistics, respectively.

My aim in this paper is to highlight some of these difficulties and propose some methodological steps that can help us move beyond them by capitalizing on the pragmatic and social categories that emerge from the data itself. Two notions will turn out to be important in this respect: on the pragmatics side, the notion of 'uptake' will help us identify the speech acts performed by particular utterances, thereby avoiding a deterministic, analyst-driven approach to speech act classification; while on the sociolinguistics side, the notion of 'minimal context' will provide a site for the co-occurrence of macro-social categories (e.g., gender, ethnicity, class, age) such that are also not conceptualized one separately from the other and

essentialized but allowed to mutually constrain each other. The proposed approach will be illustrated with examples from the performance of requests in spoken corpus data from Cypriot Greek.

James Thewissen, Ozgur Arslan-Ayaydin & Kris Boudt
Managers set the tone: Equity incentives and the tone of earnings press releases (Contribution to *The Pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)
Earnings press releases, as a timely vehicle for communicating a firm"s performance to third parties, can be used by managers to influence the perception of the firm's achievements. Taking the stock price reaction to the tone of earnings press releases at earnings announcements into account, we argue that equity-based incentives induce managers to inflate the tone. We further posit that the impact of tone on the abnormal stock returns at the earnings announcements depends on the magnitude of the equity-based incentives. Based on 24,000 earnings press releases of S&P1500 firms between 2004 and 2011, we find that the tone of earnings press releases tends to be more positive when the managerial compensation is more closely tied to the value of stock and option holdings. We also find that investors react proportionally less to the tone as managers' equity incentives increase.

Nadine Thielemann
Conversational humor at the interface of pragmatics and cognition – a fresh perspective on contextualization cues (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)
The paper aims at reconciling pragmatic and cognitive approaches in the analysis of conversational humor and suggests a re-analysis of discourse features which single out and set apart humorous episodes from surrounding serious or at least non-humorous discourse. These features are traditionally described as contextualization cues (CCs) by which speakers refer their conversational partners to a non-serious framing, indicate their humorous intention and establish a playful discourse modality (e.g., Coates 2007; Zemskaja 1995). From a cognitive perspective humor is analyzed as a phenomenon concerning the way a stimulus is processed (e.g., Yus 2003; Giora 1991, 2003; Attardo/Raskin 1991; Brock 2004). Accordingly, recipients laugh as they momentarily perceive a cognitive dissonance. We act on the assumption that conversational humor, too, can be explained in terms of a basic humor concept (i.e. cognitive contrast/dissonance), though in face-to-face interaction the contrast can pertain to various aspects and levels of discourse (e.g., genres/styles; linguistic norms/conventions, textual/discursive regularities, social norms as well as world knowledge/normality assumptions) (cf. Kotthoff 1998).
We further argue in favor of *blending theory* in order to trace interlocutors' online cognition in emergent talk-in-interaction (cf. Okaley/Hougaard (eds.) 2008; Hougaard 2005). *Blending theory* provides a framework which reveals how interlocutors in humorous interaction subsequently or simultaneously evoke mental spaces which mismatch and trigger a cognitive dissonance (cf. Coulson 2005; Fuji 2008). Accordingly, many phenomena formerly dealt with under the label of CCs can be reinterpreted either as space builders (evoking frames) which, thus, help to establish a humor-specific cognitive dissonance. Others are furthermore classified as CCs which draw interlocutors' attention to a frame-shift/-bisociation being accomplished and which thus have a rather catalytic function and indeed merely attune interlocutors to something humorous going on.

Sandra A. Thompson & Tsuyoshi Ono
A usage-based approach to 'negative scope': Prosody, grammar, cognition, processing, and fixedness (Contribution to *Pragmatic typology: New methods, concepts and findings in the comparative study of language in use*, organized by Dingemanse Mark & Giovanni Rossi)
'Negative scope' concerns what it is that is understood to be negated with a negative morpheme. Discussed in formal terms, and based on constructed examples (e.g., Horn 1989; Rooth 1992), this question has not been addressed in terms of everyday interactions, and this is what we aim to do in our paper. With English and Japanese conversational data, we explore the factors that shape the way real participants calculate what part of an utterance is in fact interpreted as being negated in everyday conversation.
Our data show that for an English speaker, working with a "right-branching" language, calculating negative scope proceeds **forward** in real time from the negative morpheme, which comes early in the clause. Recipients must monitor the unfolding clause, and must sometimes keep track of rather large

amounts of material, as shown in (1) (where red curly brackets enclose the material in the scope of the boldfaced negative morpheme):

(1) 1 BRAD: ... you realize,
2 that you're **not** { gonna be able to get a copy that's=,
3 .. you know,
4 TAMMY: .. [mhm],
5 BRAD: [as] perfect [as],
6 TAMMY: [mhm],
7 BRAD: (H) the original sour[ce was],
8 TAMMY: [mhm],
9 BRAD: .. or even as that tape was. }

In contrast, in Japanese, a "left-branching" language, the negative morpheme comes late in the clause:

(2) SUKI: { yaoya de *nante* kat-te tabere } **nai**.
veg.store from even buy-TE eat.POT NEG
'even from a produce store you can't bear to eat (the ginger)'

From an English "right-branching" perspective, it would thus appear that Japanese recipients need to keep **preceding** material in memory until the negative is produced, and that the grammar of Japanese requires recipients to "wait" until the end of the clause to find out if it will be a negative one. What our data reveal, however, is that Japanese offers its users specific resources to aid in this endeavor, and that three characteristics of Japanese utterances in conversation make this a non-issue:

1) Utterances, especially negative utterances, are relatively short in Japanese conversations (Shoichi Iwasaki (1993), Iwasaki and Tao (1993), Ono and Sadler (2001), Fry (2003), Shimako Iwasaki (2011), and Matsumoto (2003)); the emerging intonation contour of these short utterances typically makes clear both projection of how it will end, and what is being negated.

2) In negative utterances, speakers make frequent use of what we call a 'negative-anticipating morpheme' (such as *nante* in (2)) which anticipates a negative morpheme coming up later in the utterance.

3) Utterances involving a negative morpheme are often fixed expressions, and may even be lexicalized (e.g., *wakannai* 'don't know'); in such fixed expressions negative scope isn't relevant, since fixed expressions are learned and stored as a chunk (Bybee 2010).

We thus conclude that, contrary to an English-centric view, Japanese negative scope does not support a claim that Japanese is cognitively more costly than in English. We hypothesize that prosody, cognition, and fixedness all interact with the grammar of these two languages to afford quite different real-time processing strategies for determining the assignment of negative scope. We take our findings to indicate that a pragmatic-typology research agenda should focus on issues such as negative scope, which have traditionally been conceived of as (statically) semantic, but which reveal temporal processing considerations with have strong interactional implications for the study of talk in interaction .

Anna Claudia Ticca, Véronique Traverso & Biagio Ursi

From food to lunch: Practices of meal service at the hospital (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

This study analyses the meal service in hospitals, focusing on the way nurses present the food to patients. Previous interactional-oriented research has described how food-talk and food preparation is organised in social interaction (Blum-Kulka 1997; Traverso 1996; Gerhardt et al. 2013; Traverso & Galatolo 2008), how socialisation takes place during mealtime (Ochs & Shohet 2006), and how participants position themselves with respect to the food they are consuming (Wiggins 2001; Wiggins & Potter 2003; Mondada 2009). Other studies have explored meal service in restaurants and illustrated the verbal and visual practices accomplished to present the food to clients (Hugol-Gential 2012). What emerges from such studies is the centrality of food in people's life, representing a source of social, besides physiological, nourishment, which is interactionally achieved. This is even more visible in situations where people lack full autonomy and need to be accompanied in their food intake, as in the case of the healthcare situations we focus on. Here the meal service is institutionally managed according to internal regulations and specific, individual needs. Meals are generally served at fixed times, and the offered menu is the same for all the patients, with the exception of particular pathologies or special needs. Food is distributed to hospitals in pre-packed single portions, and then assembled into individual trays. In this paper we are interested in describing how during the meal service the food is transformed, adapted, manipulated in ordered to be offered as something to be consumed.

From the analysis of 38 video-recorded interactions between nurses and patients during the in-room meal service it emerges that the way the service is accomplished can respond to the type of patient being served (her pathology, age, etc.), but also to other contextual aspects, such as a displayed availability to be served in a particular way, the patient's food preferences, etc. Consequently, there are several way of actually offering the food, which can be simply served by putting the tray on the patient's table; by

reading the menu and pointing/touching each mentioned item; or by presenting the product and opening its cover. Visual resources as well as syntactical, lexical and prosodic features become relevant elements in this process, through which participants can manipulate and transform the food items found on the tray. The analysis will show that the way food is presented respond to contextual needs and constraints, and that its 'edibility' is locally negotiated.
By analysing how food is manipulated and transformed during the service, we wish to pursue a broader aim, that is finding out whether the way food service is interactionally accomplished may have an impact on the patients' food consumption, a crucial phase in hospital healthcare.

Aina Torrent Alamany Lenzen & Elisabeth Miche
Evidentiality, epistemicity and intensification in the language used in Internet forums (Contribution to *Pragmatic perspectives on evidentiality in Spanish: Evidentiality and genre*, organized by Albelda Marta & Maria Estelles Arguedas)
Close relations can be observed among evidentiality, epistemicity and intensification in the use of certain evidential expressions,a topic that has already been studied in several publications (cf. González at press; Torrent at press; González / Torrent, in preparation). The aim of our communication is to examine these interrelations in the language used in Internet forums. Although the language employed in forums is written, users attempt to reproduce spoken language, since this helps achieve a greater degree of closeness between sender and receiver: the expressions and syntactic constructions are typically colloquial and, in general, a simulation of face-to-face communication takes place. For these same reasons, forums are an ideal place in which to convey emotions: proof of this is the frequent use of emoticons (cf. Schuegraf / Meier 2005; Saage 2013). We think that the language of forums is ideal for delving further into the study of the interrelations among evidentiality, epistemicity and intensification.
Taking this as our starting point, we are going to attempt to answer two questions. On the one hand we are interested in investigating whether there is a univocal relationship between evidential expressions and their pragmatic usage while, on the other, we are going to study the impact of the discursive genre on the value of certain evidential expressions, that is,what are the contexts and/or text traits that lead speakers to consider it necessary to mention the source of the information at any given moment. The method used in our study will be essentially empirical and corpus-driven.

Huong Quynh Tran
Epistemics as a mean of extending the topic in group-work discussion tasks (Contribution to *The micro-capture of transitions in second language learning lessons*, organized by Filipi Anna)
Group-work discussion, as a task leading to "free" talk in the communication continuum of in-class speaking activities (Harmer 2007), establishes an open and flexible speaking environment for language learners to converse with each other about a topic. When language learners, like the contribution of real interlocutors, take turns to contribute their knowledge to this on-going discursive activity in the target language, they are in the relative continuum of knowing (K^+, K^-) something relevant to the discussion topic to complete the information exchange practice (Heritage 2012). However, the understanding of the quality of language-in-use in classroom by language learners at a micro-analysis level, especially in English-as-a-Foreign-Language (EFL) contexts is still limited. This study, therefore, investigates the way in which epistemic stance and status monitor turn-taking to develop topic extension in group-work discussion tasks that occur in an EFL classroom in Vietnam from a conversation analysis perspective. The findings suggest that the flexible epistemic stance and status may serve as a mean of extending the topic in discussion tasks among the language learners. Topic extension is oriented to in the interactions by learners as they shift between their knowledge of the target language and their background knowledge of a discursive topic. I argue that the analysis and findings can be used to help teachers look more closely at topic extension in discussion tasks by designing guided questions and lead-in activities to develop more appropriate resources for both topic and language knowledge for learners. The study contributes to our current knowledge of EFL learners' language-in-use when they collaboratively accomplish discussion tasks to develop their English proficiency.

Véronique Traverso & Anna Claudia Ticca
Forms of mediations in bilingual interactions: Translating documents, interpreting discourse, mediating institutions (Contribution to *Constructing meanings through*

mediation: The use of objects and the body in healthcare settings, organized by Ticca Anna Claudia, Isabel Colón Carvajal & Vėronique Traverso)

This study explores forms of mediation occurring when social mediators (SM) offer consulting to facilitate migrants' access to social, legal and healthcare services. It draws from prior research on dialogue interpreting (e. g. Pöchhacker & Shlesinger 2002; Wadensjö 1998) and cultural and linguistic mediation (e. g. Gavioli 2009). It aims at revealing the complex collaborative work accomplished by participants to obtain and organise the requested knowledge and service, and at describing the multimodal resources participants rely on to accomplish their interactional activities.

One of the recurrent activities in this context is the understanding / explanation of procedures (for carrying o ut an administrative procedure, obtaining civil or legal rights, etc.) . Therefore, several forms of mediation might be observed. First, the delivery of information regarding the type of documents or procedures required to access a required official service. Second, the reading and oral reformulation of written documents the migrants hold. Third, the oral translation of talk, provided by an interpreter, when participants do not speak a common language. SM are thus called to construct an understanding of the required service, and of the procedure needed. These are built by putting together the information offered by the layperson, the information found in the documents, and SM's own knowledge and experience.

In this presentation we will analyse how and when the participants' knowledge is mobilised during the interaction and show that the type of knowledge their contributions actually rely on (procedural, social, linguistic) is not necessarily the type of knowledge they are supposed to provide in the given situation.

We will also illustrate how the institutional service required is locally constituted during the interactional activity of participants. The analysis shows that the SM often becomes aware of new institutional procedures by reading the migrants' documents and by listening to their previous experiences. This case shows that the explanation of the procedure to the requester of the service is not a one-way process but rather a complex and multidirectional enterprise. In some other cases lay interpreters participate to the encounter, contributing to the consultation with their own knowledge, both linguistic and procedural. This additional element is analysed in terms of its contribution to the elaboration and understanding of the addressed procedure.

We use conversation analysis as a methodological framework to analyse our data, drawn from a corpus of video-recorded encounters at a French social centre.

Fergal Treanor

Questioning activity types (Contribution to *Anchoring utterances in co(n)text, argumentation, common ground*, organized by Fischer Kerstin & Maria Alm)

The paper uses the concept of *activity type* to analyse contextualisation in a corpus of German texts, produced over a twenty-year period, pertaining to Higher Education reform.

Following Levinson, activity types are defined as *goal-oriented socially and culturally framed activities.* The focus here is on activities *centrally involving language use*. Activities must be distinct both from individual *speech acts* and from the *Discourse* of which each activity is an iteration – functional parameters alluded to by Levinson, but not systematised.

The above criteria do not stipulate the channel of communication, and place no arbitrary limits on spatiotemporal parameters. It is therefore argued that a decades-long policy reform process, while superficially dissimilar to prevalent case studies using this approach, conforms fully to both Levinson's definition and to the criteria elaborated above, thereby qualifying as a canonical activity type.

Analytical questions are proposed, which aim, for any activity, to *1.)* identify salient contextualisation criteria and *2.)* select appropriate empirical tools. This approach, noting Levinson's reservations about the Ethnography of Speaking, replaces list-like taxonomies with parsimonious principles.

The resultant analysis investigates how the indexical functions of texts in the corpus achieve the ongoing, ynamic process of contextualisation.

Villy Tsakona

"They won't take humor and laughter from our lips": Speakers' metapragmatic comments on Greek crisis jokes (Contribution to *Metapragmatics of humor: Crossing the boundaries*, organized by Ruiz-Gurillo Leonor & Larissan Timofeeva Timofeev)

Research on political jokes has more often than not concentrated on their content, which is related to, and interpreted in view of, the sociopolitical events and contexts that have given rise to the jokes investigated each time (see among others Badarneh 2011; Chen 2013; Moalla 2013). The present study intends to suggest that there is (at least) another aspect of political joke-telling that could be taken into consideration when exploring its social functions and goals: speakers' spontaneous metapragmatic comments on the

content and effects of jokes. Such comments could reveal why speakers consider such texts tellable and recyclable, and how they evaluate them.
Drawing on the methodology adopted by recent sociological, anthropological, and sociopragmatic approaches to the metapragmatics of humor (Kramer 2011; Laineste 2011; Moalla 2013; Stewart 2013; Tsakona 2013), I will try to propose a more comprehensive approach to the analysis of political (or other) jokes, which could provide access to more accurate information on the communicative purposes served by such texts. More specifically, the set of data under scrutiny comes from emails exchanged among Greek speakers. It includes not only political jokes about the current Greek debt crisis and its sociopolitical repercussions on the Greek society, but, most importantly, speakers' metapragmatic comments on these jokes, as recorded spontaneously by the speakers themselves in their emails. While the content analysis of the jokes brings to the surface aspects of Greek people's everyday lives and problems, the analysis of speakers' metapragmatic comments on the jokes sheds light on their perceptions and evaluations of these texts.
It is therefore suggested that the metapragmatic comments offered by speakers on Greek crisis jokes reflect their positive evaluation of this kind of humor, which explains why they forward them to other people via email: they try to amuse each other. In addition, it appears that crisis jokes are perceived as "realistic" representations of reality which help people psychologically cope with the consequences of the austerity measures imposed on them. Hence such jokes are shared as a means of self- and other-encouragement and of making people aware of the critical circumstances surrounding them and, less often, of their own responsibility therein.

Aikaterini Tsaousi

Adaptable strategies for multiple language users in subtitling for the D/deaf and hard-of-hearing (Contribution to *Subtitles for the deaf and the hard-of-hearing*, organized by Eugeni Carlo & Franca Orletti)

This presentation will approach Subtitling for the D/deaf and Hard-of-Hearing (SDH) from the perspective of the target audience as users of different language modalities, i.e. sign language users and verbal language users. Indeed, the "deaf and the hard of hearing" is such a broad category that it seems almost impossible for SDH to fully cover the needs of the audience it encompasses. Subtitles are traditionally verbal and follow the grammatic and syntactic rules of the respective oral language, which in the case of many sign language users may be their second or third language. Some of the strategies applied in the industry to overcome language barriers have been mostly addressing the linguistics of subtitles, as in the use of reduction, simplification or reformulation. However, technology allows for non-verbal visual and even tactile strategies. In the study presented here such strategies have been applied to render sound effects.
Sound effects are not verbal by nature since they belong to the extra-linguistic sound category. However, when sound effects are represented in SDH, the general tendency is to render them verbally - either through a description or an onomatopoeia. Still, when we refer to media entertainment, such as cinema and television, deaf and hard of hearing viewers may expect that all the elements contributing to the enjoyment of the material, including sound, remain easily and effortlessly accessible.
Based on ongoing research, original data will be presented on the perception and preferences of deaf and hard of hearing users when alternative strategies are provided. Furthermore, emphasis will be placed on the enjoyment of the audiovisual material by the same users. The possible secondary benefits of such adaptable strategies for other groups of viewers shall also be discussed, in an attempt to maximize the functionality of SDH as a tool for social inclusion.

Assimakis Tseronis

Extracting the commitments of image-makers: Insights from relevance theory for the argumentative reconstruction of multimodal discourse (Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

Knowing what an arguer is committed to at a given moment in an argumentative discussion is crucial for the analysis and evaluation of argumentation (Walton & Krabbe 1995). Argumentation scholars who are critical of the possibility and actuality of visual arguments remark that visuals shift the responsibility of establishing what is said to the viewer (Fleming 1996; Johnson 2003). In turn, argumentation scholars who take non-verbal and visual arguments seriously tend to analyse these in terms of implicit or indirect communication (Groarke 2002; Groarke & Tindale 2013). They thereby have recourse to pragmatic principles of communication in order to recover the information conveyed implicitly or indirectly by the

visuals and other non-verbal elements. Such an approach, however, suggests that it is exclusively the verbal mode that can explicitly communicate meaning. The visual mode is analysed as requiring more inferencing processes and thereby as falling under indirect communication. But indirectness or implicitness is a function of the use of images or of sentences in a given context, not a formal property thereof. Relevance Theory can provide an encompassing framework for accounting for the interpretation and analysis of multimodal discourse (Forceville 2014). It maintains that there are more inferencing processes going on than speech act theoretical perspectives assume, both at the explicit and at the implicit level of communication (Clark 2013). In this perspective, the intended interpretation of visuals can be assumed to be the one that is the most relevant in a given context for the addressed audience each time. The degree of commitment attributed to the image-maker at a given moment may indeed vary (Morency *et al*. 2008) but this is no reason for assuming that there is no commitment to begin with. In this paper, I have recourse to the inferencing processes involved in the recovery of explicit and implicit content as postulated by Relevance Theory in order to analyse the arguments conveyed on a number of front covers of *The Economist* concerning the financial crisis. The proposed analyses seek to contribute towards a systematic method for extracting the argumentatively relevant content of the non-verbal elements in multimodal argumentative discourse.

Teruko Ueda

Different interpretations regarding "bonding" in Japanese doctor-patient communication (Contribution to *Bonded through context: Rethinking language and interactional alignment in situated discourse*, organized by Ide Risako & Kaori Hata)

Introduction: Japan has the fastest rate of population aging and the highest life expectancy at birth (Ozawa and Nakayama 2005) among all industrialized countries. Therefore the situation in Japan will become a reality in Europe in the near future, especialy in the medical settings. Recently in Japan, there have been discussions about the significance of "patient-centered medicine" (Stewart et al. 2014) and "narrative based medicine"(Greenhalgh 2011), but few linguistic study has been conducted.

Methods: From our data of 78 medical interviews, we chose one as a problem conversation. Three medical doctors and three non-medical doctors were asked for their interpretations, especially in terms of doctor-patient interactive "bonding." After having had subjects listen to the tape of the conversation, we asked them for their impression of the general situation, the manner of the doctor, the doctor's way of explaining, and the patient's questions. Then we examined different interpretations, focusing especially on "bonding" at multiple levels. Information on basic patient characteristics such as gender, age and place was collected from the medical records, while information on patient background, disease and the caregiving situation was limited. Two researchers examined the differences in interpretation in order to highlight how and why the interviewees showed different aspects of interpretaion.

Results and Discussion: Differences in interpretation were most conspicuous concerning the doctor's way of explaining. In addition, the interpretation about the repeated question of the patient was also different. Some subjects interpreted it as affirmative "bonding,"but some other subjects interpreted it as a metaphor of negative anger. It is thought that the main cause of the difference in interpretation depended on the personal experience of the subject and the understanding of the context. Further analysis will focus on other factors, especially context factors.

Mary-Caitlyn Valentinsson

"Proper is whatever people make it": Discursive strategies and positionality in language ideologies (Contribution to *Positioning the self and others: Linguistic traces*, organized by Ghezzi Chiara, Piera Molinelli & Kate Beeching)

Language ideologies are axes along which individuals can position themselves and others by drawing on linguistic resources. Language ideologies also act as "mediating link[s] between social structures and forms of talk" (Woolard 1992: 235). This tells us that ideology and interaction are crucially connected. But how do these linkages come to be? And can they used to position individuals in an interactional space? Drawing on methodologies from Conversation and Discourse Analysis, this paper presents an analysis of a short excerpt of talk between two individuals in which differing positions with respect to language ideologies emerge from the conversational structure and discursive strategies used by participants.

The conversation analyzed here is an excerpt from a family dinner time conversation among an English-Spanish bilingual family in the southwestern United States. The two main speakers in this data are L1 Spanish speakers from countries in which fairly different dialects of Spanish are spoken. Among native Spanish speakers, the two dialects of these speakers are perceived very differently. Additionally, the

participants' role as L1 speakers of Spanish in an area of the United States in which Spanish use has been problematic in recent history plays an additional semiotic role in the development of the themes of this interaction.

Here, I focus on the use of two main discursive-pragmatic strategies used by participants in this conversation. First, I show how speakers use what I call "de-centering" strategies, which allow the ego to obscure or conceal the authorship of her utterances and consequently her own positionality. Strategies such as appealing to authority, embedding positionality within narratives, and understatement are all used to this effect. Second, I look at strategies of "disalignment", in which speakers construct their interactional stance in opposition to that of their interlocutor. Strategies such as sarcasm and interruption are employed to this end. Finally, I investigate the role of code-choice in this conversation as an additional tool used to position interlocutors with respect to their beliefs about language. I argue that these linguistic choices all contribute to the construction of self- and other-oriented interactional positions with respect to beliefs about language.

I also consider my own positionality in this conversation. This data was collected from a stance of "unmotivated looking" which, in a Conversation Analysis (CA) framework, refers to a stance in which no expectations or hypotheses are made about what participants are likely to talk about in any particular interaction. This stance is argued to allow researchers to access a highly natural form and content of speech (Psathas 1995). However, as scholars of natural language-in-interaction have observed, the mere presence of the researcher can be enough to change salient aspects of talk, sometimes called the "observer's paradox" (Labov 1972). Given my status in this conversation as the researcher, a participant, a family friend, and a linguist and anthropologist, the stance of "unmotivated looking" provides another salient lens through which to understand the various pragmatic choices made by the speakers whose conversation I analyze here.

Dorien Van De Mieroop

Exploring the multi-functionality of narratives about colleagues in the workplace (Contribution to *Narratives of vicarious experience in talk at work*, organized by Zayts Olga & Neal Norrick)

In this presentation, I investigate narratives of vicarious experience that are situated seemingly at the fringes of core business talk in institutional interactions, for example, anecdotes about colleagues and their family situation. Through the insertion of such stories, interlocutors at first sight put on hold the transactional goals of the interaction and shift to a relational frame. However, matters are usually not so clear-cut, first of all because the distribution of such stories to either the transactional or the relational frame is often problematic. In this respect, Holmes (2000: 38) proposed a continuum with "core business talk" at one side of the continuum, and "phatic communion" at the other end, with "work related talk" and "social talk" in between the two extremes of this continuum. But even when acknowledging this gradable nature of the relational - transactional frame, the complexity of such stories is still not done enough justice to. As Coupland observed, "the relational" often operates "in the service of the institutional", sometimes with the intention of furthering "the transactional goals of the interaction" (Coupland 2000: 6).

Drawing on data from naturally occurring workplace interactions (e.g. meetings, performance appraisal interviews and job interviews), I analyze how such stories are dealt with from an emic perspective. In particular, I look into the way these stories are initiated in the interaction, how they are (collaboratively) constructed and what they *do* in the interaction in terms of identity work. Work related functions of the stories themselves will be explored, such as *doing expertise*, but also – seemingly – non-professional functions such as *doing whiteness* and *doing motherhood* will be analyzed and it will be investigated to what extent these fall under the umbrella of *doing collegiality*. Finally, how these shifts to and from story to core-business talk are interactionally achieved, will be scrutinized and potential links with the construction of power asymmetries in the workplace will be explored.

Tom Van Hout & Kathryn Graber

Media linguistics on the move: Taking stock and looking ahead (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

In this paper, we look back on the first decade of media linguistics and look ahead to the second. The occasion for the retrospective part of this paper is the fifth anniversary of the 2011 position paper *Towards a Linguistics of News Production*. This paper called for an ethnographic approach to the analysis of news integrating text, practice, and interaction. We review recent research that lives up to these

standards and evaluate how this approach has fed into debates outside media linguistics. The programmatic part addresses four broad but overlapping issues in media linguistics: the proliferation and appropriation of media discourse under conditions of superdiversity (e.g. Squires 2011); the diversification and hybridization of news language (e.g. Moschonas 2014); the professionalization of public communication (e.g. Silverstein 2011); and the professional ideologies of journalists as screen-based office workers (e.g. Boyer 2013). The challenges posed by these developments call for a bigger tent in media linguistics to accommodate new interlocutors, methodologies and theories.

Theo van Leeuwen

Adapting children's stories for the digital age (Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

This paper will deal with the adaptation of children's stories, in particular fairy tales, into the new medium of apps.

Apps adaptations do not just add sound, music and movement, they especially add activities. Today, stories cannot, apparently, stand on their own, but must be embedded in, and surrounded by, activities, especially quasi-pedagogical activities such as matching pictures and words, spelling exercises etc, which can then justify the new medium as significantly contributing to the development of literacy.

This development can be, and often is, praised as creating an informal, entertaining and playful mode of learning, which reminds of the way in which, according to Walter Ong (2002) and others, oral cultures embedded instruction in narrative, and which hence constitutes a further step towards,and, for children, an initiation into, a "secondary orality" in which texts can no longer be understood as having validity without contexts.

But it can also be seen as fragmenting and disrupting what Bettelheim (1976) called the "enchantment" of stories. According to Bettelheim, fairy tales are not about learning literacy, but about learning to find meaning in life. They help the child "make some coherent sense out of the turmoil of his feelings" (ibid: 5), and for this reason they need to be told by the parents (or other primary carers) and resonate with the issues current in the environment where the child grows up.

The paper will first document the adaptation of a range of fairy tales into this new medium, and then critically evaluate the cultural message given to children through their interactive format, rather than through the stories they tell, discussing the gains as well as the losses this new form of storytelling entails.

Leona Van Vaerenbergh

European legislation and cultural variation in the presentation of food supplements (Contribution to *Adapting food, adapting language*, organized by Gerhardt Cornelia)

Although in our globalised world almost all foodstuffs are everywhere available, the food prepared with them is indubitably culture specific. We all know how difficult it is to translate the names of dishes in another language when the culture of that language is not familiar with them. Moreover, in food culture different aspects can be stressed: the flavour, the nutritional value, the healthiness and the ecological production.

In cultures in which great importance is attached to health and achievement, food supplements play an important role. In our western cultures, they not only serve as a supplement to the varied diet but also help to remedy the consequences of a high-fat and high-calory diet.

This paper will not deal with cultural differences in the use of foodstuffs or food supplements but will investigate the **texts** accompanying food supplements: the labelling and the information leaflet inserted in the package. Analysing the texts we have to take into consideration that they are submitted to a European Directive that has to be implemented in national legislation.

This paper will consist of two parts:

1. The first part will focus on the existing regulation relating to the labelling and presentation of food supplements.
2. In the second part, a corpus of selected information leaflets of food supplements will be analysed and compared in order to answer the research question which is: Does the existing legislation allows for cultural variation?

The corpus based analysis will deal with content and structure, language and style, the presence of elements of promotional nature as well as the presence of visual means. I will particularly investigate to what extent elements of promotional nature (e.g. adjectives, exclamation marks) and the presence of visual means (e.g. colours, movements of human figures) differ from one language and culture to another.

Astrid Vandendaele & Ellen Van Praet

The sub-editing stage of news production (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

An article's writing process is characterized by a great complexity of writing strategies, revisions, additions and deletions: news production entails a process of entextualization involving multiple actors who struggle over authority, ownership and control. Merging corpus-based discourse analytic research with both interviewing and participant observation, this paper tracks the transformations ('interventions') in a newspaper article in the sub-editing phase of news production.

Relying on a corpus of 60 articles from a Belgian broadsheet newspaper, we trace the differences between the 'initial' (article right before the sub-editing stage) and 'final' (published) versions of five different types of news article, categorizing the detected 'interventions' along four scales, ranging from addition, deletion, replacement to translocation, and allocating these interventions to a specific location, e.g. the headline or the body of the text. In addition, we interviewed three sub-editors, probing for reasons and motives for intervening.

Our main findings are that (i) in the sub-editing phase – contrary to popular believe that sub-editors mainly 'hack away' at news stories - additions are predominant. Moreover, (ii) most interventions occur in the high stakes articles (e.g. front page news articles). Finally, (iii) interventions can be mainly found in the so-called 'entry points' of an article (Wartenberg and Holmqvist 2005), i.e. those elements of an article, such as headlines, photo captions and quotes, where readers stop scanning and actually start reading.

By reflecting on what happens in the sub-editing phase, this paper aims to not only shed a light on a previously understudied part of the news production chain, but also to highlight the challenges of 'translating' an author's language into the newspaper's working idiom. Furthermore, based on our insights, we wish to open the debate about the role of the journalist, and the skills he/she should be equipped with to compete in the ever-changing economically challenged news media landscape.

Ilona Vandergriff

Negotiating for a supportive social space Online – The role of L2 norms (Contribution to *Pragmatic perspectives on networked L2 discourse*, organized by Vandergriff Ilona)

The presentation reports on the computer-mediated discourse analysis (CMDA, Herring 2004, 2013) of asynchronous forum interactions on the social networking site *Reddit*, a platform open to users around the globe. With examples drawn from a corpus of 4,110 comments on a single Reddit 256-word post entitled "No, i'm not sorry for my bad English", I present key findings of my research, which looked at how nonnative and native-speaker users negotiate L2 norms and social practices. In this stance-rich environment, *Reddit* comments provide a rich data source of negotiation of multilingual (and monolingual) identities, social engagement (community building), social practices (including power and dominance) and language norms.

Anna Vatanen

Epistemic incongruity in conversation: Mä tiedän 'I know' responses in Finnish (Contribution to *Fixed expressions as units*, organized by Helasvuo Marja-Liisa & Ryoko Suzuki)

This paper investigates the Finnish *mä tiedän* 'I know' utterance as a responsive unit, using conversation analytic and interactional linguistic methods. The data, gathered from naturally occurring interactions, indicate that the 'I know' responses in Finnish nearly always occur in sequences with epistemic incongruity (Hayano 2013; Heritage 2013): the first pair-part is e.g. an informing or a telling, which presupposes an unknowing (or a less knowing) recipient; the response-speaker resists this implication. T he uniformity of the sequential context and the interactional function suggest that as a unit, this utterance is crystallized to a high degree.

The verb *tietää* 'to know' is typically described as a complement taking predicate, but these utterances include no object argument whatsoever; the object of knowing is to be inferred from the context – i.e., from the previous turn. In the current data, when the object of knowing is something expressed in the previous turn, the 'I know' utterance very rarely includes a pronominal object such as *sen/ton* 'it/that' either. In this sense, *mä tiedän* forms a unit that is smaller than a full clause. Prosodically the *mä tiedän* utterances are produced as coherent wholes without much reduction. The utterance may also contain various discourse particles (e.g., *nii* or *joo*) which particularize its contextual interpretation. In certain cases, *m ä tiedän* is also followed by an additional clause in the same turn.

The data suggest that the use of these Finnish utterances is different from how *I know* responses are used in English conversations, where the responses may signal affiliation in addition to the epistemics-related usages (Bilmes 2005; Bolden et al. 2014; MacMartin et al. 2014).
The present study will contribute to our understanding of the fixedness of the clause as a linguistic and interactional unit. The study will underline the participants' orientations to the expression of arguments in an utterance. The study highlights the significance of sequential context for defining and understanding units of talk.

Elaine Vaughan & Mairead Moriarty

Constructing and contesting authenticity: Investigating the discourse of the Irish television drama Love/Hate (Contribution to *Looking at ourselves through the mirror of media: Representation of varieties of (Irish) English in film, television and literature*, organized by Vaughan Elaine & Mairead Moriarty)

This paper addresses the relationship between authenticity and the construction of authenticity in fictional discourse from a number of different perspectives. Firstly, it compares and contrasts the nature of a corpus of fictional discourse from an Irish television drama, *Love/Hate*, with corpora of naturally occurring language, such as the Irish component of the International Corpus of English (ICE-Ireland, Kallen & Kirk 2008), a one-million-word corpus, of which there are approximately 600k words of spoken Irish English from a variety of different contexts, and the Limerick Corpus of Irish English (Farr et al. 2002 [2004]), a one-million-word corpus of predominantly conversational data. *Love/Hate* is a drama broadcast by the Irish terrestrial station, RTÉ. It is set in Dublin's gangland, and has generated both record-breaking viewing figures as well as various types of commentary on the setting, storyline, actors and, crucially for this paper, aspects of the language.
The analysis triangulates this commentary with the corpus data, previous research on Irish English in general and Dublin English particularly (Hickey 2005). The intriguing thing about commentary on the language of the series is a recurring fascination with the (perceived vast) distance between the language of the actors who play these violent gangster-type characters and the inner-city accents they stylize. The study isolates the pragmalinguistic features that are statistically key, or otherwise salient, from the perspective of their sociopragmatic import in the context of the fictional discourse, in contrast with the corpus data and in relation to their reception in the form of public commentary in various media types. As Piazza et al. (2011: 9) emphasise that the recreation and 're-presentation' of the world, 'time, place and discourse' that telecinematic texts provide are 'always in line with the specific socio-cultural conventions of the society in which the telecinematic texts are produced' (a similar point is made by Amador-Moreno and McCafferty (2011) in relation to fictionalised orality). At the present study's core is a concern with what authenticity means in the context of the relationship between fictional and naturally occurring discourse, how we might bring that into relief using corpora of varieties of English and, just as importantly, how constructions of a (fictionalised) variety are received.

Daniela Veronesi

Negotiating the interactional frame in research interviews: The case of language biographies (Contribution to *'Tell me all about it': Interactional dynamics in research interviews*, organized by Williams Valerie & Kathryn Roulston)

The need to treat research interviews - both structured and semi-structured - not just as a research instruments but also, and most importantly, as a social practice and as interaction has been repeatedly articulated and explored within social sciences, particularly by conversation analysts (cf., among others, Briggs 1986 and 2007; Baker and Johnson 1998; Silverman 2001; Rapley 2001; van den Berg 2005; Roulston 2006; Talmy & Richards 2011). A number of scholars have analysed research interviews from a dialogical, interactional perspective by investigating phenomena such as story-telling (Georgakopoulou 2009; Helsig 2010) and the interplay between narratives and the discursive construction of identity (Lucius-Hoene & Deppermann 2000; Deppermann & Lucius-Hoene 2004), and have provided insights on how research interviews are locally and jointly co-constructed by interviewers and interviewees (cf. Cabell Hankinson Gathman, Maynard & Schaeffer 2008 on complimenting; Garton & Copland 2010 on the effect of prior relationships between participants; Nairn, Munro & Smith 2005, Roulson 2011 and Prior 2014 on "failed" interviews).
Taking such studies as a departure point and adopting a conversational analytical perspective, the current paper aims at further exploring the nature of the research interview as interactionally accomplished communicative project (Linell 1998) framed as institutional talk (Heritage 2005), focussing on the interactional and linguistic traces of the co-construction of the interview as research product.

More specifically, by examining a collection of narrative interviews aimed at eliciting interviewees" language biographies (cf. Franceschini 2003; Franceschini & Miecznikowski 2004; Treichel & Schwelling 2003; Treichel 2004; Fix 2010; Meng & Protassova 2013), the paper analyses how interviewer and interviewee locally and repeatedly negotiate the definition of their encounter as "interview" (with its typical question-answer format) or as "conversation", and the related participation frameworks (Goffman 1981; Goodwin & Goodwin 2004), topicalizing the interviewer's identity as researcher and agreeing upon what may be later incorporated into "official" data and scientific publications.
Particular focus, furthermore, is devoted to the interviewer's interactional conduct and to the ways in which specific moves (referring to previously carried out interviews, defining contributions as "questions" and introducing questions with accounts of "personal" interest, as strategies to elicit further talk or introduce new topics; aside comments on technical equipment) contribute to locally footing (Goffman 1981) the interaction at hand.
It is thus shown how re-examining research interviews from an interactional perspective can not only enhance researchers" reflexivity on their own scientific practices, but also provide fruitful insights on the processes through which social actors accomplish interaction in institutional settings.

Beatriz Viégas-Faria

Shakespeare's humor in Brazilian Portuguese, inferences, and Francisco Yus's scale of translatability (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

The Two Gentlemen of Verona is translated into Brazilian Portuguese (BP) in prose, so that the translator – the author of this paper – is not restrained by matters of metric and/or rhyme in order to obtain translational solutions to the various forms of humor in this comedy. While translating the play, the instances of humor are annotated and comments on their translation are produced. Example:

(I, 1, 36) PROTEUS – So, by your circumstance, you call me fool. [Isso quer dizer que você está me chamando de um grande bobalhão... dadas as condições do teu argumento. → This means that you are calling me a big fool – given the conditions (PROVISOS) of your argument.]

(I, 1, 37) VALENTINE – So, by your circumstance, I fear you'll prove. [Isso quer dizer que, dadas as condições da tua situação... você demonstrará ser um jumento. → This means that – given the conditions (DETAILS) of your situation – you'll prove a jackass.]

Given that "circunstância" (context-free translation of "circumstance" into BP) would work only in Valentine's line, but not in Proteus's, the pun had to be (re)created. It should be noted that cadence and rhymes (*bobalhão/situação* and *argumento/jumento*) were sought as well in the translation.
Francisco Yus in 2013 presented his Intersecting Circles Model (ICM) of humorous communication – an inference-centred analysis of jokes. Yus takes into account how the hearer of jokes uses "the processing of cultural information and also of mental frames, schemas and scripts" in order to interpret humor; consequently, how the speaker manipulates these interpretive procedures.
The literary translator is both an interpreter of the ST and its manipulator, and the translational solutions rendered in the target language are the product of a many-layered linguistic process of transculturation. The present author is particularly interested in applying Yus's model (7 types of jokes) and his Scale of Translatability (16 translational possibilities that relate to the cultural, semantic, and pragmatic scenarios) to a translation that includes two outstanding variables: (i) it is not the translation of a given joke, but of several jokes in a play, and (ii) the humor is not contemporary, but four centuries old.
Difficulties to be expected in this analysis are related to different characters (clever, cruel, simple etc.) expressing themselves by making use of different types of humor, (witty, sarcastic, unintentional etc.), respectively. And the double articulation of the theatrical performance poses yet another question: who is the hearer of the joke? The other character(s) on stage or the audience, or both? This paper assumes, for methodological reasons, that humor happens between characters, and it is in the continuation of the dialogue between them that one will find out whether the joke, pun, sarcasm etc. was duly interpreted (i.e., whether it was successful).
The present author – a literary translator for over 20 years now – finds Yus's concept of an "alternative" (in lieu of a "duly" translated) joke most useful: when absolutely nothing from the original joke (no cultural scenario, no semantic scenario, no pragmatic scenario) resonates in the target culture, the translator has no other option than to create a brand new joke in the target language. In theater translation this is at times the only option, for the target-culture audience is supposed to laugh at a certain point during the translated/adapted performance, just as the audience of the ST did. Francisco Yus's work is more than welcome in the area of Translation Studies, for it theorizes about this (inter)linguistic phenomenon of (un)translatable jokes that is such a huge challenge in the daily practice of literary translators.

In short, this paper aims at verifying the validity of Yus's model for theater translation (or, more generally, dialogue translation).

Maria de Fátima Vilar de Melo

Le lien entre la langue maternelle et la parole symptomatique dans les aphasies : Quelques questions (Contribution to *Mother-tongue as the subject speaker's promised homeland: Focusing child language and clinical practice*, organized by Lier-DeVitto Maria Francisca & Lúcia Arantes)

Les recherches vis-à-vis à la relation entre le langage et les aphasies soutiennent des positions assez distinctes. Il faut remarquer que la majorité de ces recherches est située dans le champ biomédical et conçoit l'aphasie comme perte ou réduction du langage. Cette conception reste limitée aux aspects organiques des aphasies; elle ne prend en charge ni les aspects linguistiques, ni les aspects psychiques, de manière que, les recherches qui traitent la parole symptomatique dans les aphasies comme l'effet de l'imbrication entre l'organisme, le langage et le psychisme et, ainsi, prennent en compte les questions concernant les incidences subjectives des aphasies, sont très peu nombreuses. Néanmoins, les incidences des troubles du langage sur la vie des personnes aphasiques sont indéniables et ne peuvent être expliquées tout simplement par la localisation et l'extension de la lésion. Au Brésil, ce biais de recherche a été inauguré par un groupe de chercheurs qui travaille à la Pontificale Catholique de São Paulo (PUC /SP) - Brésil et participent au Derdic – Lael. Ce groupe est constitué de personnes appartenants à différents champs de la connaissance scientifique. Ces recherches - ancrées sur : la linguistique structuraliste, notamment sur les travaux de Ferdinand de Saussure et Roman Jakobson; la perspective de l'acquisition du langage créée par Claudia T. G. de Lemos et la conception du sujet de l'inconscient développé par Jacques Lacan - ont éclairé des questions importantes à propos de la parole aphasique, de ses incidences sur le sujet et la subjectivité. Leurs résultats signalent que les aphasies mettent en scène un clivage profond entre la parole et l'écoute chez le sujet lui-même. Clivage qui est de façon indissoluble lié à un clivage subjectif: les aphasiques éprouvent, ainsi, l'étrangeté de leur "nouvelle" condition d'être parlant. Ils ne reconnaissent pas leur parole et se considèrent exclus du langage. Ces recherches ont inspiré le travail et nos recherches que nous avons réalisées auprès des aphasiques participants au Groupe Convivialité entre personnes aphasiques et non aphasiques de l'Université Catholique de Pernambouc - Brésil. Dans ce travail, nous essayerons de réfléchir à quelques questions concernant l'effet du lien spécifique que le sujet entretient avec la langue maternelle sur la parole aphasique. Pour cela, nous allons avoir recours aux découvertes [faites à la suite] des recherches concernant les aphasies et l'acquisition de la langue étrangère qui ancrent leurs travaux sur les références théoriques citées ci-dessus et à des fragments de paroles des aphasiques qui participent ou ont participé [aussi]au groupe cité ci-dessus.

Belen Villarreal & JyEun Son

Prosody and discourse functions at the left and right periphery in Los Angeles vernacular Spanish: An analysis of "entonces" (Contribution to *Prosody and discourse functions at the left and right periphery*, organized by Sohn Sung-Ock)

A variety of discourse markers has been studied in Spanish (Briz 2001a; Martín Zorraquino & Montolío 1998; Portolés 1998; Travis 2005 among others). Most of the previous studies have focused on the semantic and pragmatic functions of Spanish discourse markers such as *bueno* 'well,' *pues* 'so,' *o sea* 'so,' *entonces* 'so,' *claro* 'of course,' *pero* 'but,' and so on. Very little research has been conducted on the role of prosody in these discourse markers.

This paper aims to analyze the interplay between discourse function and intonation pattern by examining *entonces* 'so' in Spanish. This idea was inspired by Sohn & Kim (2014)'s study which examines the interactions between prosodic features and discourse functions of Korean *kuntey* 'but' at the left periphery (LP) and right periphery (RP) of an utterance. Even though Korean and Spanish are typologically different languages, and thus *kuntey* 'but' and *entonces* 'so/then' do not share the same semantic meaning, it appears that they display a very similar pattern in terms of discourse functions and prosodic features. This paper focuses on the discourse functions of *entonces* at the LP and RP as found in recorded data obtained from native speakers of Los Angeles Vernacular Spanish. We will analyze the semantic functions of *entonces* depending on its position in an utterance and then use Praat to analyze differences in the prosodic pattern according to the position and function of the discourse marker. As we can see in the following examples, *entonces* can occur in either the LP or RP : ¿*Entonces, cómo está eso*? (So, how about this?) ¿*Cómo está eso, entonces*? (How about this, so/then?). Usually at the LP, *entonces* signals a topic shift, but little is known about its function at the RP. By examining the semantic and prosodic features of *entonces* at the LP and RP, we hope to provide more evidence for Sohn and Kim (2014)'s

proposal that prosodic features may be connected to different interactional functions, depending on their position in the left versus the right periphery.

Jocelyne Vincent Marrelli,
"Lying" in 3D: A multidimensional attempt towards reconciling theoretical and cultural "dimensions" and models of lying and deception. (Contribution to *Theoretical pragmatic and philosophical linguistic insights into irony and deception*, organized by Dynel Marta)

In the vast and varied literatures on lying, deception, misleading and un-truthfulness, one finds, among the often complementary perspectives and disciplines concerned, increasingly contrasting and occasionally apparently irreconcilable takes, for example, in the philosophical field, on whether or how to distinguish between lying and deception.

I would like to suggest, among other things, that these contrasts may be due perhaps to inadvertently confusing the theoretical and the linguistic/cultural planes, in other words, that of abstract logical distinctions and that of cultural and language specific categories and terminology. It is all too easy to fall into an ethno-lingua-centric trap when discussing the meaning of categories (that are inevitably labelled), and to raise what are abstract theoretical categories and 'terms of art' to the status of universally valid concepts and categories and dimensions of communicative acts as if they were unaffected by specific linguistic or cultural 'filters'.

The multidimensional or '3D' aspect of my attempt at a reconciliation, furthermore, does not just depend on the need to accommodate, for example, the classic three different dimensions or properties which traditionally play a crucial role in the philosophical defining of linguistic acts or moves as "lying" or not: material falsehood of p; S believes p is F; S intends to deceive H by saying that p. Their relative applicability and relationships are easily enough represented with a Venn diagram.

The multidimensionality derives also, importantly, from needing to see the dimensions applying not simply as simple binary yes/no features of sets, but rather as scales or continuums of degrees of strength between the opposing poles. This also allows for closer approximation in accommodating a variety of cultural models, not to mention other researchers' theoretical insights.

As alluded to above, these theoretical definitions would then need to be 'projected' - or we can visualize them as being projected- through specifically culturally contexted filters onto the practical 'space' of specific language/cultures, to become lexicalised concepts or categories of action in those cultures; it is in these filters that one might perhaps plausibly envisage as being somehow at work, for example, graded dimensions of negative/positive evaluation, of harm/good done to S/H, preferences for in/directness, implicitness, precision/vagueness, non/ 'seriousness' of talk context, S/H relationship, etc.

I assume that we need to make the most both of the fine logical, systematic framework insights from the philosophical debates while also incorporating the accumulating data and insights from cross-cultural perspectives coming from, among other sources, cultural anthropological and linguistic investigations and observations (among them some of my own). The theoretical and (inter)cultural levels must inform, enrich and temper each other, at least in the field of pragmatics. Where else if not here? So, this theoretical, multidimensional space, or set of spaces, I am imagining would also be multicultural, not inadvertently ethnocentric (that is the intention, at any rate).

In sum, I thus not only dare hope to be able to 'show' - as a tentatively useful sideline - the 'collocation' of possible different theoretical concepts of lying and deception, by accommodating and thus reconciling, in a unified theoretical space, contrasting takes (for example, on whether or not 'intent to deceive' is a necessary condition of 'lying', or how one can 'lie while saying the truth'), but also, and more centrally for me, I hope to be able to suggest and represent a plausible way to account for different cultural definitions and perceptions of lying, deception, un-truthfulness, and to do so within a unified space where the theoretical and the (inter)cultural are somehow reconciled, or at least made to speak to each other.

Lorella Viola
Pragmatic interference from English into Italian induced by AVT. An empirical investigation. (Contribution to *Linguistic and pragmatic outcomes of contact with English as foreign language*, organized by Peterson Elizabeth)

Studies in audio-visual translation (AVT) (i.e., Zaro 2001; Gottlieb 2001) have shown this form of translation to be more vulnerable to interferences from the source text than other forms. Studies in Italian AVT, in particular, have defined various linguistic expressions to be the result of such an interference. In this research, it is argued that the factor which paves the way specifically for pragmatic interference is the nature itself of film dialogues which try to imitate spontaneous spoken language to help the viewer to

identify with the fictional world shown on the screen. In their attempt to recreate, indeed imitate spontaneous conversation in the translated script, AV translators too have to resort to the linguistic tools typical of spoken language (e.g., pragmatic markers). While these devices contribute to make film dialogues look unplanned and realistic, they make pragmatic interference highly likely to occur, for it takes place in dialogue interaction (Thomas 1983).
Due to the media through which it operates (cinema and TV) and considering that over 80% of all AV products in Italy are imported from English-speaking countries (Antonini 2008), AVT is considered here as one of the most powerful contact situation between English and Italian since 1932, when AVT was first introduced in Italy as mandatory. This study has investigated 72 linguistic expressions of assumed interference from English into Italian AVT within grammars, historic dictionaries and corpora of written and spoken Italian to assess: 1) which linguistic expressions could be considered as instances of pragmatic interference, and 2) which of these instances have entered spoken Italian, thus inducing a change in the language. Our results show that 28 of these expressions can not only be considered as phenomena of pragmatic interference from English, but also that they have entered spoken Italian.

Tuija Virtanen

Adaptability in online customer reviews: Exploring text structure and genre (Contribution to *Adaptability in new media: From technological to pragmatic affordances*, organized by Virtanen Tuija)

Online customer reviews constitute an important mode of electronic word-of-mouth (eWOM) advertising for companies and users (Dwesar & Rao 2014; Gretzel & Yoo 2008; Moe & Schweidel 2014; Vásquez 2014). While customer rating metrics fail to provide reliable information (e.g. Wulff & Hardt 2014), studies of user appreciation indicate that the longer the review, the more interesting it will be to its readers (Chevalier & Mayzlin 2006; Lin et al. 2005). This suggests a focus on the review itself, a linguistic nexus of the genres employed through which users are 'channelled' (Myers 2000: 188) to share information, attitude and opinion on a public site. Few studies, however, exist of the use of language as an adaptive tool in commodifying digital environments where readers are invited to turn into writers (but see Vásquez 2014). Large-scale quantitative studies have, for instance, explored the expression of attitude towards particular brands (e.g. Constant et al. 2009). Yet, posters of reviews make situated choices, conscious or not, thus constantly re-engaging with genres in drawing from linguistic resources to facilitate text structuring in the particular context. Users rely on an open-ended repertoire of genres, familiar to them from offline or other online environments, adapted to fit the technological affordances of a given eWOM site, or brand-new genres displaying pragmatic affordances of their own (Herring 2013; Virtanen 2010). The increasingly popular eWOM discourse showcases many facets of 'adaptability' (Verschueren 1999; Verschueren & Brisard 2012) in relation to the affordances of various modes of computer-mediated communication (Herring et al. 2013).
This paper explores adaptability at a nexus of promotional and academic genres, with the aim of accounting for the text-structuring decisions displayed in user/customer-generated reviews of books on a major retail website. The technological and communicative affordances are laid out in the retailer's guidelines for 'great reviews'. In order to examine the evolvement of pragmatic affordances in this sphere of linguistic variability, customer reviews of academic books were analysed in depth for text structure, genre characteristics and writer visibility. The retailer's policies for selecting, and possibly editing or drafting, customer reviews are not known; still, the data are valuable also because of the impetus that such texts give to the linguistic development of eWOM modes.
Findings suggest that posters employ text structure to establish credentials for the review, by adapting it to one of the following: user-centred narratives, student writing, professional academic reviews, promotional book blurbs, but also to straightforward brief expressions of opinion, reminiscent of the current culture of 'liking'. In particular, shifts between factual and attitudinal discourse indicate a preference to authenticate the reviewer persona through topic-oriented academic discourse (such as student writing or professional book reviews and blurbs) along with an ego-centred testimonial, which may include an explicit indication of poster identity. What emerges is an insight into the workings of adaptability in relation to the technological and promotional affordances of the particular customer review environment, which has implications for the evolvement of pragmatic affordances for eWOM discourse.

Jacqueline Visconti

Conveying contrast across languages: Italian anzi (Contribution to *Discourse connectives across languages and modes: Challenges for discourse annotation*, organized by Zufferey Sandrine, Liesbeth Degand & Daniel Hardt)

Italian discourse connective *anzi*, roughly corresponding to English "on the contrary" (but see below), displays wide variation both cross-linguistically and across the spoken and written mode. One of the main factors at stake in such variation concerns the delimitation of the related segments: compare, for instance (1), in which *anzi* relates two propositions, to (2), in which it links two adverbs:

(1) Il mondo poetico dell'autore fiorentino è, poi, estremamente colorato, *anzi* il colore né è l' attributo più evidente (RIDIRE).
'The Florentine author's poetic world is, also, extremely colourful, *anzi (actually)* colour is its most obvious attribute'.
(2) Nelle poesie di Tostevin è come se una scrittura sostanzialmente *anzi* carnalmente nemica del dualismo si inducesse a demolirlo giusto per via di coppie oppositive (RIDIRE)
'In Tostevin poems it is as if her writing style substantially *anzi (or rather)* carnally obstile to dualism attempted to demolish such dualism precisely by oppositions'.

As apparent in the English translations above, cross-linguistic rendering of *anzi* is highly problematic. English dictionaries suggest *in fact, actually, on the contrary; (or) rather*; but also *indeed , nay , quite the contrary , as a matter of fact , better yet , then again* (WordReference). German dictionaries list: *sondern, vielmehr, im Gegenteil, besser noch* (Pons), French *au contraire, même , ou plutôt, ou, mieux* (telefonerò, *anzi* passerò: je téléphonerai, *ou, mieux*, je passerai), but also *je t'en prie*, as in (3) (Larousse):

(3) A. — ti dispiace?
B.— anzi !
A. — ça te dérange?
B. — je t'en prie !

The aim of this paper is to provide a fine-grained characterization of the syntactic, semantic and pragmatic features of Present Day Italian *anzi* across both the written and the spoken mode. The corpora used include the existing RIDIRE, C-ORAL-ROM and LIP, as well as a corpus of texts currently in preparation for the Italian project " Il corpus dei corpora per il nuovo vocabolario dell'italiano post-unitario " (PRIN). The achieved characterization, with its focus on the delimitation of the related segments, will provide the basis for refining both the cross-linguistic analysis of the connective and its discourse annotation.

Eero Voutilainen

Metapragmatic discourse connectives as markers of action shift in Finnish parliamentary speech: The case of mut(ta) 'but' (Contribution to *The Semantics, pragmatics and metapragmatics of discourse connectives, markers and particles in variable contexts*, organized by Blackwell Sarah)

In the Finnish Parliament, as in parliaments in general, political interaction in the public plenary session is heavily codified by different institutional norms. These include the norms of turn-taking that regulate the length and frequency of turns produced by a single MP. Due to this conversational control, it is usual for an MP to produce an extended, multi-unit turn that implements multiple actions, as well as responds to contributions by several prior speakers. This kind of multifunctionality is partially accomplished and organized by the use of metadiscursive or metapragmatic discourse connectives (i.e. discourse markers or particles; see e.g. Schiffrin 1987; Jucker & Ziv 1998; Fischer 2006; Aijmer 2013) that mark a shift of action in the turn: they bring the ongoing action to its completion and initiate a new one to follow.

In my presentation, I will analyze the use of discourse connectives in the plenary session of the Finnish parliament. Discourse connectives in the parliamentary speeches range from single particles (e.g. *ja* 'and', *no* 'well', *eli* 'so') to more complex performative and metapragmatic expressions that, for example, organize the structure of the turn, formulate the action being done, and direct the interpretation of the turn (*ja haluaisin sanoa myöskin pakosta* 'and I would also like to say about this obligation'; *no sitten tästä kuntarakenteesta* 'well, then about this communal structure'). However, there is considerable variation in the form and function of the discourse connectives. Many of them are also multifunctional, being used differently in different discursive contexts.

As an empirical case study, I will analyze the use of discourse connective *mut*(*ta*) 'but' in the plenary session interaction. I will focus particularly on the impact that the discursive and sequential context, activity type and the location of the connective in the turn has on the function of the connective.

I will argue that *mut*(*ta*) has conventionalized as an index of returning to the main topic and action done with the turn after turn-initial response and mid-turn parenthesis. Furthermore, I will discuss the metapragmatic nature of *mut*(*ta*), as well as its use in different metadiscursive and performative expressions (*mutta sitten muutamia kommentteja opposition puolelle* 'but then a few comments to the opposition').

My data consist of videotaped plenary sessions from years 2011–2014. Methodologically, I combine ethnomethodological conversation analysis with certain aspects of linguistic discourse and genre analysis.

Sabine Wahl

Sonnenklar.tv: Advertising travels via teleshopping – a linguistic and multimodal analysis (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Since 2010 the German travel agency sonnenklar.tv has been presenting its offers via a teleshopping channel that broadcasts 24/7. According to the information given on the website, sonnenklar.tv intends to make the travel catalogue alive. Therefore, the print genre "travel catalogue" has to be adapted to the possibilities of the medium television by the use of moving pictures and sound (spoken language, music and sound effects) to appeal to the potential consumers.

This paper aims at analysing the linguistic (spoken and written language) and multimodal design of the travels advertised by sonnenklar.tv. It will particularly focus on the multimodal communication with the television audience, the use of imperatives and other form of appealing to and addressing the audience. Moreover, this study will show how the different semiotic resources (language, moving pictures, music and sounds) are employed to present the country, region and/or city of the respective offer. The results will be compared to a study on teleshopping in the category "kitchen and cooking" (Frommert 2012) and the classic television commercial advertising various countries in a form of nation branding as attractive holiday destinations.

Jiayi Wang & Helen Spencer-Oatey

Perceptions of face: Chinese officials in America (Contribution to *Interpersonal pragmatics of social interaction in Chinese*, organized by Chang Wei-Lin Melody & Michael Haugh)

While face has been a central concept in (im)politeness research, a growing number of scholars (e.g., Arundale 2013; Haugh 2009, 2013; Haugh and Bargiela-Chiappini 2010; Spencer-Oatey 2007, 2013) have called for face to be studied in its own right. In this paper, we use an authentic case study of an official Chinese delegation trip to the United States to explore Chinese perceptions of face in official settings.

Drawing on video recordings of the delegation's intercultural interactions and spontaneous comments made during evening reflection and planning meetings, this case study explores the types of face comments made by the delegates and the key strategies they used for managing face.

Several interesting findings emerged from the analysis. Firstly, the delegation members talked spontaneously about face as they reflected on the days' events and they placed face enhancement, as their primary goaleven when there was no potential face threat. This undermines traditional accounts of face which typically view it through the lens of politeness (Hernández-Flores 2004). Secondly, one side's face could ambivalently increase and decrease simultaneously from the Chinese perspectives. Thirdly, while face was jointly constituted in interaction (e.g., Arundale 2013), the Chinese delegation's strategic planning of face still played an important role in the official interactions.

Overall, they spoke of face as a volatile image that endured over interactions and time. This paper relates these findings to recent theorising of face within the field of interpersonal pragmatics (e.g., Haugh, Kádár and Mills 2013).

Nigel Ward

Prosodic constructions for contrast, complaint, and contradiction; and their common elements (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)

Most utterances in dialog are multifunctional, simultaneously conveying more than one message or function. We would like to model how prosody contributes to function in such cases.

I investigated this by examining utterances in English dialog that include a specific prosodic pattern involving a region of narrow pitch. This pattern was identified as common by bottom-up automatic analysis of unscripted conversations (Ward 2014). This pattern includes three components: first a fairly loud region with wide pitch range and fast speaking rate; second a region of narrow pitch range lasting at least about 400 milliseconds, often in creaky voice; and third a region of wider pitch range. The initial wide-pitch region can be performed by either speaker.

To investigate the uses of this pattern, I examined places in dialog where it was strongly evident, as determined by a process that scored the presence of the components, and I also reviewed descriptions in the intonation-contours literature. This pattern has at least four functions: a) expressing a contrast to what came before, b) complaining (Ogden 2007), c) expressing grudging appreciation, and d) contradicting. In the following examples, the start and end of the narrow-pitch region is indicated by underlining.

a) A: easier to program on that, per se, so I don't know why
B: well, the, I mean the problem with that is, to do like uh, to to compile
b) A: can you hear me?
B: yeah, but I hear a lot of static
c) A: wow, I didn"t know that
B: yeah, it's, it's pretty cool
d) A: I'm not going to Japan (Hedberg, Sosa, Fadden 2003, example 2)

Pragmatically, these uses share a common element: the person producing the narrow pitch region is referencing specific, personal knowledge, and is inviting the other person to consider that fact or perspective. Thus there is a direct form-function mapping, and we can consider this pattern to be a construction: I dub it the Bookended-Narrow Construction.

The functional differences among these four uses can be explained by specific phonetic differences, each of which contributes its own component of meaning. Grudging appreciation (c) has creaky voice as befits speaking from authority, and has relatively smaller pitch excursions before and after the narrow pitch, as befits a factual perspective, whereas complaining (b) has comparatively wider pitch range before and after, as befits an expression of attitude or feeling. Complaints also frequently co-occur with a nasalization, indicating a bid for sympathy. Contradictions (d) have even wider pitch ranges before and after, and end high with a possible volume fade out, indicating an unstated implication that the other person should consider and probably respond to.

These observations are consistent with a model in which prosodic constructions are compositional: observed prosody is the superimposition of the co-present constructions' prosody, and the observed meanings are the summations of their meanings.

Johanna Warm

Humour in private public messages on Facebook (Contribution to *The pragmatics of conversational humour*, organized by Sinkeviciute Valeria & Marta Dynel)

Social Network Sites like Facebook are publicly accessible networks where registered users can „write themselves and their community into being“ (boyd 2010: 120). The profile page (or the timeline combining profile page and wall since 2011) is at the heart of Facebook: It is used for self-presentation as well as to establish links to the profiles of online-friends and connect with them (cf. boyd/Ellison 2007: s.p.). Unlike other forms of computer-mediated communication, Facebook mostly connects persons who have already met in their offline lives. This kind of anchored relationship (Zhao et al. 2008) leads to the phenomenon of messages of private content that are published in the (more or less) public space of the Facebook-Wall (cf. Dürscheid 2007). The tension between private and public also influences the content of status updates and wall comments: Since on Facebook the different groups of friends of a person overlap, it has to be decided, which private themes are safe to be adressed in order to achieve advantages for the impression one wants to display without risking to annoy other parts of the audience. As previous work on positioning in Facebook profiles (Bolander/Locher 2010; Warm forthcoming) has shown, humour is an important quality that is projected frequently in the users' profiles. Moreover interactional humour plays an important role in establishing and strengthening friendship, thus in performing relational work on Facebook. In this contribution the following questions are adressed: - What kinds of interactional strategies and linguistic means are employed to position oneself as a humourous person? - What kinds of interactional strategies and linguistic means are employed to establish and strengthen relationships on Facebook? - What functions does conversational humour fulfil in the context of Facebook? - How are other kinds of media integrated in Facebook texts in order to create humour? To answer these questions, a corpus consisting of the Facebook profiles of four italian Teenagers will be analysed. Two months of the content of their wall was collected, resulting in a corpus of 475 mini threads (263 status updates, 212 wall posts and the respective comments).

Ann Weatherall & Leelo Keevallik

'I understand'-prefaced formulations of the other (Contribution to *Fixed expressions as units*, organized by Helasvuo Marja-Liisa & Ryoko Suzuki)

There are more and less fixed structures in language and while there is relatively little controversy as to the extreme ends of this continuum, patterns that are somewhere between routinized grammar and freely moving lexicon have always constituted an analytical challenge. This paper looks at the preface 'I understand' across three languages, Estonian, Swedish and English, and argues that together with an other-attentive claim 'you/your X' (where X is a cognitive concept) it is a semi-fixed format in all the languages, a "claim to the intersubjective", that is deployed for bridging misalignment between participants. By saying 'I understand that you/your X' the speaker claims to have successfully accessed the other's motives, but does so in order to progress her own agenda.

Considering that the format itself is flexible and some related formats, such as 'I know you X', can be used in a similar way the paper explores the limits of fixation in complex grammatical structures. It nevertheless suggests that these structures display a degree of routinization. The following holds for 'I understand that you/your X':
1) syntactically relatively fixed
2) involves the cognitive verb 'understand' in 1st person (first segment)
3) involves a cognitive formulation of the other (second segment)
4) regularly a part of an extended turn
5) serves the speaker's agenda
6) bridges participant misalignment
The complex structure displays functional and syntactic coherence, even though it is not phonetically reduced nor semantically bleached, as grammaticalizing structures often are. While not claiming that the lexical items involved have exactly the same meaning extensions in the respective languages, there seems to exist a similar form – function mapping in all of them. Speakers use "claims to the intersubjective", often as part of a complex turn, to display being at one with the recipient while pursuing own goals. The usefulness of this structure as an interactional strategy seems to originate in the verb 'understand' that presupposes the factual truth of its grammatical object. This makes the formulations of the other in the object complement clauses hard to contest.
Participants in interaction display understanding implicitly in every next turn and the 'I understand'-preface is thus an unnecessarily explicit expression. In effect, it conveys epistemic meaning, speaker certainty (while many 1st person + cognitive verb structures, such as *I think* in all the three languages downgrade the certainty). In combination with a complementizer and complement clauses formulating the other it constitutes a routinized structure. The study discusses degrees of linguistic fixation in relation to interactional function beyond the already well-known pattern of grammaticalizing pronoun+verb combinations. It thereby addresses the nature of complex clause grammar in a three-language perspective.

Wan Wei

Business routine as achievement: Object transfer and coordinated action in service encounters (Contribution to *Object transactions: Embodied encounters at the counter*, organized by Mondada Lorenza & Marja-Leena Sorjonen)

Researchers in Pragmatics and Conversation Analysis have long demonstrated a strong interest in the materiality of face-to-face interaction (Garfinkel 2008; Mondada 2012; Nevile, Haddington, Heinemann , & Rauniomaa 2014). There is a growing body of literature that investigates the practice of object transfer in different settings (Mondada 2014; Korkiakangas, Weldon, Bezemer & Kneebone 2014 ; Koschmann & Zemel 2014; Richardson & Stokoe 2014).
Based on 9 hours of video recordings, this study examines the practices of object transfer in service encounters in a small takeout Thai restaurant. In this setting, participants may have multiple concurrent involvements (Raymond & Lerner 2014). For instance, the owner may rush into the kitchen to communicate with the cook while the next customer has already initiated the action of ordering ; or the customer may be engaged in another conversation while the owner is ready to take their order or payment. Transferring objects is an essential collaborative task in these service encounters since objects are important resources in the accomplishment of institutional goals. Two major environments of object transfer are examined here: when customers pass payment (cash or credit card) to the owner, and when the owner delivers food orders to customers. Although these business transactions are mostly achieved smoothly and apparently effortlessly, moments of misalignment reveal the interactional practices that are involved in achieving smooth object transfer. Analysis of these moments of misalignment shows the variety of linguistic and bodily practices that participants employ to coordinate with each other in accomplishing object transfer.
The study shows two main categories of adjusting actions: 1) verbal actions such as "hold on", or "wait a minute" and 2) bodily actions such as changing body orientation, withdrawing eye gaze or retracting an object. By deploying these vocal and bodily practices, participants manage multiple concurrent involvements and fix the problem of misalignment. These two different sorts of practices may have different interactional consequences. By using verbal actions, interactants run the risk of exposing the misalignment, thus making relevant additional interactional work such as accounts and apologies. On the other hand, using bodily resources allows the problem to be fixed without being fully exposed.
Results from this study indicate that the seemingly effortless business routine in service encounters in fact demands laborious interactional work. In occasional moments of miscoordination, participants utilize a variety of linguistic and bodily resources to fix problems. While linguistic resources bring the

miscoordination to the surface, bodily resources are exploited and managed as a way of averting miscoordination without exposing the miscoordination.

Matylda Weidner

Different shades of aha-moments in Polish talk-in-interaction (Contribution to *Indicating a change-of-state in conversation: Cross-linguistic explorations*, organized by Heinemann Trine & Aino Koivisto)

Adding to the still developing body of conversation analytic research on Polish (Zinken 2013; Zinken and Ogiermann 2011) and contributing to the cross-linguistic explorations on the broader area of change-of-state (Betz and Golato 2008; Hayashi 2009; Heritage 1984; Koivisto 2013), this paper focuses on two tokens in Polish – *aha* and *a*. *Aha* is an exclamation, whose conventionalized functions center on indicating confirmation, understanding or recollection. The functions and the contexts of usage for *a* are much broader and pragmatically opaque, since *a* can be a disjunctive particle, a conjunction or an exclamation. This paper draws on the analysis of data from ordinary and institutional conversations to examine the sequential contexts in which *aha* and *a* get deployed. The aim of the paper is to illustrate the varying kinds and shades of the change-of-state that these tokens indicate, ranging from registering a change in the speaker's informedness or understanding through doing recollection.

Elda Weizman

Irony in online commenting on newspaper op-eds: A cross-cultural examination of the relations between participatory discourse and culture in Israel and the USA (Contribution to *The digital agora of social media*, organized by Johansson Marjut, Sonja Kleinke & Lotta Lehti)

This presentation studies the use of irony as a stance-taking strategy in readers' comments on newspaper opinion editorials (op-eds) in Israel and in the USA. Specifically, it asks whether the use of irony enhances the threat to face embedded in the confrontational nature of comments, and how it affects the interactional nature of commenting. To answer these questions, we (1) examine commenters' perceptions of irony through the analysis of meta-comments on online commenting in general and on irony in particular, (2) account for speakers' perceptions, relying on a comparison between ironic comments and non-ironic ones, and (3) match commenters' perceptions with actual practice in the Israeli and American contexts and interpret them in terms of potential threat to face.

The study thus joins previous discourse analytical research on readers' comments, which studies the discursive realizations of stance-taking, evaluation and positioning, and highlights the preference for disagreement (Johansson 2012 forthcoming), as well as previous studies of irony, which explore responses in interaction (e.g. Kothoff 2003; Eisterhold et al. 2006; Gibbs 2000; Weizman forthcoming).

As Dori-Haceohn and Shavit (2013) argued, the online commenting arena in Israel is a cultural phenomenon characterized by a bashing ritual that communicates a radical pessimism about the very possibility of its own communicability. We will posit that the use of irony in readers' comments plays an important role in this ritual. A previous study of readers' meta-comments, based on the search for key-words such as *irony* , *cynicism* and *sarcasm* in a 2-million word corpus of op-eds and commenting crawled daily from the Israeli internet site of *NRG* , shows that readers judge irony in op-eds as inefficient and damaging to positive and negative face, and therefore – as compromising the interaction between readers and columnists (Weizman 2012 forthcoming). The research reported here extends the analysis and examines readers' meta-comments on irony in the *Washington Post*. It further compares the use of irony in the internet sites of *NRG* and *the Washington Post* in terms of the corresponding readers' perceptions. Findings are derived from 24 op-eds and their comments in each language, representing a randomly selected single week (February 23 - March 1 2015) .

Jonathan White

Converging towards norms in L2 computer-mediated communication (Contribution to *pragmatic perspectives on networked L2 discourse*, organized by Vandergriff Ilona)

This talk discusses the question of whose discourse norms are relevant in L2 English CMC. Stemming from early work in second language acquisition, learners' competence is often measured against native speaker norms. Deviations from these norms are identified as errors. Work since then, and particularly research rooted in World Englishes (Kachru 1985), has moved this debate on towards an acceptance of non-native norms as a valid learner target. Discourse communities of practice develop their own local norms of usage, whether they consist of native or non-native speakers (Lave and Wenger 1991; Wenger

1998). Naturally, such communities can also be global in nature due to having members from a variety of cultures, especially when they are online communities – hence we can talk about such communities as "glocal".

In the talk, we demonstrate that it is possible to identify the process of norm-setting in a limited corpus of CALL data. We focus on the process of convergence towards norms for the use of reduced linguistic forms (such as clippings and homophones) within an L2 English community of learners. The community comprises a group of advanced English learners (mostly teachers of English themselves, and mostly L1 Vietnamese speakers) who were studying on a distance MA programme in English Linguistics. We demonstrate that the convergence process is visible over the period of their first course on the programme, a survey of English Linguistics, and that it is the non-native speakers that are in control of it. The data consists of a series of pre-seminar and seminar discussions taking place through Skype textchat.

Colpaert (2013) discusses a series of methodological challenges in research into CALL, and we end the talk by addressing these. Methodologically, the setting of norms is a complex process to map, and typically requires large sets of data over long periods of time. However, as I note above, even small corpora of data can give us insights into these processes. Variation among learners is a common feature that complicates the research process. However, as Larsen-Freeman & Cameron (2008), and Larsen-Freeman (2012) note, in Complexity Theory variation is an inevitable component of a system, and in fact can be seen as a marker that a system shift (such as the setting of a discourse norm) is in progress. The replicability of studies of norms can also be questioned, as the identification of the norm-setting process depends very much on the linguistic feature(s) in question, plus the make-up of the community.

Marlies Whitehouse & Daniel Perrin

Improving audience design in financial communication. A pragmatic approach to financial analysts' recommendations for investors (Contribution to *The Pragmatics of financial communication*, organized by Perrin Daniel, Arman Eshraghi, Rudi Palmieri & Marlies Whitehouse)

Financial analysts and their texts play a key role in financial communication. Despite their importance, both the analysts as writers and the texts themselves are widely under-researched, as a review of the state-of-the-art research in the field reveals. This is the gap that a large research project on financial analysts' written communication aims at closing.

Based on a context-annotated corpus of roughly 1500 financial analysts' company reviews (in German, English, and Japanese), we investigate the cultural, organizational, and individual variety of the texts' communicative potential for investors. Based on this knowledge, we identify critical situations and situative good practices within global financial communication.

In our presentation, we focus on equity analysts' texts for investors (part 1). Based on a qualitative German sub-corpus (part 2), we use pragmatic text analysis (part 3) to explain why these texts are hard to understand for relevant parts of their target readers (part 4) and how writing coaching can improve the communicative potential of these texts (part 5). By doing so, we draw on principles of transdisciplinary action research.

Camilla Wide & Elizabeth Peterson

English pragmatic borrowings in Finland-Swedish web forum discussions (Contribution to *Linguistic and pragmatic outcomes of contact with English as foreign language*, organized by Peterson Elizabeth)

Recent studies have demonstrated that in locations where English is widely used as a foreign language, anglicisms tend to be used in what has been called "pragmatic borrowing" (see for example, Andersen 2014). For example, in Finland borrowings such as *please* have been explored in Finnish (Peterson & Vaattovaara 2014). In Sweden, the use of English expletives (Beers Fägersten 2014) and interjections (Sharp 2007) in Swedish discourse have been investigated. This paper focuses on pragmatic borrowings from English in the Swedish spoken in Finland, focusing in particular on data from Finland Swedish computer mediated communication (CMC).

In Finland, Swedish is spoken by 5 % of the total population (i.e. about 300 000 people). Despite being spoken by a rather small minority, Swedish holds a relatively strong position due (in part) to the fact that Finland was part of Sweden for some 600 years. Swedish is one of the national languages in Finland and is recognized as one of the regional standard varieties of Swedish. There are several features that make the Swedish spoken in Finland distinct; for example, dialectal variation and contact with Finnish. Although the spoken norms can differ from those in Sweden to various extents, Finland Swedish has the same written language norms as Sweden Swedish.

This set of circumstances makes the exploration of CMC in Finland Swedish especially interesting. As has been demonstrated in many studies, CMC tends to incorporate features that are associated with spoken language, such as pragmatic particles. This could be even more prominent for Finland Swedish CMC given its status as the non-dominant variety of Swedish and the fact that spoken Finland Swedish is already distinct from written (Finland) Swedish. Thus, Finland Swedish CMC, in this case web discussions, are likely to demonstrate evidence of pragmatic particles, including pragmatic borrowings from English.

In this paper we explore pragmatic borrowings from English in a corpus a web forum discussions in which the participants are university students. Our aim is to establish what linguistic elements are borrowed from English, how they are incorporated into the discourse and what their functions seems to be. There are two main hypotheses which are examined: first, that some anglicisms (such as idioms) are adopted wholesale into the Finland Swedish discourse; second, that, due to contact with Finnish, certain other anglicisms come to the Finland Swedish discourse through Finnish.

Janina Wildfeuer

Multimodal argumentation in context. CCP and dynamic discourse semantics as new features for the study of argumentation (Contribution to *Pragmatic insights for analysing multimodal argumentative discourse*, organized by Tseronis Assimakis, Chiara Pollaroli & Charles Forceville)

This talk wants to take into consideration a basic notion of dynamic discourse semantics, the so-called Context Change Potential (CCP; Asher/Lascarides 2003: 42), as a new and necessary feature of multimodal argumentation studies. It wants to highlight the notions of context, coherence and the dynamic change of interpretation as indispensable pragmatic patterns that need to be taken into account within the analysis of argumentation in multimodal discourse.

In formal and dynamic semantics, Context Change Potential is the way newly added information to a discourse can change and reshape existing interpretations of this discourse by assuming a dynamically unfolding interpretation operated by the recipient. This interpretation process is no longer only based on decoding mechanisms and denotations, but also functions by reconstructing the specific discursive context of the meaning-making patterns.

For multimodal discourse, this is of significant importance, since (audio-) visually expressed standpoints relay on inferences of the most plausible interpretations. These inferences are always defeasible and abductive (cf. Peirce et al. 1979) and clearly need a context-dependent analysis based on specific constraints that guide the recipient's interpretation. In particular, certain text types with argumentative patterns, such as short comic strips, advertising spots or movie trailers, often work with a dynamically changing interpretation, which, at the end, suddenly reveals their persuasive patterns. For a detailed analysis of these multimodal texts, it is absolutely necessary to include the contextual influence and dynamic change potential. This has already been done within accounts for film discourse interpretation (cf. Bateman/Schmidt 2012; Wildfeuer 2014) or the examination of comics (Bateman/Wildfeuer 2014a/b), but it has so far not been applied to the analysis of argumentative discourse.

The talk will thus present an analytical attempt to include the notion of CCP into the analysis of the texts' argumentative functions by showing several short example analyses. It will demonstrate the applicability of formal discourse semantics approaches for the study of argumentation and at the same time emphasize the need for change in its handling of the notion of context.

Bob Wilkinson

Ambivalence towards bilingual language policy in a multilingual context (Contribution to *Multilingualism in tertiary education: Institutional communication and the (in)visible roles of standard and non-standard varieties*, organized by Smit Ute & Monika Dannerer)

Universities are confronted by a wide range of often conflicting forces. They need to find ways to cope with and benefit from the forces of globalization; they need to contend with decreasing government funding; they need to widen access to ever more social groups, including speakers of more and different languages; they need to demonstrate transparent accountability to national and local society. The trends imply that universities must be efficient and economical, stable and flexible, and above all rigorous in the design, implementation, evaluation, and funding of study programmes. Over the past few decades these forces have stimulated universities to open access to an ever widening student body, whose members may come from many different countries and cultures. At the same time the same forces of globalization have led to a local environment which is less and less monocultural and monolingual. Universities can be said

to both reflect their altered local environment and serve as precursors of socio-cultural change. To manage within this multilingual and multicultural context, universities face choices. Theoretically, they could offer programmes in several different languages and create conditions to learn and appreciate different cultures. In practice, questions of economics and rigour are likely to dictate that only a very limited number of languages can be used efficiently, and often the dominant local language and / or a language of wider dissemination will be adopted. The choice frequently involves many actors, students and staff, in the university context having to use their second, third or even fourth language for instructional and administrative communication. This situation may be compared to using the lowest common denominator. To regulate language use and assure quality, universities are increasingly setting out language policies and language strategies, often as a component of internationalization strategies. This contribution looks the attitude towards language use and language policy in a single Dutch institution which has adopted a bilingual policy, Dutch and English, to regulate instructional and administrative language use in a setting where three regional languages meet, Dutch, German and French. This is a setting where locals take pride in the strength of local dialect but are aware of its marginalization in the academic setting, and where actors in the institution may speak as many as thirty or forty different first languages. On the basis of a qualitative interview study (Wilkinson 2014), the contribution reports the ambivalence actors feel towards current language policy and use, and how they subtly distance themselves from top-down decisions, suggesting that a lack of ownership of the policy may confound its implementation.

Valerie Williams

Research questions as delicate objects: Back and front stage interactions in doing research (Contribution to *'Tell me all about it': Interactional dynamics in research interviews*, organized by Williams Valerie & Kathryn Roulston)

In research interviews, participants to varying extents display their awareness of why they may have been asked to take part in the interview (Holstein & Gubrium 2004; Baker 1997), foregrounding one or more membership categories. Matters of identity become particularly salient when research encounters are set up in order to foreground the 'peer' status of the researcher and researched (Oliver 1992; Williams 2011). Drawing here on Goffman's notions of 'backstage' and 'front stage' activities, this paper aims to trace the identity work done in constructing and delivering first research questions (i.e. those which open an interview), where matters of interactional purpose are most at risk.

Using both conversation analysis (CA) and membership categorisation analysis (MCA), I explore data from two projects. One was a peer research project carried out in 1998 (Williams 2011) with approximately seven hours of 'front-stage' video data taken from focus group interviews, and ten hours of 'back-stage' audio recordings in meetings and preparation sessions; the other was a national study examining the experiences of disabled people using personal budgets (Williams & Porter 2013), with some eighty hours of front-stage audio recordings of interviews, and two or more hours of backstage deliberations in advisory groups. In both studies, I draw on the notion of intertextuality to trace the interactions which led to the opening research question being formulated, and then used *in situ.*

I show how matters of category membership are deeply implicated in the conversations where research questions are formulated, as well as in the interviews or focus groups where they are put into play. For instance, in the first study, researchers had jointly formulated a potentially delicate question with ambiguous reference: 'What do you think about people being labelled?'. However, its use in the first focus group gave rise to considerable interactional trouble, as two participants immediately questioned the reference of the question, and related the term 'learning difficulty' to themselves:

87. Jon in what sort of way labelled in what sort of way
88. Mark er -what do you think about people being labelled
89 being um like being – umm (.) like – like with a learning difficulty
90. Will like – like - like us you mean ↑
91. Mark no like – like learning disa- disability
92 Will o::h

The paper will conclude with some discussion of the analytical tools we have found useful. As speakers deliver these question-answer sequences, CA shows us how each party's turn reveals their understanding of the previous speaker's purpose. However, in a broader sense, the whole interactional sequence reveals speakers' growing understanding of each other's relevant identities, and also of the purpose of the occasion in which they are engaged. These matters emerge from the interaction, but they also constitute the tools speakers have at their disposal to produce their sequentially organised talk, and are thus available to analysts who are interested in the dynamics of research talk.

Robert Willison

Irony and sincerity (Contribution to *Theoretical pragmatic and philosophical linguistic insights into irony and deception*, organized by Dynel Marta)

In ordinary talk, irony and sincerity are often treated as contrast classes: if an interlocutor mistakes our compliment as having been delivered ironically, for example, we're likely to correct her by asserting that we were being "sincere". This contrast is largely replicated in technical discussions of irony's pragmatics, where most influential accounts of irony's mechanism make some form of insincerity a necessary condition. According to H.P. Grice's influential account, for instance, an ironist flouts the first maxim of quality ("Do not say what you believe to be false"); according to the two foremost post-Gricean accounts of irony (echoic mention/interpretation and pretense theory), an ironist implicitly disassociates herself from the propositional content she mentions (usually in order to ridicule it), or merely *pretends* to execute a speech act that she does not genuinely execute. In my presentation, I'll argue that these accounts draw the contrast between irony and sincerity too stringently: ironists can be sincere.

Though verbal ironies are often effected by the use of pretense (just as pretense theorists claim), neither pretense nor dissociation is a *necessary* condition of verbal irony. Consider, for example, Grice's third maxim of manner: "Be brief (avoid unnecessary prolixity)." We can read Grice as employing a clever sort of irony, here (the utterance violates the rule it expresses) *without* reading him as dissociating himself from its propositional content, or as pretending to issue a prescription he's not really issuing. This, I'll argue, is because irony is best identified by its *form* (as characterizing interpretive structures whose meanings undermine, or are undermined by, their media) rather than by its mechanism. Pretense is one way of constructing interpretive structures that possess this form, but it isn't the only way.

I'll frame my argument with a brief discussion of insincerity (distinguishing strong insincerity, commonly associated with some intention to deceive, with weak insincerity – the transparent sort most often associated with irony), and conclude by considering some of the implications of my account, including those related to irony's continuity (the relationship between its several kinds) and its ethics.

Deirdre Wilson

Explaining metonymy (Contribution to *Understanding metonymy: Context and cognition*, organized by Chen Xinren)

Relevance theorists have argued for a long time that the function of the linguistic meaning of an utterance is not to encode the speaker's meaning but to provide evidence of her meaning. They have also tried to show (in contrast with standard pragmatic accounts) that 'figurative' utterances are not departures from normal linguistic practice, and involve no special interpretive mechanisms or principles not required for ordinary 'literal' utterances. While there are plausible treatments of hyperbole, metaphor and irony along these lines (see e.g. Wilson & Carston 2006, 2007; Sperber & Wilson 2008 on metaphor, and Wilson & Sperber 2012 on irony), metonymy presents a serious challenge. How can the speaker of (1)-(3) be seen as providing evidence of her intention to refer to a patient, a customer and a group of people, respectively, and what continuities are there between the interpretive mechanisms or principles required for metonymic uses and those required for ordinary 'literal' utterances? (1) The appendicitis in bed 3 is threatening to write to the newspapers (2) Can you take the sole meunière his glass of wine? (3) Buckingham Palace is refusing to comment. After arguing briefly that standard accounts of metonymy in terms of 'transfer of meaning' (e.g. Nunberg, Recanati) are neither inferential enough nor generalizable enough to provide an adequate solution, I will outline an approach to metonymy (developed jointly with Ingrid Lossius Falkum) which may help to meet this challenge.

Adam Wilson

The "language of tourism" in exolingual tourist information service interactions (Contribution to *The pragmatics of tourist communication - strategies of adaptation*, organized by Held Gudrun)

Interaction between tourists and hosts in international tourism constitutes one of the most common forms of exolingual interaction the world over. Despite this fact and recent interest in tourist communication in discourse analysis, detailed analyses of these tourist-host interactions remain few and far between. This is surprising when it is considered that these interactions constitute one of the few instances of direct linguistic interaction between tourist and destination. This paper offers a sociolinguistic analysis of service encounters between international tourists and tourist advisers.

The paper is based on examples taken from an original corpus of recorded interactions between native French-speaking tourist advisors and international (non-native French speaking) tourists. The corpus is

the product of an innovative fieldwork project undertaken in a tourist information office in a well-known French city.
The aim of this paper is to explore to what extent the language used by hosts in interaction with tourists can be considered as "language of tourism" (Dann 1996). The paper discusses how the discursive nature of tourism is represented *in situ* in these service encounters and how the hosts adapt their discourse and communication practices when interacting with foreign tourists.
Using excerpts from the corpus, it will be shown how the special features and properties of the "language of tourism" as a variety – and especially those of authenticity, strangerhood, play and conflict – are incorporated into the linguistic practices of tourist advisers in spontaneous interaction. Furthermore, this paper also gives an insight into the pragmatic adaptability of the "language of tourism" by shedding light on the huge variety present in the linguistic, sociolinguistic and discursive practices employed by hosts in this main "point of contact" between tourist and destination.

Nick Wilson

There's no "I" in team (Contribution to *The social dynamics of pronominal systems*, organized by Bouissac Paul)

The exact origins of the phrase "There's no "I" in team" are unclear, although it has been frequently used to stress the importance of co-operation in teams since at least the 1930s. This paper demonstrates that there may not be an "I" in team, but there certainly is one in team leadership.
Drawing upon recorded authentic interactions taking place within a New Zealand rugby team, t his paper examines the construction of leadership style through the lens of stance-taking in discourse. It focuses on a set of formulaic directives found in a small corpus of interactions involving the two coaches and the captain of the team, and uses these to demonstrate how individual leadership style can be graphically represented as a matrix of frequently-used socio-pragmatic features. The analysis presented here draws upon the indexicality of formulaic language; examining the locally constructed social meaning of formulaic expressions. In particular, the directives involving the verbs WANT and NEED are analysed with reference to how the use of different personal pronouns within these directives can shape not only the illocutionary force of the utterances but also position the speaker relative to the addressees. Given that the speakers in this dataset all occupy institutionally conferred leadership positions, the research aims to examine how complementary leadership styles are constructed through different patterns of directive use. Furthermore, it is suggested that these styles construct not only a local leadership identity, but also index leadership stereotypes that in turn index hegemonic forms of masculinity. This research uses linguistic ethnography to inform a corpus-assisted socio-pragmatic analysis and draws upon sociolinguistic theory and method in the construction of an analytical model of leadership style. The result is an analysis of stance and identity that is grounded in data and context and lays the basis for a detailed analysis of style constructed across communicative events that can be used alongside analyses of individual interactions.

Esme Winter-Froemel & Eline Zenner

Charting the preference for English loanwords over receptor language alternatives: Assessing the impact of pragmatics (Contribution to *Linguistic and pragmatic outcomes of contact with English as foreign language*, organized by Peterson Elizabeth)

Where traditional anglicism research in Western Europe has mainly taken a structuralist perspective, focusing on the degree of morpho-phonological adaptation of loanwords to the receptor language, on the borrowability of different parts of speech and on drafting inventories and taxonomies of English loanwords (e.g. Yang 1990; Fink 1997), more recent studies have shifted attention towards new perspectives on lexical borrowing (e.g. Zenner & Kristiansen 2013). First, more and more studies have started paying attention to the **pragmatic value** of and the **pragmatic context** in which loanwords are used (e.g. Andersen 2014; Zenner et al. 2014; Winter-Froemel 2013). Another important new perspective concerns the introduction of an **onomasiological approach** to lexical borrowing, which implies that attention is not only paid to (new) source language material, but also to possible receptor language alternatives (e.g. German *Veranstaltung* as an alternative for the English loanword *Event*). So far, this approach has mainly been applied to lexicographical or corpus-based analysis of borrowing (e.g. Humbley 2008; Onysko & Winter-Froemel 2011; Zenner et al. 2012).
With this study, we aim to complement these approaches by presenting an experimental study on onomasiological variation between loanwords and receptor language alternatives. Specifically, a **rating experiment** was conducted, where 40 German participants (20 male, 20 female) were provided with sentences that only vary in the chosen lexicalization for a given concept: either an English loanword is provided, or an established German alternative, e.g.

(1) Mit fünf Songs unterhielt der Sängerbund das Publikum, was offensichtlich den Zuhörern Freude bereitete.
(2) Mit fünf Liedern unterhielt der Sängerbund das Publikum, was offensichtlich den Zuhörern Freude bereitete
In the test, participants were asked to indicate which variant they prefer by rating each sentence on a four-point Likert scale. In total, fourteen pairs of English/German words were provided, complemented with fourteen fillers (mainly standard/vernacular alternations) to distract participants from the goal of the study. Additionally, we looked for **pragmatic effects** in the participants' preference by presenting each stimulus twice: once in a neutral context (e.g. newspaper language; cf. examples 1/2) and once in a pragmatically marked context (e.g. sentences in an Anglo-American context or advertising language; cf. examples 3/4). The markedness of the context was determined in a previous corpus-based analysis of the stimulus sentences according to a set of nine parameters, evaluating the presence or absence of judgmental expressions, expressivity, other non-native items etc.
(3) Mit den Songs wie "Cloud Nine", "Papa was a Rolling Stone" u. v. m. stürmten die Erfinder dieses neuen Musikstils nicht nur die US-Charts.
(4) Mit den Liedern wie "Cloud Nine", "Papa was a Rolling Stone" u. v. m. stürmten die Erfinder dieses neuen Musikstils nicht nur die US-Charts.
Using **inferential statistical analyses**, we are able to reveal gender-specific patterns in the preference for loanwords in both marked and unmarked pragmatic contexts. Analyzing the Likert-scales furthermore reveals two groups in the data: English/German pairs with an equal rating (e.g. *Airline* vs. *Fluggesellschaft*) versus English/German pairs where a clear preference for one of both terms emerges (e.g. more positive ratings for *Event* than for *Veranstaltung*). These results will be linked to the specific pragmatic context in which the words are provided, and to specific characteristics of the loanwords (e.g. speech economy and concept novelty; cp. Zenner et al. 2012).

Iwona Witczak-Plisiecka

Time, tense, deonticity and the legal person – situated interpretations in legal contexts

(Contribution to *Dimensions of adaptability: Space, time, persons, objects*, organized by Mey Jacob L. & Daniel do Nascimento e Silva)

This paper looks at the relation between form and meaning of temporal expressions and the conceptualisation of the legal person in English and Polish language versions of Polish legal texts.
In particular it approaches the problem of futurity and deonticity as demonstrated in the English language in the use of the deontic "shall" (as in "The contract *shall* be deemed null and void should any of the aforementioned clauses not be met"). There have been continuing debates concerning a proper interpretation of "shall" as used in such context, its appropriateness and the potential to induce conflicting readings (typically between prediction about the future and a command) in initiated and lay audiences. In addition, one of the theoretical problems is that the specialised deontic interpretation of "shall", which overrides its future-oriented reading seems to be a result of grammaticalisation turned backwards as historically the deontic value emerged prior to the "future" reference.
The contrastive perspective in the context of the two languages makes it possible to demonstrate that (legal) deonticity cannot be readily related to the concept of tense (or even simply time). In Polish, which in contrast to English possesses morphologically-marked future tense verbal forms, legal deontic phrases can be successfully realised with both the use of the present tense and the future tense, to a large extent mirroring the modal and non-modal uses in English.
It is suggested that the interpretation of "shall" is pragmatically conditioned by contextual factors, which also play a role in creating co-existing conflicting readings. Frequently, problems in interpreting the legal "shall" can be best approached in terms of intercultural (mis)communication and the ability (or inability) to recognise and adapt to context.
In turn, the concept of the legal person invites conflicting imagery in the Polish legal system context, where, historically, collective entities could not be subject to criminal law. Following Poland's accession to the European Union, the Parliament had to incorporate such subjects within criminal law. Linguistically, there is intriguing evidence how the legislator and the Supreme Court judges adapt to the situation projecting pragmatically-shaped metaphors.
The discussion points to the means of adaptation exploited by legal drafters and interpreters, who would use and abuse natural language-related processes to suit their purposes and to suggest images that they find useful in practice.

Sylwia Wojtczak & Iwona Witczak-Plisiecka

Metaphors in legal texts – on the legislators' use and abuse of the metaphorical

dimension of language (Contribution to *Legal pragmatics*, organized by Kurzon Dennis)

Despite the common belief that the language of the law is a variety characterised by a high level of explicitness, law, being a product of culture, is itself metaphorical in nature. The concepts of law, even the simplest ones, such as that of the "legal person", draw on metaphorical imagery and involve processes which are also important in the course of legal interpretation. Additionally, typically, it is recognised that there is a gap in between how lawyers and lay people understand legal texts with lawyers often explicitly denying that the texts may at all be phrased in metaphorical way.

In this paper we want to discuss selected metaphors exploited in Polish legislation (both in its Polish and English language versions) with the aim to show how the metaphorical dimension of language can be used, and in some cases even abused, to project a favourable image of a legal concept in question, and/or to blur or reshape its conceptualisation. This issue may for instance be illustrated with the above-mentioned concept of a legal person in the context of the Polish legal system, which by tradition subscribes to the rule "Societas delinquere non potes". However, the Act of 28 October 2002 on Criminal Liability of Collective Entities for Punishable Offences, introduced in the course of harmonisation of the Polish law with the European Union law presents varied images of collective entities to suit legislators' pragmatic ends, with the image of corporate entities as the prevailing one in the main body of the text. Not only does it mix the concepts found in different legal theories, but significantly avoids using the label "criminal" in the Polish title of the act.

On the basis of such examples we will try to address the question of the role of metaphoricity in the legal context, which goes beyond the trivial understanding of language as a metaphorical phenomenon.

The discussion is based on the data retrieved and analysed while working on the project financed by the Polish National Science Centre: "Metaphor as a mechanism to understand language of law and legal language and to experience law (quoting examples of Polish language and legal language)" [" Metafora jako mechanizm rozumienia języka prawnego i prawniczego oraz doświadczania prawa na przykładzie polskiego języka prawnego i prawniczego"] (OSF, ID 220257, 2013/09/B/HS5/02529)

Katarzyna Wojtylak

Functions of classifiers in an ongoing discourse: Reference-tracking system in Murui (Witoto, Northwest Amazonia) (Contribution to *Reference-tracking strategies beyond closed-class pronouns*, organized by Brugman Claudia)

In many languages, classifiers are pervasively used for reference tracking; how they are used, depends on the role of the nominal argument in the discourse (Aikhenvald 2003). Murui, a Witoto language spoken in Northwest Amazonia, has a multiple classifier system, with classifiers (and repeaters) occurring in various morphosyntactic environments. This is similar to other neighbouring languages found in the vicinity of the Vaupés linguistic area, such as Tariana and Bora, and Nadahup and Tucanoan languages (Aikhenvald 2002; Epps 2006; Ramirez 1997; Seifart 2005; Aikhenvald 1994) .

The important discourse function of Murui classifiers is reference-tracking: headless NPs, accompanied by classifiers, function as the referential identity of ellipted arguments. This is illustrated in (1) below (arguments referred to by classifiers are shown in italics, classifiers in bold):

(1)[*bi-e yera-bi*]s kaɨmare-d-e. kaɨ ma+re- **bi**.
this-clf:g tobacco-clf:thick.liq tasty+adjz-lk-3 tasty+adjz-clf:thick.liq
'This liquid tobacco is tasty. A tasty liquid tobacco.'

Murui headless NPs with classifiers can be of various kinds: they can be headed by adjectives (as in the example (1) above), number words, as in (2), demonstratives, as in (3), quantifiers, interrogative words, pronouns, and 'dummy' roots, as in (4), e.g.:

(2) da- **ma**
one.alone- clf:der.masc
'one man, man alone'
(3)bi- **kae**
this- clf.rep:canoe
'this canoe'
(4)i -**do**
ana-clf:pointed
'anything that has a pointed form (e.g. seed, tooth)'

The 'dummy' root *i-* always functions anaphorically. In (5), it has scope over a single NP. In (6), it refers to an entire sentence (the dummy root *i-* is underlined):

(5)[*misa*]s…[<u>i</u> - **e**]s jari-re fui-t-e, ua?
holy. mass ana-clf:g quick-advz finish-lk-3 tag
'As for the Holy Mass, it's finished quickly, right?'
(6)[*bu*]s *bi-t-e* ? [<u>i</u> - **e**]o uiño-ñe-ga
who come-lk-3 ana-clf:g know- neg - val.decr
'Who came? It's not known.'

The 'dummy' roots appear at the boundary of discourse units overtly framing the structure of a text. They function as a clause linking device that helps organize discourse in chronological sequences (Dixon 2009). Classifiers occurring with such roots signal distance (physical or temporal) of the referent in the discourse ('re-activating' the referent). They can also point at the information source. For the innovative speakers of Murui, the usage of full NPs vs. headless NPs seems to be indicative of stylistic variation. This may be related to the increasing influence of Spanish and subsequent language shift. This paper describes work currently underway on Murui. It discusses classifiers as the main reference-tracking device used in the language and focuses on their syntactic, semantic, and discourse constraints.

Matthias Wolny

The construction and use of multilingual repertoires among Moldovan immigrants in Venice (Italy) (Contribution to *Complex linguistic repertoires and minority languages in immigrant communities*, organized by Goglia Francesco & Susana Afonso)

The city of Venice offers a special multilingual configuration: besides Italian and the many tourist languages used in the city, the urban dialect is widely used by the autochthonous population. In the recent two decades immigration from all over the world has diversified the multilingual character of the city.
This study is based on data gathered in the Moldovan community of Venice through in-depth interviews and observation. Many of the participants in the research dispose of complex linguistic repertoires influenced by the multilingualism in the home country (Moldovan, Russian, Ukrainian and minority languages), languages learned in primary and secondary education and languages learned to various extent during migration (Greek, Spanish, Portuguese, Italian and Italo-Romance dialects).
The first section of the study shows the composition of the repertoires considering the sociolinguistic biography of the participants and takes into account also the partially acquired elements of the repertoire [cf. Blommaert/Backus (2012); Blommaert (2010)]. The second section of the study explores the activation of the linguistic resources other than Moldovan and Italian. Russian, for example, is deployed as a *lingua franca* among immigrants of Eastern European background while the local dialect is often necessary for the communication with the clients at the workplace (especially in the case of the private nurses working with elderly Venetians). The third section considers attitudes of the speakers towards the elements of the repertoire considering especially the usefulness and the prestige. The local dialect is, for example, seen as necessary in the work domain but usually considered of low prestige and seen as harsh and not sophisticated.
The study will show that the linguistic resources are used consciously and pragmatically to complete the communicative task as well as to position oneself inside and outside the immigrant community. Especially Moldovan and Russian are used to get access to networks of mutual support among fellow immigrants both from the Republic of Moldova and other former Soviet countries. This awareness and use of the linguistic capital in the Bourdieuian sense [Bourdieu (1982)] strongly challenges the classical sociolinguistic views on the fate of immigrant varieties in the host society.

Eva L. Wyss

Selfie-protest / protest selfie – an emerging practice of protest in Web 2.0 (Contribution to *Pragmatic factors of genre formation*, organized by Gruber Helmut)

As annually, in 2011, the "TIME magazine" crowned their "Person of the Year". That time no individual public figure was distinguished, but a role: "The Protester". (cf. Time 2011; Andersen: Person of the Year 2011: The Protester, online) So far, the year had been full of protests - protests concerning the Arab Spring in the first half of the year were followed by occupations by the Occupy-movement in the US and Europe. Certainly the motives for these protests varied widely - but what all protests had in common was the full use of new media. Social media platforms were utilized for spreading persuasion, mobilisation and organisation. According to Shifman (2013) memes and virals had an important function within this Web-based political participation, such as in so-called top-down campaigns and digital grass root movements. As one form of Online-protest the genre of the so-called "selfie protests" appeared. "We are the 99 percent" (http://wearethe99percent.tumblr.com/) was a campaign set up by the Occupy-movement in 2011. (cf. 132ff.) This concept could be considered as the first selfie protest in Web 2.0 in its sense, although it can not be ruled out that other, probably less popular selfie protests had taken place before. Neither the first selfie protest, nor the first usage of the term "selfie protest" cannot be tracked easily as the history of selfie protests has barely been documented and hardly any research has been conducted about this genre. However, selfie protests seem to be a highly topical and newly emerging phenomenon in the Web.
Noteworthy for selfie protests is, that the participation threshold for users is relatively low, as only a pen, a sheet of paper, a camera and internet access (or just a smartphone) is needed to be, or at least to feel like

- and to present oneself as: a political activist. Therefore selfie protests might have the image as a means for self-expression, which then apparently results in a political meaninglessness. Selfie protest on the one hand appear as extremely comprehensive, but then seem to be characterised as super-ficial.
According to the BBC the selfie protest #BringBackOurGirls attracted as much as 3.3 tweets on *twitter* by May 13th 2014, including protest selfies by celebrities, like US first lady Michelle Obama, Hillary Clinton or Angelina Jolie. (cf. #BBCtrending, N.N.: Five facts about #BringBackOurGirls 2014, online, cf. theguardian, Collins: #BringBackOurGirls: the power of a social media campaign, 2014, online)
Therefore, it could be argued, that selfie protests are a highly topical phenomenon with a relatively high density, but yet, have hardly been a topic of research. As a result, this research paper will focus on a first introduction of the selfie-protest and a thematic classification of its genre. For this purpose, current developments and backgrounds, as well as the construction and appearance of protest selfies in social web will be outlined. Furthermore, the concepts of protest and subaltern counterpublics will be applied to the phenomenon of selfie protests. Also Web 2.0 with its participation tools, its at least seemingly outreach and at partly unpredictable dynamics will find its link to protest communication.

Yi Xu, Fang Liu & Santitham Prom-on

Computational decomposition and reassembly of rich global prosody (Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)

How multiple layers of meanings are encoded in prosody has to this day remained largely a mystery, despite various proposals. A major unresolved question is how components identified in analysis can be reassembled to restore the rich prosodic patterns that we observe in natural speech. To address this question, we have been developing a computational method based on the PENTA model of prosody. PENTA assumes that the rudimentary unit of prosody is the syllable, whose duration, intensity, pitch target and phonation register are the basic building blocks of prosody. Multiple communicative functions jointly determine the parameters of the building blocks, which in turn control the articulatory process that generates the rich prosody as we know it. To test this theory, we have implemented machine learning algorithms to automatically extract the control parameters of the model from functionally annotated speech samples in American English. The functions include lexical stress, focus, sentence type, part of speech and position in word and phrase. With the extracted parameters, fully continuous surface prosody can be predictively generated and compared to that of natural speech. The closeness of fit is assessed in terms of root mean squared errors, correlation and perceptual judgment of accuracy and naturalness. This approach thus offers a rigorous way of testing both specific hypothetic prosodic functions and comprehensive prosody theories. As seen in many other mature scientific areas, computational modeling can offer common standards for assessing the explanatory power of models and theories. We will discuss ways in which our approach can be extended to either test hypotheses about additional prosodic functions or encourage development of competing computational models that can be directly compared to each other.

Naomi Yanagida

The development of an educational program to foster discussion abilities (Contribution to *Analyzing the process of group discussion: Towards "discussion design" in social decision-making*, organized by Morimoto Ikuyo)

Recently, people have had more opportunities to participate in social decision-making. Social decisions are made mainly through group discussion, and the increase in their prevalence therefore means that we have more opportunities to participate in group discussion to contribute to our society. However, during such discussions, participants are likely to face difficulties due to differences of their backgrounds. In order to overcome these difficulties, we need to develop educational programs to foster group discussion ability.
The positive or negative evaluation of discussions is usually given for the conclusion, though the success of social decision-making depends on how productive the discussion itself is. Therefore, the development of an educational program to foster discussion abilities should incorporate a mechanism to evaluate not only the conclusions of discussions but also their process.
Such an educational program has been both developed for Japanese university students/native speakers (NSs) and for international students in Japan/Japanese language learners (nonnative speakers or NNSs). Morimoto et al. (2013) analyzed the evaluation of the process of discussion in Japanese by Japanese and international students, showed that there are some differences in viewpoints between these groups, and suggested that these differences may cause misunderstandings between them. In this panel, I will discuss

the development and evaluation of the program and the discussions that took place under it, and the roles of the two groups' respective communication behaviors. The expectation will be that difficulties in discussion will be more obvious in intercultural discussions, where the participants have different backgrounds and communication styles, and that this will provide us with fruitful results for understanding discussion education. Finally, the study presents evaluation indicators for evaluating the discussion process that should be widely applicable to every group discussion not only across cultural contexts.

Changyong Yang

Status quo of Jejueo as an endangered language (Contribution to *Adaptability, authenticity, and ideologies in indigenous languages*, organized by Ohara Yumiko)

Jejueo, spoken by 5,000 to 10,000 people on Jeju Island, South Korea, is classified as critically endangered by UNESCO. By the general public, Jejueo is usually regarded as either a branch or a dialect of Korean. However, the linguistic differences between Jejueo and Korean have made the two languages mutually unintelligible for centuries. In terms of cultural identity, linguistic structure, and communicative processes, Jejueo is widely recognized as independent from Korean.

Despite the importance of Jejueo's cultural heritage to Jeju Islanders as well as to Koreans nationwide, only limited attempts have been made to document Jejueo, and no systematic efforts have been made to evaluate Jejueo's linguistic situation.

In this panel, I will report on the state of endangerment of Jejueo, using the framework developed by Brenzinger *et al*. (2003), which was adopted by UNESCO. It isolates nine factors critical for assessing the state of endangerment of a language. Eight of the nine factors are assessed on a scale from 0 to 5, 5 meaning that the language is safe. Understanding the linguistic status of a language is crucial to language documentation and revitalization. Therefore, my presentation is expected to make a significant contribution to raising public awareness of the importance of preserving Jejueo, both in the local community and across the country. Furthermore, this presentation aims to generate interest in Jejueo language revitalization projects both domestically and internationally. As a part of providing a clear description of the linguistic situation of Jejueo, I will also make some suggestions concerning the revitalization process and, in particular, the incorporation of current technology in efforts to maintain the language.

Ornkanya Yaoharee

Pragmatic analysis of linguistic landscape of urban multiculturalism in Bangkok (Contribution to *Communicative competence in a era of super-diversity*, organized by Cook-Gumperz Jenny)

The coming regional integration in Southeast Asian as ASEAN Community by end of 2015 and the announcement of English as an official working language for country members of ASEAN are transforming both populations and society in Thailand, especially those in Bangkok, the capital city, into an official Thai-English bilingual community. Thai people of all educational and social levels are eager to learn English in order to communicate with other ASEAN member fellows as well as other international newcomers, although Bangkok already has many residents who are not native speakers of Thai. As a result the growing demand for various public uses of English is happening in an already multilingual community. The changing linguistic landscape in the public areas in Bangkok especially where a general public of Thai and Non-Thais using the spaces such as airports, bus stations, skytrain stations, department stores and public restrooms gives a new view on the communicative competence necessary to use these pubic spaces. The writers and producers of the public signs and placards are required to know a limited English grammar and relevant vocabulary yet they continue to use a many Thai pragmatic strategies and interlanguage strategies in order to deliver the correct or similar messages to both Thai speakers and non-Thai audiences.

This study grows from the perspectives on sociolinguistics and interlanguage pragmatics and recent work in spatializing practices (Blommaert et al. 2005). It focuses on the pragmatic functions of the written texts in Thai-English public signs and placards and aims to investigate the influences of Thai pragmatics and Thai cultural values towards the pragmatic functions of the English texts of the Thai-English bilingual public used in commercial signs. Samples of Thai-English bilingual public signs and placards were collected from several tourist destinations in Bangkok, Thailand between April and September in 2014. The analysis focuses on exploring the pragmatic functions of both Thai and English versions of the similar signs and placards. The findings so far reveal the transfer of Thai pragmatics into the English texts of the similar signs causing misunderstanding among the non-Thai audiences. This study also raises the question of the differing role of English in the lives of the varied population of Bangkok, and reveals the

underlying language ideology of written English as a "global" language does not carry the same meaning for all the residents and visitors to this city.

Zhengdao Ye

Hé ('harmony') as a core value in Chinese social interaction and what it tells us about Chinese conceptions of 'im/politeness'. (Contribution to *Interpersonal pragmatics of social interaction in Chinese*, organized by Chang Wei-Lin Melody & Michael Haugh)

In each speech community, there are value-laden, evaluative terms, such as *polite, impolite* and *rude* in English, which speakers readily use to describe, talk about, and conceptualise people's interactional behaviour, particularly their pragmatic acts. Examining such metapragmatic evaluators in a language is critical to 'politeness' research in that they reveal assumptions and expectations within a speech community about the appropriate ways people should interact. Following recent efforts to understand such metapragmatic evaluators both in English and in other languages (for a summary of recent research, see Haugh and Kádár 2013), this paper focuses on Chinese pragmatic evaluators. In particular, it offers a close examination of the non-gradable, absolute evaluator *shāng héqì* (lit. 'harm *hé* atmosphere'; 'impolite'), which is closely related to the concept of *hé*, a core value in Chinese social interaction (see e.g. Gao et al. 1996; Ye 2006). Using corpus techniques and methods rooted in ethnopragmatics (Goddard in press; Ye 2004), the paper unpacks the meaning of the term, fully spells out the assumptions encapsulated within it, and discusses the impact that examining such a metapragmatic term will have for the study of a Chinese model of 'politeness'. In so doing, the paper demonstrates and highlights the value of exploring the semantics-pragmatics interface to politeness studies.

Virpi Ylänne

Discursive construction of lifespan identities and reproductive biographies at age 40+ (Contribution to *Babies to Boomers and beyond: Age and gender adaptations across languages and societies*, organized by Matsumoto Yoshiko & Diana Boxer)

The average age of first time parents is rising across Western countries (e.g. it is over 28 yrs now for mothers in the UK) and, of more importance for this study,delayed parenting is also on the rise. In England and Wales, a fifth (20%) of babies born in 2012 had mothers aged 35 and over at the time of birth and about two-thirds (65%) had fathers aged 30 and over (*Office for National Statistics*, 2013). This paper reports findings from an initial stage of a study examining reproductive biographies at midlife (approximately after the age of 40).

The data comprise semi-structured single interviews (each lasting about an hour) with 9 heterosexual couples and 2 individuals who became parents for the first time between the ages of 38-57 yrs, either naturally or via assisted reproduction. The interviews sought to elicit accounts of parenting experiences, discursive representations of lifespan and gender identities, and perceived advantages and disadvantages of parenting at midlife. From a Discourse Analytic perspective, the analysis focuses on age-identification strategies, processes of self-presentation as an older parent, and narratives of change and development into a parenting role at midlife. The findings will be related to different dimensions of age(ing) and self identity.

Daisuke Yokomori & Tomoko Endo

Displaying 'thinking-in-progress': The case of nandaroo in Japanese talk-in-interaction (Contribution to *Fixed expressions as units*, organized by Helasvuo Marja-Liisa & Ryoko Suzuki)

Adopting the methodology of Interactional Linguistics, this study investigates *nandaroo* in Japanese talk-in-interaction. *Nandaroo* consists of an interrogative word *nani* 'what' and an auxiliary *daroo*, which marks what the speaker is saying as the speaker's personal opinion. While *nandaroo* can form a question as in (1), in natural conversation, it is more often used as a filler as in (2).

1) *kore wa* ***nan daroo***
   this top what would.be
   'What would this be?'

2) A is asking B to send her some VHS tapes of Japanese TV programs.))
1 A: *ato>nanka<, konsaato mitainano toka::*
   'And, like, some in the style of a concert and,'
2 B: *un.*
   'yeah'
3 A: *ato* ***nandaroo****.*

'And *nandaroo* (what would it be).'
4 (0.5)
5 *futsuuno bangumi mitainano mo aru no kana*
'They also have some that are like regular shows, right?'

This study investigates uses of *nandaroo* as a filler as in (2) and argues that it works as a resource for constructing a multi-unit turn.

The data for this study come from a collection of video- or audio-recorded natural conversations among friends or family members. Most of the tokens of *nandaroo* are used as fixed expressions. First, the two components, *nani* and *daroo*, are merged into one phonological chunk, *nandaroo* (thus it is not **nanidaroo*); and *nandaroo* is often shortened as *nandaro*. Second, most of the tokens of *nandaroo* occur with no other arguments such as a topic.

Nandaroo is observed in the following three kinds of environments: preface to an answer, preface to an elaboration of an answer, and preface to an inserted unit in mid-telling. In all three of these environments, the end of *nandaroo* does not make a TRP (Transition Relevance Place; Sacks et al. 1974), although it is syntactically and prosodically complete. Rather, by using *nandaroo*, the speaker makes it public that she or he is actively trying to come up with something. In other words, *nandaroo*-speakers display that they are doing 'thinking', thereby keeping other participants from taking a turn.

Comparison with similar expressions reveals some idiosyncratic features of *nandaroo*. First, *nani*, which does not have the auxiliary *daroo*, can also be used as a filler, but has a more restricted scope in terms of projecting turn components (Selting 2000; Ford 2004; Auer 2005). That is, the searched items come right after *nani*, while in the cases of *nandaroo* it takes more time for the speakers to produce the searched items. With *nandaroo*, speakers deal with a more complicated interactional task. Second, when *nandaroo* is followed by a sentence-final particle *ne*, the utterance carries a stronger sense of being addressed to the interlocutor. Thus, it is more likely that the speaker will receive a response from the other participant immediately after *nandaroo ne*.

Through the examination of natural conversation, we argue that *nandaroo* works as a resource for keeping a turn while the speaker is thinking when faced with an interactionally troublesome situation. This study thus contributes to the understanding of the contingent nature of turn organization.

Etsuko Yoshida

A cross-linguistic variation of fixedness of lone if-conditional clauses in spoken discourse (Contribution to *Fixed expressions as units*, organized by Helasvuo Marja-Liisa & Ryoko Suzuki)

This study aims to present an attempt to explore a cross-linguistic variation of fixedness of lone *if*-conditional clauses in the use of an independent *if*-clause in English (Miller and Weinert 1998/2009; Miller 2011), Japanese, and the Finnish *jos* 'if' construction as the use of 'insubordinate' or 'suspended' clauses (Laury 2012). In spoken discourse, especially in dialogic discourse, the adverbial clauses introduced by conjunctions such as *because*, *when* and *if* are frequently used only as subordinate without introducing a main clause. It is argued that some of these expressions are fixed or prefabricated, and an independent structure functioning as a main speech action is recognized as 'the conventionalized main use of what, on prima facie grounds, appear to be formally subordinate clauses' (Evans 2007: 367).

I conducted a case study of the type of 'isolated' conditional clauses of English in the task-oriented dialogue corpus of English and Japanese based on the maps.

TA 3: **if you go down to the bottom left hand corner of your page,**
TB 4: Aha.
TA 5: do you have a van?

In this excerpt, TA3's utterance is syntactically a conditional clause followed by TA5's non-subordinate interrogative, but functionally, TA3 is performed, prosodically with falling tone, as an instruction implying the follower's acceptance *Aha,* which serves to introduce a new entity *a van* in discourse. This isolated *if*-clause functions as directives of minor sentence types rather than 'incomplete' or 'elliptical' sentences, and behaves like an independent clause; they may be in the process of conventionalization as main clause usages (Stirling 1998). This construction shows a type of fixedness of *if*-clauses containing verbs of moving or directions: *If you go to. . . , If you take . . . , If you draw/continue/bring a line . . . , If you move* . . , etc.

The result is that, out of 64 *if-clauses*, 40 examples are conditional clauses that stand alone functioning as instructions or mild orders (Yoshida 2011). This is compared with the original data and gains a similar result: 59 examples out of 90 *if*-clauses, are independent 'isolated' clause type (Miller and Weinert 1998/2009). Furthermore, as the directive use of independent *Jos*-clauses'out of the 42 independent *jos*-clauses in her data, 24 expressed suggestions and requests of various sorts' (Laury 2012). Other findings

include that conditional clauses tend to appear at the turn initial position and serve to set up a background for introducing new entities into the discourse.
Moreover, compared with other independent adverbial clauses of *when* and *because* in spontaneous speech, the interlocutors do not seem to wait for the completion of the main clauses, but rather perform an action of opening a story marking 'a shared reminiscence' in Cheshire (2005). Based on a more dynamic view of pragmatically oriented language model, I suggest that *if*-conditional clauses are not inherently subordinate but rather they are independent clauses marked with the conditional particle *if*, functioning as a discourse particle to identify the specific stage of discourse processing.

Hie-Jung You

How epistemics drives interaction: The (re-)construction of knowledge domains through recognition checks with do you know and do you remember (Contribution to *Action ascription: Attributtions of actions to prior turns*, organized by Deppermann Arnulf)

While speakers recipient design their utterances based on the knowledge base of their conversational partner, recipients interpret utterances based on actual and assumed knowledge (Schegloff & Sacks 1979). As such, "interactants keep detailed score of 'who knows what' and 'who was told what' as a condition of the interpretation of utterances, […] [and] as a means of warranting conversational contributions and building expanded conversational sequences" (Heritage 2012:48-49). This study examines *do you know* and *do you remember* constructions performing one practice: checking recognition in everyday interaction to avoid problems of intersubjectivity and to secure common ground in preparation for a next action or, in negotiating reference problems within an ongoing action. At the same time, I show that these two constructions make reference to different knowledge domains. *Do you know* checks knowledge, whereas *do you remember* elicits shared memory, thus placing more pressure on the recipient.
Research into epistemics is concerned with participants' knowledge claims in and through talk-in-interaction (Heritage & Raymond 2005). The study of knowledge is therefore crucial in understanding asymmetries and expectancies among speakers (Kamio 1997). The goal of this paper is to examine how epistemics motivates speakers to solicit recognition checks that are responsive to recipients' previous actions or preemptive moves by speakers that are projecting possible upcoming actions by their participants.
The data for this study is drawn from 20 hours of conversation from the SBCSAE corpus (a corpus of spoken American English compiled by the Linguistics Department of the University of California Santa Barbara) and from 20 hours of conversation from the Call Friend Corpus (a corpus of telephone conversations among native speakers of Northern and Southern American English). A total of 42 instances (20 *do you know* and 22 *do you remember*) were collected and transcribed according to the CA transcription conventions by Jefferson as described in Atkinson and Heritage (1984).
The findings of the study show that *do you remember* and *do you know* constructions may look similar on the surface, but they are not identical in their interactional purposes placing different constraints on the recipient with respect to the knowledge domain and, his/her rights and responsibilities as an interlocutor. In my data, speakers tend to have a higher tolerance level for absence of shared knowledge than shared memory, which makes sense given that shared memory relates to a personal experience that both speaker and recipient have made. Another difference is that when appearing simultaneously in the same sequence of conversation, *do you know* seems to precede *do you remember* , which further supports the notion of a higher tolerance level of *do you know* .
This study contributes to previous research into epistemics and sheds new light on similarities and differences between recognition checks that are knowledge- or memory-based. Furthermore, it enhances our understanding of participants' negotiation of (possible) reference problems along with its implications on recipient design, turn design and sequence organization.

Francisco Yus Ramos

Contextual sources, mutually manifest assumptions and epistemic vigilance in ironic communication (Contribution to *Theoretical pragmatic and philosophical linguistic insights into irony and deception*, organized by Dynel Marta)

In previous research, I have argued that interpreting irony involves the activation of one or several contextual sources, either simultaneously or in sequence as the utterance is interpreted (Yus 1998, 2000a, 2000b, 2009), a proposal that is fully compatible with the relevance-theoretic approach to irony comprehension (Sperber 1984; Wilson 2006, 2009, 2014; Sperber & Wilson 1981; Wilson & Sperber 1992, 2012). A good activation of these sources (especially the saturation of information that these

sources may provide) leads to the so-called *criterion of optimal accessibility to irony*. In more recent research, I have incorporated the role of (metarepresentational) *epistemic vigilance* to this contextual source-centred view of irony comprehension (Sperber et al. 2010; Padilla Cruz 2012), basically claiming that its role is to alert the hearer (automatically, as in a module à la Fodor) to the possibility of an ironic intention by the speaker when incompatibilities are detected between the propositional form of the utterance and contextual information (Wilson 2009). As a consequence, the speaker's dissociative attitude is also identified through the activation of this module-like epistemic vigilance (Yus 2012). In this paper, I claim that the assumptions that successful ironical communication makes mutually manifest between speaker and hearer are also utterly important in the comprehension of ironies, facilitating the hearer's ascription of the irony as humorous, mildly critical, explicitly critical, sarcastic or bluntly offensive. Therefore, there is second important role for epistemic vigilance beyond the initial identification of the speaker's ironic intention (via dissociative attitude ascription), namely, to alert the hearer to the attitude that the speaker holds towards the assumptions made mutually manifest during the performance of ironic communication, specifically an attitude towards the source of the echo. As will be exemplified regarding humorous ironies, this attitude is not propositional, as in the main irony-related dissociative attitude, but *affective*, involving the feelings and emotions that the speaker holds towards the echoed content that is made mutually manifest during ironical communication.

Juan Rafael Zamorano-Mansilla & Marta Carretero

A cross-register analysis of evidentials in English and Spanish (Contribution to *Evidentiality, modality and stance in discourse*, organized by Marin-Arrese Juana I., Gerda Hassler & Marta Carretero)

This paper takes as point of departure a definition of evidentiality as the linguistic expression of the kind, source and/or evaluation of the evidence for or against the truth of the proposition that the speaker or writer has at his / her disposal (Chafe 1986; Ifantidou 2001; Boye 2012; Carretero and Zamorano-Mansilla 2013a). The paper aims to analyze evidentials in texts from the corpus currently being compiled within the MULTINOT project (ref. FFI2012-32201, principal investigator: Julia Lavid), aimed at the multidimensional annotation of texts for linguistic and computational investigations. The corpus will consist of comparable English and Spanish texts of an approximate size of 1,000 words, of which a translation into the other language is available, from eight registers differing from one another in one or more of the variables of field, tenor and mode (Halliday and Hasan 1985): popular science texts, tourism leaflets, prepared speeches, political essays in economics, fiction, corporate communication, instruction manuals and websites. The number of texts in the corpus will be 320, including originals and translations. The evidentials in the texts will be identified with the aid of the annotation system developed in Zamorano-Mansilla & Carretero (2012) and Carretero & Zamorano-Mansilla (2013 a, b), which proposed a number of criteria, such as paraphraseability or kind of process expressed by the verb in the clause, for retrieving evidential occurrences of polysemous expressions (for example, the adjective clear or the adverbs clearly and plainly, which also mean manner). The evidentials will be analyzed in terms of a number of factors, most of them adopted from Marín-Arrese (2013): syntactic category; perceptual, inferential, reportive or unspecified source of evidence; direct or indirect evidence; personal or mediated evidence; degree of reliability of the evidence; implicit or explicit conceptualizer; subjectivity or intersubjectivity; external or internal source. The results will uncover important cross-register and cross-linguistic differences in the use of evidentials, and also dissimilarities between the original evidentials and their translations, some of which alter their value as contributors to stancetaking in discourse.

Marta Zampa & Andrea Rocci

« très Tagesschau en définitive » Comparing argumentative strategies across Swiss television newsrooms (Contribution to *Adapting the news in today's multilingual mediascape*, organized by Jacobs Geert & Andrea Rocci)

Public service radio and television companies have the duty to provide a country with an objective, reliable and homogeneous broadcasting service. In the case of multilingual and multicultural countries like Switzerland, this task is all the more difficult because it implies providing all communities with an equal service. To this aim, each linguistic area of Switzerland (German, French, Italian, Romansch) has its own public service news bulletin, whose mandate is dependent from that of the company (SRG SSR) but also entails some specificities. Objectivity requirements, for instance, are conceived of very differently in the German- and French-language editorial offices: in the first, journalists are expected to neutrally adhere to the facts, whereas in the latter they are encouraged to take a stance (see Gnach 2013). These specificities are related to *endoxa*, i.e. opinions and values that are part of the common ground of a

community (see Aristotle, *Topica* I 100b 21-23). Being shared and agreed upon, *endoxa* constitute the implicit starting points from which members of the community discuss. We hypothesize that endoxical differences emerge in newsrooms discussions, when journalists decide what events should be included in a news bulletin and how they should be framed. *Endoxa* in fact play a key role in argumentation, functioning as premises that guarantee the effectiveness of reasoning in a given context. It is their use in argumentation that makes the usually implicit *endoxa* indirectly detectable by the analyst. In order to provide evidence of the different endoxical premises and argumentative practices in Swiss newsrooms, in this paper we compare editorial conferences at *Téléjournal* (French-language) and *Tagesschau* (German-language). Our focus lays on the rhetorical dimension of argumentative discussions (how are standpoints and arguments framed, formulated and presented?) as well as on the endoxical and *topical* dimensions: what rules of inference – *topics* – are applied? What *endoxa* emerge as premises of reasoning?
Methodologically, we reconstruct argumentative discussions from interactional data of editorial conferences employing Extended Pragma-Dialectics (van Eemeren & Grootendorst 2004; van Eemeren 2010), and we work out implicit *endoxical* premises and inferential patterns supporting select standpoints applying the Argumentum Model of Topics (Rigotti 2006; Rigotti & Greco Morasso 2009, 2010, in preparation).
The examples analyzed are taken from a corpus collected during the Swiss National Science Foundation project "Idée suisse" (NFP 56, 2005-2008).

Olga Zayts & Norrick Neal

Vicarious narratives of professionals in Hong Kong (Contribution to *Narratives of vicarious experience in talk at work*, organized by Zayts Olga & Neal Norrick)

In this introduction to the panel 'Narratives of Vicarious Experience in Talk at Work' we begin with an overview of previous research on vicarious narratives in ordinary conversations to set up the discussion of the forms and functions of narratives of vicarious experience in talk at work. We adopt a broad definition of vicarious narratives as the range of narrative practices surrounding figures other than the narrator proper. The second part of the paper focuses on the role of vicarious narratives in constructing narrator and group identities in an interaction. More specifically, we draw on our on-going funded project on vicarious narratives in talk at work in Hong Kong to discuss how narrators link vicarious narratives to their current context in workplace/professional settings.
First person narratives of personal experience have been the staple of research on narratives, while third person narratives of vicarious experience have received considerably less attention. In their early work Labov and Waletzky (1967) make a distinction between narratives of personal experience and narratives of vicarious experience, the latter relate to events not personally experienced but observed or reconstructed from other sources. By comparison with the first person narration, third person narration carries a range of pragmatic/interactional consequences following from the epistemic authority of the narrator, the stance that s/he adopts, the participant roles that s/he performs, and the illocutionary act potential of a narrative. More recent studies have exploded Labov and Waletzky's simple dichotomy to a whole range of possible types of vicarious stories. Norrick (2013), for example, provides a taxonomy of vicarious narratives in ordinary settings based on the source these narratives derive from, such as observed events, media sources, and the like.
Our particular interest lies in vicarious narratives in professional/workplace settings. A lot of research has been done on personal narratives as the prime sites of identity construction. As Johnstone (1996: 56) notes, "the purpose of narrating is precisely the creation of an autonomous, unique self in discourse". Bamberg's (1997) work on positioning alludes to the role of vicarious narratives in constructing the narrator's identity. He maintains that narration involves establishing a moral position for the speaker, 'irrespective of whether the speaker him/herself plays a role in what is being talked about, or *whether the talk is merely about others*' (p. 335). Expanding this idea, we draw on 20 semi-structured interviews with professionals working in Hong Kong to examine the purposes for which people tell vicarious stories in workplace/ professional settings. In our corpus vicarious narratives take on a range of hybrid forms combining features of first person and third person narration; they also display complex relationships between the teller and the protagonist. We show that stories ostensibly about someone else often turn out to be about the teller himself/herself. Indeed, narrators may use stories about others to illustrate their own goals. In conclusion, we discuss a range of discourse and rhetorical devices that narrators employ to achieve their goals in an interaction.

Ekaterina Zaytseva

"One could assume… But it should be kept in mind that…": Hedges & boosters in acknowledging and responding to readers' alternatives in L2 writing (Contribution to

The use of hedges in academic writing by EFL learners, organized by Ott Tavares Paulo & Bruna Milano)

One of the chief academic writing skills is the ability to anticipate readers' objections to the claim and respond to those with an appropriate degree of respect and conviction by employing hedging and boosting strategies (cf. Barton 1995; Booth et al. 2008). Proper balance between hedges and boosters is an important feature of academic prose and serves to indicate author's willingness to sound polite, as well as persuasive (e.g. Myers 1989; Hyland 1996, 1998). The acquisition of this valuable skill may be problematic for native English novice academic writers and even more so for learners of English as a Foreign Language, who have been reported to struggle with features of 'non-nativeness' in their writing, even at the advanced stages of proficiency (see e.g. Gilquin & Paquot 2008; Granger 1998; Lorenz 1998). More specifically, learners were found to use a more limited set of hedging and boosting devices than English native speakers, and to experience particular difficulties in adding an appropriate degree of tentativeness to their claims (e.g. Hinkel 2005; Hyland & Milton 1997; McEnery & Kifle 2002). Learner corpus studies investigating hedging in L2 writing are still scarce and tend to focus on individual genres (e.g. argumentative essays), rather than providing a comparative analysis of the phenomenon across various text types. Meanwhile, a variationist view on the use of hedging in L2 writing, considering a possible influence of variables such as genre, topic, task prompt, setting, etc. may reveal patterns of systematicity behind learners' choices, which might otherwise go unnoticed.

This study focuses on the use of hedging (and boosting) devices by German learners and native English novice academic writers in acknowledging and responding to readers' objections to a claim in structures such as "[*One could assume/Of course/This may be…*]. *But* [*it should be kept in mind that/I think/sometimes…*]". The structures will be analysed in two text types, namely argumentative essays and term papers, and the contribution addresses the following research questions:

1. Which hedging strategies are employed by German L2 writers when acknowledging and responding to readers' objections in argumentative essays versus term papers?
2. Are there genre-induced differences as to the use of hedges (possibly in interplay with boosters) by German learners?
3. Are there differences as to the use of hedging devices by L2 versus L1 novice academic writers?

The analysis draws on the German components of two types of learner corpora, i.e. the *International Corpus of Learner English* (ICLE; Granger et al. 2009) and the subcorpus of term papers of the *Corpus of Academic Learner English* (CALE; Callies & Zaytseva 2013), a Language-for-Specific-Purposes learner corpus. Additionally, a comparable selection of native-speaker texts will be examined.

Margaret Zellers & David House

Parallels between hand gestures and acoustic prosodic features in turn-taking

(Contribution to *Prosodic constructions in dialog*, organized by Ward Nigel, Richard Ogden, Oliver Niebuhr & Nancy Hedberg)

In order to ensure smooth turn-taking between conversational participants (cf. Sacks et al. 1974), interlocutors must have ways of providing information to one another about whether they have finished speaking or intend to continue. Among features that have been identified as playing a role in signaling turn transition are syntactic/semantic completion (e.g. Schaffer 1983; Auer 1996), intonational features (e.g. Local et al. 1986; Selting 1996; Caspers 2003), phonation quality/spectral characteristics (e.g. Ogden 2001; Kane et al. 2014), and eye gaze (e.g. Edlund et al. 2007; Edlund & Beskow 2009). Research in this area has increasingly recognized that multiple features of interlocutors' speech contribute to turn-taking simultaneously, and recent studies involving large corpora of data (e.g. Koiso et al. 1998; Gravano & Hirschberg 2009, 2011; Hjalmarsson 2011) report a hierarchy of various acoustic features correlated with turn transition or turn hold. Furthermore, the prosodic cues which have priority when it comes to signaling turn transition appear to vary from language to language; while many English varieties make heavy use of intonational cues (cf. studies above; Zellers 2014), perception of turn change or hold in Central Swedish appears to be more dependent upon the presence or absence of final lengthening in syllables preceding silent pauses (Zellers 2013, submitted).

We will discuss data addressing Swedish speakers' use of hand gestures in conjunction with turn change or turn hold in unrestricted, spontaneous dialog (Spontal corpus, Edlund et al. 2010). As has been reported by other researchers (e.g. Streeck & Hartge 1992; Mondada 2007), we find that our speakers' gestures end before the end of speech in cases of turn change, while they may extend well beyond the end of a given speech chunk in the case of turn hold. The structure of the gesture itself appears to be constrained by turn transition characteristics as well, with gestures preceding turn change obligatorily ending in a "retraction" or release segment (cf. Kendon 1980; McNeill 2010). Furthermore, in our preliminary analysis we find a parallel between the durational features of the spoken turns and the gesture

turns. Swedish speakers tend to produce normal final lengthening in syntactically complete pre-pausal turn-hold locations, while not producing final lengthening in pre-pausal turn change locations (Zellers submitted). Similarly, the final segments of gestures in the vicinity of a turn change location in our data are relatively shorter in duration than final gesture segments in the vicinity of turn hold locations. It is possible that the acoustic lengthening and gesture lengthening may be complementary, where the presence of one may provide a sufficient cue to turn hold even in the absence of the other. This parallelism in duration variation between acoustic prosodic features and gesture gives strong support for considering hand gestures as part of the prosodic system, particularly in the context of discourse-level information such as maintaining smooth turn transition.

Alan Zemel

"Are you following me?": Response tokens as occasioned occurrences during extended tellings in psychotherapy (Contribution to *The work of understanding in education*, organized by Gosen Myrte & Tom Koole)

Practitioners recognize that *psychotherapy sessions are learning environments* in which therapists *learn* about their clients and clients *learn* how to identify and manage their troubles (Buttny 1996, Buttny 2004). *Learning and instruction* is often embedded in therapeutic interactions (Zemel, 2014). Therapists and clients routinely use various speech and gestural tokens to perform a variety of *instruction-related actions*: to display agreement, to initiate repair, to indicate a changes of cognitive state, to prompt the continuation of talk-in-progress, and so on.

A considerable body of research has examined the work response tokens perform in ordinary conversation (see, for example, Schegloff 1982; Jefferson 1983; Beach 1993; Gardner 2001; Jefferson 2002; McCarthy 2003; Gardner 2005, Gardner 2007; Gardner & Levy 2010), in storytelling (Norrick 2000; Sacks 1992a, Sacks 1992b; Stivers 2008), in classroom interactions (Koole, 2010; Mehan, 1979) and in psychotherapeutic interactions (Jones & Beach 1995; Fitzgerald & Leudar 2010). In much of this research, response tokens are examined for the work they do in relation to subsequent talk; very little attention has been give to what occasions the production of response tokens in various conversational settings (see Koole 2010 for response tokens elicited in classroom settings).

Elicitation of response tokens permits a speaker to monitor recipients' incremental understandings of extended tellings. Response tokens are treated as actions token-producers elect to perform to display alignment, affiliation, prompt for continuation of the telling, initiate repair, and so on, to assure the progressivity of the ongoing talk. When response tokens are produced as second-position actions in token elicitation sequences, they permit the speaker to determine if and how recipients are "following" the telling *at speaker-selected occasions* during the talk. As interactional sequences embedded in the larger enterprise of an extended telling, such token elicitation/production sequences allow for the progressivity of the telling under way.

Psychotherapy sessions frequently involve client-produced extended tellings in which clients *inform* therapist*s* of circumstances they deem relevant to therapy. Therapist understanding of client experiences is essential to the therapeutic process. During these extended tellings, therapists orient to the tellings in various ways, including producing various kinds of response tokens (cf. Fitzgerald & Leudar 2010; Fitzgerald 2013; Jones & Beach 1995; Leudar, Sharrock, Hayes, & Truckle 2008). In this paper, I examine the organization of response token elicitation/production sequences embedded within extended client tellings during therapy sessions for how they contribute to the progressivity of talk and therapy.

In the following example, C elicits response tokens from T by including references to prior talk with T (lines 8-11) and by continuing a head-shake while making sustained eye contact until a receipt token is produced (lines 13-16). T's response includes the coordinated production of head nods with verbal response tokens. Different response elicitations appear to elicit different responding actions from therapists. In this paper, I examine the work such elicitation/production sequences do during therapy. The data consist of approximately 60 hours of audio/video recordings of talk between clients and therapists during Intensive Integrated Reprocessing therapy sessions conducted in 2011.

Data appendix not shown due to lack of space

Deniz Zeyrek, Isin Demirsahin, Ayisigi B. Sevdik-Calli & Murathan Kurfali

Annotating implicit discourse connectives in Turkish: The challenge of corrective discourse relations (Contribution to *Discourse connectives across languages and modes: Challenges for discourse annotation*, organized by Zufferey Sandrine, Liesbeth Degand & Daniel Hardt)

Coherence relations relate two pieces of text together; they can be made explicit by connectives (*because, but, if*) or they may be left implicit, i.e., the reader infers the relation that holds between two pieces of text. PDTB, a richly annotated discourse resource for English, distinguishes between explicit and implicit connectives (Prasad, et al. 2008). Methodologically, when a coherence relation has an overt connective expression, it is marked as an *explicit discourse connective* ; when it lacks an explicit clue, it is marked as an *implicit* connective. The annotators are asked to infer the relation and insert a connective expression that best characterizes the relation. PDTB 2.0 annotates adjacent sentences in the same paragraph and intra-sentential relations indicated by a colon or a semicolon as implicit relations. METU Turkish Discourse Bank (TDB) is an annotation effort following the principles of PDTB. TDB 1.0 mainly annotates explicit discourse connectives and their argument spans, amounting to 8483 annotations. We have recently started to explore the implicit discourse connectives and how to annotate them. In this talk, we will address the preliminaries of our research and discuss the results from a theoretical and annotation standpoint. The annotation side of the paper will report on our preliminary reliability analysis regarding implicit discourse relations.

In corrective discourse relations, the first argument conveys something wrong, and the second argument corrects it. Most languages express correction explicitly with a contrastive marker, e.g. *but* (English), while others have dedicated connectives, *sondern* (German), *sino* (Spanish). Our initial investigations on Turkish have shown that: (i) adversative and counterexpectative connectives such as *bilakis* 'far from it' convey the corrective sense as well as the adversative/counterexpectation, (ii) the frequent contrastive connective *ama* 'but, yet' is not unique to corrective discourse relations, (iii) Turkish unambiguously expresses correction by the simple adjacency of two clauses often separated by a comma or a semicolon. See Ex.1 where italics show the first argument to the connective (i.e. the argument with the negative element, underlined) and bold indicates the second argument.

(1) Ben bu duvarı … *asmaya değil, (*ama)(bilakis),***vıkmaya** calıstım.
I ... *didn't try to overcome the wall,* (but)(far from it) **I tried to destroy it**.

The facts mentioned above suggest that when annotating implicit discourse connectives (particularly the intra-sentential ones with the corrective sense as in Ex. 1) in Turkish, asking the annotators to insert a connective that best describes the relation could be both counter-intuitive and spurious because none of the existing connectives conveys the corrective sense unambiguously. Theoretically, this suggests that we need to consider adjacent clauses in the same sentence as the unambiguous signal of relations left implicit. From the annotation perspective, the comma may be taken into account as a signal of implicit relations. We also have to allow the annotators the freedom of not inserting any explicit connective while annotating implicit relations, only asking them to mark the sense of the relation.

Kunkun Zhang & Emilia Djonov

Exploring the telecinematic transformation of narrative picture books in a TV program for children: A multimodal social semiotic contribution to early literacy research (Contribution to *The pragmatics of telecinematic discourse*, organized by Bublitz Wolfram, Christian Hoffmann & Monika Kirner-Ludwig)

TV programs for children which feature picture book reading are designed to promote reading and address literacy-related concerns about young children's heavy engagement with screen-based media. Yet, despite these programs' popularity, the ways they represent picture books on television and the potential of these representations to foster the development of early literacy skills have remained unexplored. Among these skills, familiarity with the conventions of narrative, as a dominant story genre in Western cultures (Martin & Plum 1997), is essential for children's ability to comprehend and engage with children's literature (Painter 2007; Painter, Martin, & Unsworth 2013; Snow, Tabors, Nicholson, & Kurland 1995). This paper explores the incorporation of a small number of narrative picture books in a TV series called *Bookaboo* (Happy Films 2009-2013), where in each episode a celebrity presenter reads a picture book with Bookaboo, an animated puppy character.

Specifically, the paper presents a critical multimodal analysis of the transformations of generic stages and action sequences presented in the original picture-book texts through the use of sound and animation as well as through different camera shot and movement choices in the TV program, and examines whether and how these telecinematic transformations can support children's comprehension of the picture books in particular and understanding of the structure and defining characteristics of narratives in general. Our analytical toolkit comprises Iedema's (2001) notion of 'resemiotization', Van Leeuwen's (2008) framework for critical discourse analysis, and other social semiotic tools for analysing visual, verbal and multimodal discourse and narratives (Kress 2010; Kress & Van Leeuwen 2006 [1996]; Martin & Rose 2008; Van Leeuwen 2005). By being the first to combine, apply and adapt these tools to a literacy-oriented TV program for children, the paper aims to contribute to both social semiotic multimodal discourse analysis and research on early literacy.

Jörg Zinken & Arnulf Deppermann

Towards a typology of imperative request actions (Contribution to *Pragmatic typology: New methods, concepts and findings in the comparative study of language in use*, organized by Dingemanse Mark & Giovanni Rossi)

Imperative practices of talking participate in accomplishing a large number of social actions in informal interaction, which pursue the general objective of getting another person to do something. Some of these are *sharing excitement* (*Julia, look!*), *nudging* another to do an action that extends an already observable commitment (*give me one*) (Rossi 2012; Zinken and Ogiermann 2013), or *pursuing compliance* in the face of overt disalignment (*come on, mo:ve back plea:se*, Craven and Potter 2010). These are distinct actions in terms of the contexts they indexically invoke (and create), in terms of other practices of turn construction with which the imperative co-occurs, and in terms of the response that "completes" (Mead 1934, p. 77) the first speaker's move as just that action.

How many such imperative action types are there within the circumscribed domain of getting another person to do something? How are these actions accomplished in different languages? And what additional actions within the domain of requesting might be achieved with imperative turns in other languages? We take some first steps towards answering such questions by examining *a few* imperative actions in *a few* closely related languages. Specifically, our analyses are based on video-recordings of informal interactions in British English, German, and Polish. A general finding suggests that different imperative request actions occupy environments in which a speaker has grounds for expecting the other person's *commitment* to a course of action launched or progressed by the request.

Our findings suggest that labels such as *orders* or *commands*, which are frequently used in the (typological) literature on imperatives (e.g., Aikhenvald 2010) , are not good glosses for the actions most centrally accomplished with imperatives across languages. Also, our work contributes to a discussion of what "counts" as an action type – for speakers and for analysts (cf., Levinson 2013) .

Sandrine Zufferey

Factors influencing advanced learners' comprehension of discourse connectives. (Contribution to *Pragmatics in second language acquisition and bilingualism*, organized by Maillat Didier & Sandrine Zufferey)

An important number of corpus and elicitation studies have stressed the difficulty of discourse connectives for second language learners (e.g. Crewe 1990; Granger & Tyson 1996; Müller 2005). These difficulties have moreover been found to remain even in advanced learners, for example students at the university level. The role of L1 transfer as a possible cause for these difficulties remains however a more debated issue in this body of literature.

In the proposed paper, we analyze the processing of two English discourse connectives (*when* and *if*) by advanced Dutch-speaking learners, French-speaking learners and native English-speakers. Our goal is to assess the role of L1 transfer for students' detection of misuses during online processing and when performing grammaticality judgments. Two types of misuses are included: inappropriate semantic uses of *when*, conveying a conditional meaning (1) and typically produced by Dutch-speaking learners (as evidenced from the International Corpus of Learner English, Granger et al. 2009) and inappropriate semantic uses of *if* with a contrastive meaning (2), typically produced by French-speaking learners.

(1) The kids don't look very tired today. **When** they don't take a nap now, we can go out for a walk.

(2) The admission policy for foreign students is variable across universities. **If** in some of them all students can enroll, in others there is an entrance examination.

Our material contains 32 pairs of sentences alternating between correct and incorrect uses of connectives (when/if for *condition* and if/while for *contrast*) and 32 filler sentences alternating between correct and incorrect uses of the relative pronouns *who* and *whom* for subject and object relatives. The same material is used for an eye-tracking experiment and a grammaticality judgment task.

Our results reveal a difference of performance between the three groups in the grammaticality judgment task, reflecting a strong L1 transfer effect. However, the three groups have the same reaction to these misuses during online reading, revealing learners' implicit sensitivity to misuses of connectives pertaining to their L1 system that was never uncovered in previous offline tasks. We discuss these results in the context of explicit vs. implicit knowledge in a second language.

LECTURES & POSTERS

Esmaeel Abdollahzadeh

Academic uncertainty in graduate thesis writing (lecture)

This study focuses on the way Iranian and British postgraduate students of applied linguistics hedge their propositions in the discussion section of their dissertations. 83 theses by British and Iranian postgraduates were analysed for hedge marker categories and their individual types. The corpora were analysed using Antconc, as well as manually by the researcher. The thesis writers were also interviewed with respect to their choice of hedges. The results showed that modal auxiliaries are the most frequently used in the corpus. Epistemic verbs of *can, would,* and *may* were the most frequently used ones for both groups of writers. However, Iranian writers used '*can'* significantly more than English postgraduates. English postgraduates on the other hand used '*would'* significantly more. Further, English writers also used more instances of copulas other than *'be'* and probability adverbials. Interviews with British postgraduates showed that their expressions of uncertainty in academic writing were due to their concern about finding the right balance between their own interpretations and the real data. Almost all the Iranian postgraduate interviewees believed that they used expressions of uncertainty in the discussion and conclusion section. They preferred to use certain devices such as quotations and hedging, as well as pointing out the limitations of the research and the need for further research. However, most of them believed that they would not explicitly demonstrate their level of uncertainty when they were not sure of an idea because they believe that it is a sign of weakness and thus should not be explicitly stated. The results will be discussed in terms of their applications for academic writing instruction and research writing.

Karen L. Adams

From outlier to viable candidate (lecture)

This project considers candidates from 'Third Parties', Independents and ideologically marginalized Republicans and Democrats and their performance within the genre of televised political debates in the USA. Harris (2001) argues that participants in parliamentary debate in the UK should be considered members of a community of practice. To a degree this also holds true in campaign debates in the US for offices of president or vice president and US congressional and senate debates. Many of the candidates for these offices have years of campaign experience with the genres that are part of being an office seeker. However, some of those running for these levels of office, and certainly those running for statewide or local municipalities, will not necessarily have the same knowledge of that community of practice and its genres <u>or</u>, more importantly perhaps, the same desire to be a typical participant in that community.

In this paper, third party and ideologically independent candidates in televised campaign debates will be compared to their opponents to see if and when the linguistic and stylistic strategies they employ diverge from those who represent the Republican and Democrat parties. As part of the analysis, identifying what is the expected 'politic' or appropriate behavior, and what is overly polite or impolite (i.e. Watts 2005) is a major concern. Included among 'politic' behaviors will be assessment and evaluation of others' personas and ideological claims in terms of categories such as lexis of degree adverbs, reference, address and other categories. E.g. an outlier uses the term 'parasite' to position the Republican opponent. Turn-taking strategies are also included for the analysis of the politic or the not politic behavior of following pre-allocated orders and timing limits. E.g. an outlier sticks to them even when others are violating them. Other analyses include the degree that answers are 'appropriate' to a question or are 'animated' party background and policy/ideology. In addition, the discussion will consider the range of formal vs. informal styles of speaking and of dress. E.g. an outlier answers with 'What she said.' or wears a leather vest.

The notion of 'viable' will be determined not just by standing in polls, but in the parallel use of politic behaviors, stylistic strategies, and topic range in responses to questions and the coverage of information in opening and closing statements. The treatment by opponents and moderators will also be factored in through Q&A's designed to discriminate and ignore through unacknowledged contributions and erased identities as 'real' opponents.

The data discussed here are drawn from a corpus of campaign debates from across the US from 1986 to 2014. Approximately 30 candidates will be considered from campaigns for a variety of offices. These include statewide, US congress and senate, and presidential and vice-presidential races. Several different third parties of differing political ideologies are considered including Libertarian, Constitutional, Reform, Green and Natural Law Parties. Also the Independents may have earlier affiliations with major parties and their presence indicates marginalization as the party representative

Wale Adegbite

Inscriptions (poster)

Inscriptions are symbols marked on objects such as books, walls, plaques, coins and clothes. The symbols represent expressions with varied meanings on the different objects. A lot of studies have been carried out on inscriptions from different perspectives - linguistic, philosophical, psycho-sociological, anthropological and philosophical, among others. In this study we aim to describe the inscriptions on the clothes worn by some university students in Nigeria. The objectives are to (i) identify and analyse, the forms of the inscriptions on the clothes in terms of the different codes (verbal expressions, colour and other symbols) and the mediums; describe the opinions of wearers of the inscriptions as indicators of their identities and relationships with the symbols; and interpret the contextual and cultural undertones of the codes.

A semiotic description of the inscriptions is undertaken to describe the features observed not only as verbal elements but as a complex of contextual and cultural relationships between the expressions, the intentions of the producer and the reactions of the wearer. The subjects of the study are 150 students from three universities in southwestern Nigeria contacted from April to June, 2014. The data instruments include mobile phone snapshots of clothes worn by all of the subjects, interviews of 50 of them who would not fill the questionnaire and filling out of a questionnaire by 100 students.

The findings show that many of the students would wear clothes with different inscriptions on them based on social (peer group and group fellowship), religious, moral, political and psychological feelings. The verbal expressions consist of words and acronyms, phrases and short sentences, mainly assertions, which vary from slang and jargon to colloquial and formal codes. The main language used is the official language, English, with very few expressions in Pidgin English and Yoruba, the main native language. Colours, shapes and symbols in no small measure contribute to the meanings of the expressions. Colours and symbols mean a lot to the students but their choice is based more on appeal than the meanings they convey.

Though many students see wearing of clothes with inscriptions as common place in modern times, they are, nevertheless, conscious of the labels on the clothes so that they do not unnecessarily attract negative attention to themselves.

Akinbiyi Adetunji

"The police is your friend": Implicated ground in a Nigerian linguistic landscape (lecture)

Despite the proliferation of studies in the linguistic landscape (LL) research, scant attention has been paid to its compatibility with pragmatics theories. However, this study investigates and explains the sharedness and co-construction of meaning in the discursive construction of the production and consumption of public signs in a Nigerian LL. Anchored on the theoretical models of common ground and Grice's conversational principles, it attempts textual, pragmatic, and ethnographic analyses of (purposively-selected) photographic and (semi-structured) interview data gathered from Ibadan (a major Nigerian city). Findings reveal the construal of contextualised, non-natural meaning evidenced by sign-producers' deliberate non-observance of Grice's maxims and sign-consumers' inference and uptake of the meanings conveyed by this breach. Specifically, the maxims of quantity and relation are most conspicuously breached in this conversation between these producers and consumers who are members of a (the same) cultural community and who evidence reciprocating understanding. And the implicated grounds, contextualised in Nigeria, identify not only the evocation of prior security experience, current practice of criminality, and national religious ethos but also assumptions related to information layering and environmental notification. Ultimately, it is claimed that meaning is made in this LL through the activation of a shared common ground implicated by the consensual linguistic, social, and cultural information available to and inferred by most Nigerians. This study is thus a modest attempt at directing pragmatics towards the value of common ground in the reading of (English-medium) public signs, especially in a non-native linguistic context.

Oluwaseun Akinbola

"So, how many girlfriends have you?" Politeness constructions in STI/HIV clinics in Ondo State, Nigeria (poster)

This study examines how politeness is negotiated in diagnostic interactions between doctors and clients in STI and HIV clinics in Ondo State, Nigeria, owing to the gap created in the literature on such specialized clinical encounters. Sexually transmitted infections (STIs) and HIV are health conditions considered

sensitive in medical contexts. The moral implications and face-threatening nature of the cases, especially in the Nigerian context, make them a viable area for politeness investigations. Twenty-five tape-recorded naturally occurring diagnostic interactions in the STI and HIV clinics collected from State and Federal Government-owned hospitals in Ondo State, Nigeria were transcribed and analysed using insights from Leech's Politeness maxims and Brown and Levinson's Politeness Theory. STI/HIV interactions were discovered to pose severe threats to the participants' face and these threats were mitigated through the use of a number of politeness strategies. Doctors employed positive politeness by complimenting, creating solidarity, using honorific terms for and assenting to the clients' positive self appraisal while the clients satisfied the face wants of the doctors by using honorifics for them. Negative politeness in the form of indirectness was employed by doctors to cushion the face threats of advice and some questions. Also, Perspective Display Series (PDS) and Co-construction were also found to constitute a kind of positive politeness judging from their pragmatic implications- PDS satisfies the client's positive face want whereas Co-construction satisfies the speaker's positive face wants: that the hearer is attentive, interested in the interaction and considers the speaker to be intelligible. Furthermore, politeness maxims were observed by participants and they were only flouted when the doctor was compelled to adhere to medical ethics and when the client tried to resist a severe face threat. The study concludes that politeness negotiations in STI/HIV clinics reflect the socio-cultural realities of the Nigerian society and participants therefore orient to it in order to jointly achieve their institutional goals.

Eva Alcón Soler

Appropriateness of requests in students-teachers email conversations (lecture)

The present study analysis quantitatively whether a short period of SA influences students' performance and teachers' perception of email requests. It also explores qualitative changes in email performance over time**.** The participants in this study were 60 sixteen year old students that had moved to England to study the International Baccalaureate, and three British language teachers. In addition to evaluate students' performance of email requests, and the degree of e-mail appropriateness in a 5-point Likert scale, teachers were requested to explain appropriateness of requests by making reference to specific linguistic features from the message. Finally, the teachers were interviewed at four times during the academic year to report on students' attitudes and changes during the academic year. Findings of the study show that, when students started the International Baccalaureate, emails were perceived as abrupt and too direct, with lack of conventions to show respect. As time of participation in the IB programme increases, a change towards indirectness is observed. However, despite this general pattern of development in performance of email requests, teachers report no consideration of request imposition on behalf of the student. They also report individual variation in the way in which students changed style over time, showing that the pragmatic choices shifted in line with students' emotions towards the community in which the students find themselves.

Mohammed Aldhulaee & Zosia Golebiowski

Linguistic behaviour in email interaction and its impact on recipients' attitudes: The case of email requests by Iraqi non-native speakers of English (lecture)

Electronic mail is a form of CMC that has been widely adopted in human interaction. It is rapidly replacing some traditional forms of communication. In multi-cultural Australia people of different cultural backgrounds and ethnic affiliations use email to communicate with each other for a variety of educational, professional and social purposes. Australian native speakers of English may have a distinct understanding of the rules, norms and conventions that represent the expectancies underlying appropriate email structure in the Australian society (cf. Merrison et al. 2012). However, non-native speakers, particularly those with limited experience of Australian culture, may unintentionally violate these norms and conventions (Swangboonsatic 2006). Such violations can lead to pragmatic failure, causing misunderstanding among the participants of a communication event (cf. Chang and Hsu 1998; Hendriks 2010). The pragmatic failure in email communication between English non-native and native speakers can stem from the impact of email on social interaction. The language used in email communication has been described as a hybrid variety of writing and speech (Baron 1998) and it was argued that the absence of non-verbal cues in emails increases the possibility of the occurrence of misunderstanding (Baumer and Rensburg 2011).

The purpose of the reported study is to investigate the relationship between the linguistic behaviour of Iraqi non-native English speakers when performing requests in email communication and the attitudinal reactions of Australian native speakers towards Iraqis and their linguistic behaviour. Two hundred authentic email messages were collected from 40 Iraqi participants aged 20-35. Information about the situations in which these emails were composed was collected from the participants in semi-structured

interviews. In order to explore the attitudinal reactions of Australian email recipients, each Iraqi email was evaluated by 3 Australian native English speakers regarding its linguistic structure, the personality attributes of the senders, and the appropriateness of the requests. This presentation reports work in progress. A genre analysis (cf. Swales 1990) of the structure of Iraqi emails will be carried out through identifying the moves and strategies used in these emails to explore their structural characteristics and the potential motives behind the Australian attitudes. We will discuss the process of matching the results of the analysis of the evaluation data obtained from Australian participants with the results of the genre analysis of the emails.

Dheyaa Al-Fatlawi

Is that sarcasm? Investigating the ability of Iraqi L2 learners to recognize sarcasm in British English blogs: A cross–sectional study of learners in Iraq and the UK (poster)

Although a great deal of studies have been conducted about sarcasm as a pragmatic issue of especially impoliteness, few studies of those have, to the best of my knowledge, dealt with sarcasm in L2 learning. The study is intended to investigate how much the Iraqi L2 learners of English, whose mother tongue is Arabic, are able to identify sarcastic utterances in British English blogs. As a source of data, I am searching in a number of British English blogs that are expected to be rich in sarcasm. The study is going to investigate two groups of Iraqi learners: L2 learners of English in Iraq who are studying mainly academic English in classrooms only and have never been to the UK or any other English-speaking country, and L2 learners of English who have come to the UK to study English for academic purpose and have some exposure to informal language through interaction with people. The aim is to find out whether coming to the UK and spending a considerable sojourn would ultimately contribute to enhancing the learners' ability to identify sarcasm in British English and the strategies used to convey it. After choosing adequate stimuli from the collected data, two pilot tests are going to be conducted in which some stimuli are used. The first one is going to be applied to a small number of English native speakers. The purpose behind it is to verify whether the stimuli are good enough as examples of sarcasm so that they can be further used in the main tests. Some of these stimuli will be used in the second pilot test which is planned to be applied to a group of Iraqi L2 learners studying in the UK to find out whether the overall test is adequate for the purpose and highlighting any problems that may emerge while being conducted. In both tests, the participants are going to be given threads of short conversations taken from blogs and asked to identify the sarcastic utterances within these threads, if any. There will also be two main tests applied only to Iraqi L2 learners of English in the UK and in Iraq respectively. They will follow a similar procedure to that of the second pilot test. That is, the tests will contain a group of conversational threads taken from blogs and the participants will be asked to identify sarcasm within each thread. The same threads will be used in both tests. This is to ensure the reliability of the results as regards the difference between both groups of learners in sarcasm recognition. Finally, the results of these tests will be analyzed in order to find satisfactory answers to the research questions. The study is still being conducted and currently the researcher is doing data collection.

Muhtaram Al-Owaidi

A pragmatic analysis of the speech acts of short interviews in English and Arabic: A cross-cultural pragmatic study (poster)

The study is a cross-cultural pragmatic one that investigates the speech acts of short news interviews in English and Arabic. It aims at identifying the recurrent speech acts in these interviews of either language and the strategies with which they are performed. In addition, it aims at highlighting the similarities and differences among the speech acts in question along with their strategies in both languages and finding out the causes behind them. The study will depend on two English news channels (BBC News and Sky News) and two Arabic news channels (Al-Jazeera and Al-Arabia) as the sources of data. There will be t wo pilot tests done for the purpose of ensuring the adequacy of the tests design. Both will be multiple-choice tests in which the participants will be a small number of native speakers (5-10) of each language. The participants will be mainly university students of different majors. Those participants are going to be presented with video clips of whole short interviews and press conferences along with transcriptions of the utterances and their immediate contexts. All the data will be clipped into several chunks for each of which a set of four options that represent possible speech acts will be provided. The participants should choose one option only that they think represent the intended speech act. However, if the participant is not convinced with the whole set, s/he is given a fifth blank choice which can be filled with what s/he believes to be the intended one. The study will also contain two main tests for both languages which will follow the same procedure of the pilot tests as regards the data and design if no problems are to emerge when doing the latter. These tests will be on a larger scale containing more data and a larger number of

participants. The results obtained from these tests will be analyzed with the aim of arriving at findings that provide satisfactory answers to the research questions. The study is still being conducted and it is now in the stage of data analysis.

Diogo Henrique Alves da Silva

The Heimat concept and its conflicts – an intercultural approach (lecture)

This abstract is part of a master's degree thesis that has been written within UFMG's *Intercultural Communication in Interactions* research group, which focuses on several areas of study ranging from 'code-switching' and 'facework' to 'metacommunicative acts', among others. From the same intercultural standpoint, this piece of research aims at describing the dynamics of interactions between Brazilians and Germans as related to the *Heimat*/Homeland theme. It is mainly based on Agar (2002), which suggests the importance of 'rich points' for communication to take place – according to him these would be moments in interaction from which culturally-based problems could emerge, particularly due to different communicative behaviors such as greeting, making phone calls or in the formal/informal relationships denoted by pronouns. It is noteworthy, however, that these moments of tension could arise from the usage of a single word, as is the case of *Heimat* (Heringer 2004; Kühn 2006) – which could be considered as a 'hotword' according to those scholars.

Moreover, it is important to mention that the theoretical framework of this study in relation to Intercultural Communication does not consider culture as a preconceived, static notion that applies to any communicative encounter – a choice was made to use an intersubjective concept of culture from which should not be inferred that different subjects have different cultures as an object. In fact, culture would be a communicative instance especially generated through the collaborative participation of two or more speakers interacting (Agar 2002). It then follows that the 'intercultural' label is not to be assigned *a priori*, i.e., the participants' verbal and non-verbal behavior in each interaction should be the elements to be analyzed rather than pre-established, general concepts about culture. The result, therefore, is a view of conflict in interactions which should not be automatically associated with any cultural differences *per se* but instead with each participant's communicative objectives – which by their turn could be based on a cultural repertoire composed of both verbal and non-verbal items, for example (Liebscher 2006; Hartog 2006).

The objective of this study is to describe the tension and conflicts arising from interaction between Brazilians and Germans discussing the *Heimat* theme as well as to attempt to link them to the interculturality issue. Preliminary data suggests that some of the resulting conflicts can stem from how participants (Brazilians and Germans, respectively) link the 'homeland' concept to the social-political awareness of their country's population, for example. In order to understand such issues, some well-known Ethnography of Speaking theoretical and methodological tools are used, such as Gumperz's 'contextualization cues' (1982) and the turn-taking model for Conversation Analysis (Sacks, Schegloff, Jefferson 1974). What is more, it is worth mentioning that all interactions have been video recorded and then transcribed with the aid of the *EXMARaLDA* software (Schmidt 2002) and the GAT2 transcription system (Selting et al. 2011).

Haia Alzaidi

Google Plus Hangouts: Online video-based language practice (poster)

The application of various platforms within Computer Mediated Communication (CMC), such as social networking, chat rooms, blogs and so forth, have gradually emerged as a valuable area of study within second language use and acquisition (Pasfield-Neofitou 2012). The increasing recognition in the significance of using CMC for language learning has often been associated and integrated with technology that facilitates and promotes communication and interaction. This is vital for second language (L2) learners because they may benefit from using such tools for the purpose of linguistic acquisition, as well as in developing pragmatic and social competencies. This is specifically found in the context of language learning, where the target language is taught as a foreign language and any form of practice towards it in everyday life is limited. The current widespread growth of communication technologies have spread at a monumental rate, and with such continual advancement within technology, it has evidently brought about new affordances, as well as constraints. Subsequently, this may have resulted in adapting interaction according to these new features and tools within communication technologies. Research in CMC (more specifically, text-based interaction) and Computer-Mediated Spoken Interaction (CMSI) (e.g. voiced-based) have shown that turn-taking systems are performed differently in these two online settings (Jenks 2014). This further shows how interaction has adapted in accordance to a particular online platform that offers a particular feature of communication. To extend the research from these current observations, this study aims to examine a new communication medium (online video-based interactions),

with the primary aim of uncovering the various interactional competencies that participants exhibit when using a contemporary interactive platform, namely 'Google Plus Hangouts'. In contextualising this for the objectives of this research, this will refer to English language learners engaging directly with one another for the sake of practicing their speaking ability. The data for this study was collected by a means of video recordings, which are already incorporated and available within a 'Google Plus Hangouts' session. Moreover, to effectively scrutinise and uncover interactional competencies within this research, the recordings of online video-based interaction was transcribed and analysed using the Conversation Analysis (CA) methodological approach. Early analytical observations have indicated that the participants were more inclined to use their body language and gestures as a means of interaction, which they did so on a frequent basis; this is due to the features of this particular platform, as it allows the participants to directly observe and interact with one another. It is therefore envisaged that the communicative affordances and constraints that are associated with the online video-based (i.e. Google Hangouts) will provide a deeper insight into the relationship between this particular platform and the impact of the interactions it shapes and adapts.

Mohammad Amouzadeh & Azam Noora

Cyclic grammaticalization: The case of Yæ'ni in Persian (lecture)

On the basis of Discourse Grammar Framework, this study aims to investigate *y>6'ni* ('meaning') in Persian. It has been originally borrowed from Arabic and undergone the process of grammaticalization. *y>6'ni* exhibits different pragmatic functions to characterize changes involved in the evolution of a discourse/pragmatic marker. The study suggests that the grammaticalization of *y>6'ni* can be treated as a cyclic process identified by Kuteva (2012), in terms of SG>TG>SG. The beginning point of the process can be regarded as a Sentence Grammar unit co-opted for TG. Once co-optation has taken place, the co-opted *y>6'ni* (a thetical chunk) has undergone grammaticalization in TG, leading to the grammaticalized thetical of *y>6'ni*. The investigation will show that the grammaticalized thetical of *y>6'ni* can be traced back to its domain of origin (SG) by taking over a grammatical function within SG. Its trajectory of development reveals a cyclic process starting with co-optation (linking SG to TG), and continues within TG (resulting into a grammaticalized thetical), and eventually gets anchored by linking SG to TG (re-integrating into SG).

Jantima Angkapanichkit

Discourse markers as counseling strategies to identities construction of counselors in Thai telephone counseling practice (lecture)

The idea that language, or actual speech, as discursive forms situated social practices interrelates to identity and social action with mediational means in site of engagement, has been developed. The framework called Mediated Discourse Analysis, so-called MDA, (Norris and Jones 2005; Scollon 1998, 2001) brings together linguistic analysis and social theories. MDA sees discourse and action dynamically and diversely relate in a nexus of social practices, and social identities, manifested by individual through material objects and textual tools when interacting. It takes the analytical tools from other linguistic disciplines; conversation analysis, pragmatics, systemic functional linguistics for instance, to trace how people appropriate texts and other cultural tools into their practices in interaction, and how they perform themselves as who they are in that situation (Scollon 2004; Scollon and Scollon 2003).

Using MDA as framework of study, this paper mainly focuses on the interrelated construction of people identity and social practice through counseling discourse. Telephone counseling (1323 Hotlines), under supervision of Mental Health Department in Thailand, can be seen as the site of engagement where people are coming together. The mental health practitioners are playing role as counselors and people with life and mental problems are their clients. This paper explores the mediated action of telephone counseling from the angle identity construction to look at how the counselors manage their practitioner speeches and how they present themselves when doing counseling.

The data included recordings and field notes taking based on ethnographic method. Thirty cases of telephone counseling, 782 minute-long conversations, were recorded legally and ethically at the Child and Adolescent Mental Health Rajanagarindra Institute, Mental Health Department in Thailand from January to March, 2012. Audio recordings were transcribed and were translated into English later on. All of the transcriptions were reviewed for at least 3 times to ensure the accuracy of verbal content.

The analysis revealed that counseling action forms a natural link between healthcare practice and interpersonal practice of telephone counselors. This paper found that discourse markers or pragmatic particles bear an important consequence for their constructing speeches as well as can be triggered multiple social identities of counselors. This paper argued that the construction of counselors' identities is complex. They managed their speeches of counseling by appropriating and using tools of healthcare

practice and counseling guidebook. They also negotiated their personal identities by socially and culturally adapting discourses assigned in these encounters as information provider, decision maker, and Buddhist cultural mediator.

Carrie Ankerstein

Foreign entanglements and logical connectors in L2 writing: Why language teaching needs linguists (lecture)

Hudson (2004) noted the disconnect between what English linguists do and what some English teachers teach and argued the case for linguists to be more involved in curriculum development. His comments were focused on prescriptive rules in grammar school teaching, which is far removed from how linguists approach language.

I would like to propose a similar call for more involvement of linguists in English as a second language (ESL) classrooms, particularly with respect to logical connectors. Crewe (1990: 317) stated "The misuse of logical connectives is an almost universal feature of ESL students' writing". A number of studies have cited teaching methods as a potential contributor to the overuse and misuse of connectors in ESL writing (Crewe 1990; Granger & Tyson 1996; Leedham & Cai 2013; and Milton & Tsang 1993). Crewe (1990) and Milton & Tsang (1993) explicitly discourage the practice of giving learners lists of connectors without stylistic or semantic differentiation and using fill-in-the-blank exercises. They also caution against teaching learners to use these markers for purely stylistic purposes. With respect to the function of connectors, Crewe (1990: 319) argued "It is debatable to what extent either 'however' or 'furthermore' develop the argument successfully" and later stated: "Although cohesive devices are visible signs of the relationships that they signal, they are at best only indicators of them" (pp. 320-321). Milton and Tsang (1993: 233) also commented that "Students are often given the impression that the greater the number of logical connectors used, the more coherent the writing is".

In the current study, four commonly used textbooks in the German states of the Saarland and Rheinland-Pfalz were examined for their methods of teaching connectors. The current research questions, based on research advice, were as follows: :

1. Do textbooks state why connectors are used?
2. Do textbooks give students lists of undifferentiated connectors?
3. Do textbooks give students fill-in-the-blank exercises to practice connector usage?

The survey revealed that connectors are often presented as necessary components of an argument, for example "…phrases like therefore, due to this, thus or with this in mind establish a cause-and-effect connection, logically linking your thoughts, which is indispensible for an expository essay" (Butzko et al. 2009: 35) and stylistic devices "When you write the body of your essay use linking expressions to improve your style" (ibid. p. 38). All textbooks provided lists of categorized connectors and all included fill-in-the-blank exercises and/or exercises in which a paragraph was presented for rewriting with the inclusion of connectors. Thus, each textbook went against research-based advice for teaching L2 connectors.

Secondary school curriculum guidelines for the Saarland were also consulted and it was found that these too promote overuse of connectors, stating use of a "wide range of cohesive devices/connectors" as a feature of upper levels of written English proficiency. This is in contrast to the Common European Framework guidelines which state "controlled use of organizational patterns, connectors and cohesive devices" for upper proficiency levels. To conclude, I would like to make a call for more research-driven methods in the second language classroom.

Rony Armon

Interpretation in interaction – framing science in broadcasted interviews (lecture)

The recent decades saw a significant increase in journalists' sourcing of scientific advice and in scientists' influence on news framing (Anderson, Petersen, & David 2005; Albaek 2011). Yet news reports about science are largely attuned to journalist' notions of newsworthines (Verhoeven 2010; Nylund 2003; Nisbet & Huge 2006) rarely reflect the stories of the scientists involved (Claessens 2008) and lead to frame contests between journalists and their sources. This study explores expert interviews broadcasted live in order to capture framing contests as they unfold.

Studying framing processes in broadcast talk programs demands attention to interpretive as well as interactional frames (Tannen & Wallat 1993; Gotsbachner 2009 {Gotsbachner 2009 #1728}). Usually, news researchers conceptualize frames as "interpretive packages" (Gamson & Modigliani 1989) by which journalist relate news items to cultural and social concerns thus providing interpretation and meaning to the reported event (Entman 1993). Interactional frames, linked with Goffman's notion of footing and

participation framework (Goffman 1981), is understood as the position of the speaker in relation to his text rather than the particular content communicated.
Approaching frames thematically and interactionally (Gotsbachner 2009) this study adopts a narrative approach to frame analysis (Johnson-Cartee 2005) alongside a narrative analytical approach to narratives in talk-in interaction (Georgakopoulou 2007). Episodes are identified as including dispreferred responses (Schegloff 2007) based on footing shifts (Goffman 1981), evasive replies (Greatbatch 1986; Heritage & Roth 1995), and "frame-shift discourse markers" (Maschler 2009). Interviewer and interviewee's narratives broadly defined (Georgakopoulou 2007) are classified for their science related frames (Nisbet & Huge 2006), and examined for their key characters and spatiotemporal settings and their tellers' narrative and interactional positioning (Bamberg & Georgakopoulou 2008). In that way the narratives that interlocutors construct interactionally are linked to the thematic frames that they establish or contest.
The interviews examined were conducted (2009-2011) in the Israeli current affair program, London & Kirshenbaum. Broadcast on a national commercial channel in Israel (Channel 10) this highbrow pre-primetime news magazine is one of Israel's key agenda-setting news broadcasts. While dedicated to hard-news the program also invites scientific experts from a variety of research disciplines to discuss their research or to comment on the events of the day. The study is based on the examination of a corpus of 155 interviews from which excerpts indicative of frame shifts were selected for detailed analysis and will be presented in this talk.

Karin Aronsson, Franco Pauletto & Francesco Arcidiacono

Intergenerational argumentation: Accounts and multiparty negotiations during dinner conversations in Italy and Sweden (lecture)

In family life, inter-generational argumentation is a pervasive feature of dinnertime conversations (Aronsson & Gottzén 2011; Arcidiacono & Bova 2013; Grieshaber 1997; Ochs & Beck 2013; Pontecorvo & Arcidiacono 2014). The dinnertable is therefore a fruitful site for the study of multiparty argumentation and negotiations, as well as an arena where socialization into local norms takes place (Ochs et al. 1996). In fact, dinnertime conversations are events where many activities occur simultaneously and where participants successively negotiate mutual rights, obligations and accountabilities over time (Aronsson & Cekaite 2011; Hepburn & Potter 2011; Bova & Arcidiacono 2014a; Sterponi 2003, 2009). Within this perspective, we assume that the participants' argumentative skills are developed through discourse during interactions; the analysis of the conversational and argumentative procedures by means of which people jointly negotiate social relationships are studied as a way to understand how dinnertime conversations offer interactional opportunities through which children and adults can foster argumentative and critical attitudes (Bova & Arcidiacono 2014b; Wiggins & Potter 2003).
More specifically, this paper will explore the role of accounts and explanations in inter-generational encounters, extending earlier work on argumentation and accountability (Aukrust & Snow 1998; Bova & Arcidiacono 2013; Buttny 1993; Sterponi & Santagata 2000). The primary focus is on how both parents and children design their arguments, attending to the multiparty nature of accounts within the local social order of family life. We intend to show how the transmission of norms and values within family mealtime conversations can lead parents and children to engage in argumentative discussions.
The data include ethnographic video-recordings of family life in the homes of sixteen Italian and Swedish middle class, dual-earner families, with at least one elder and one younger child (in total 39 children of 1.5-16 years of age). Each family was filmed during one week, before and after school. The present analyses focus on dinnertime conflict sequences, events that are rich in multiparty conversations, including argumentation between parents and children, and between siblings (Arcidiacono 2011; Arcidiacono & Pontecorvo 2009; Bova & Arcidiacono in press). Previous studies of disputes have shown verbal conflicts to be educational instruments of interaction and tools of socialization in family life contexts (Pontecorvo, Fasulo & Sterponi 2001). During dinnertime events, the family members engaged in disputes, debates and conflicts. A conversational and discursive approach was adopted in order to identify the strategic moves of the family members when accounting for the rationality of their conduct, to each other (and to themselves).
The findings document the pervasive role of accounts, designed to fit a local moral and social order, illuminating how accountability is a core aspect of the intergenerational argumentation accomplished and displayed by family members during social interaction. The findings also show how family argumentation unfolds around issues that are generated both by the parents and their children, indicating that the argumentative episodes of family life have a broader social and educational function, beyond the solving of everyday conflicts.

Laura Ascone

The computer-mediated expression of surprise: A corpus analysis of chats by English, French and Italian native speakers (lecture)

This research analyses how English, French and Italian native speakers express surprise when communicating in chats. A qualitative study was conducted on a corpus of three hundred dialogues collected from Facebook conversations (one hundred for each language). Contrary to "psycholinguists [, who] generally avoid engaging with spontaneous natural language, preferring to use controlled, experimental language" (Gardner-Chloros 2009: 118), my objective was to study the spontaneous expression of surprise; the entire corpus was therefore selected from surprise-eliciting conversations where the interlocutor was not aware that his/her production would be analysed. This way, it was possible to examine how communication and interaction works in computer-mediated conversations, since "online communication makes it easy to blur the distinction between real communication and display communication" (Kramsch 2009: 175).

By adopting a systemic approach and examining the order in which the speaker reacts to, comments on and wonders about the surprising event, it was expected, on the one hand, that the linguistic expression of this instinctive reaction reflects its cognitive process, and, on the other hand, that different ways of conveying surprise exist and that their use may vary according to the medium used to communicate (Kramsch 2009). Therefore, attention was focused on the features peculiar to computer-mediated conversations – e.g. smileys – and to surprise – e.g. disruption and intensity – (see Kövecses 2003; Zammuner 1998). More precisely, the objective was to see how these chat-language codes are employed to convey surprise. Each expression was accompanied by a short description including the level of intimacy of the two speakers, the topic of the conversation and the sequence of the *reaction-*, *comment-* and *question-segments*.

"Wow now I really want to go there! Did you take that picture??"

(Intimacy: 1; Topic: showing a picture of Rome; Sequence: reaction-comment-question)

Once collected, the corpus was analysed using the software Tropes, which provides a content analysis of the dialogues examined. This program allows categorizing syntactic elements according to *semantic meta-categories* and identifying the main relations between two semantic units.

This study provides an analysis of how English, French and Italian native speakers convey surprise in computer-mediated conversations. The objective was to examine the speaker's motivation behind the expression of this instinctive reaction and its elicitation in his/her interlocutor(s). Furthermore, by using the software Tropes, my goal was to see whether it was possible to define a semantic patter peculiar to the expression of surprise and computer-mediated communication, and common to the languages under investigation.

Muzna Awayed-Bishara

A discourse analysis of the cultural content of materials used for teaching English to high school speakers of Arabic in Israel (lecture)

In this paper, the cultural suitability of English textbooks is examined in an attempt to check whether their linguistically-expressed cultural content caters to the Palestinian Arab cultural milieu. The significance of this topic in Israel is that the English curriculum is uniform in all sectors, including – in this case – the Arab sector. Discourse has been viewed as a special practice which is imbued with power and ideology and therefore, a discourse analysis of the English textbooks has been conducted.

The paper is a critical discourse analysis of six English textbooks used in Israeli high schools that examines the recurrence of seven discursive devices. The methodological framework of this paper is based upon an integration of models, including Text Oriented Discourse Analysis (TODA) (Fairclough 1992), Critical Discourse Analysis (CDA) (Van Dijk 2006), Social Semiotic Enquiry (Kress 1993) and other models (Wortham 1996; Lin 2004; Bucholtz & Hall 2005; Tajfel & Turner 1986). My assumption is that these discursive devices are used as a means for shaping or (re)producing ideological values. These discursive devices are the use of (1) culturally distinctive names, (2) indexical pronouns, (3) the passive/active voice when relating to the Other, (4) explicit statements to define the target audience of the text ("in our Western world"), (5) narratives about faraway cultures perpetuating Western stereotypes regarding the Other, (6) culturally specific prior knowledge in the texts, (7) discourse constructing identities and collective memories and experience (e.g. military service or the Holocaust).

Textbook analysis has revealed a clear tendency towards 1) associating Israel and Israelis with American and Western culture through praising those cultures while degrading others; 2) promoting Jewish national identity and collective memory through an exclusive use of Jewish names, places, historical figures and national/cultural values, while ignoring the existence of Palestinian Arabs through a total lack of Arabic names, places or other manifestations; and 3) differentiating populations residing in the center of the

country from groups residing on the periphery, as most of the texts reflect the dominant ideology of those living in the center - i.e. Tel Aviv and other major international cities (such as New York or London) - and ignore the very existence of peripheral populations. Moreover, the narratives repeatedly raise the issue of army service as a *sine qua non* of national Jewish identity, which may allude to a deliberate policy of favoring those who serve in the army, while discrediting those who do not.
To sum up, textbook analysis has shown how through the reoccurrence of Western, and basically American, and Jewish culturally-based issues, the textbooks interpellate English learners as West oriented Jewish Zionist subjects, thus contributing to the reproduction and perpetuation of Western and Jewish hegemony. Besides serving as a tool for perpetuating and reproducing dominant mainstream ideas, English school books in Israel enhance the disregard to the Palestinian Arab minority.

Shoji Azuma

Kizuna ('bonding'): Social conformity on Japanese earthquake t-shirts (lecture)

"The Eastern Japan Great Earthquake Disaster" which occurred on March 11, 2011, was the most powerful earthquake known to have hit Japan. The quake was followed by a massive tsunami which swept across the northeast coast of Japan, reaching a death toll of more than 28, 000 people. How are the Japanese people coping with the national crisis? What kind of public discourse can be observed? Following the claim that the t-shirt is a type of "open-text" that reveals attitudes and norms of people (e.g., Crane 2000), this study focuses on social messages and slogans displayed on t-shirts and other earthquake related souvenirs sold in northeastern Japan where the combined earthquake-tsunami-nuclear devastation was the greatest.
In the summer of 2012, 16 months after the earthquake, our team visited a total of 20 stores where t-shirts and earthquake related goods were sold. We recorded the slogans verbatim and took a digital photograph of each item that referenced earthquake and tsunami. In total, 24 different slogans were identified on items such as t-shirts, pens, stickers, pins, hair bands, lunch boxes, and soft drink bottles. Some of the representative slogans are *Kizuna* ('Bonding'), *Ganbaroo*, *Toohoku* ('Hang in there, Toohoku'), and *Tomoni mae e* ('Together, forward'). The significant majority of the slogans converge on the theme of "solidarity." By evoking the metaphor of "family," the slogans promote a social relationship of being united, offering mutual aid, and enduring the difficulty together.
Disasters often lead to the expression of solidarity among people, as was seen with the display of American flags in the aftermath of 9/11 in the U.S. (Collins 2004). However, unlike a terrorist attack, a natural disaster is utterly impersonal. Without a specific enemy, as with a natural disaster such as a hurricane, the expression of solidarity may be less prominent, as was reported in Macomber, Mallinson & Seale (2011). In their study of Hurricane Katrina, Macomber at al. (2011) found slogans with political, cursing, humorous, and sexualized themes. In contrast, the present study on the Japanese earthquake has found no such slogans, suggesting the persistence of collectivism in Japanese culture, where *wakimae* ('discernment') plays a crucial role (Ide 1989).

Luis Bagué Quílez & Susana Rodríguez Rosique

Old topics, new times. Exploring contrast in aesthetic discourse (lecture)

Adaptability is understood as the capacity of language to accommodate to human communicative needs in every moment (Verschueren & Brisard 2009). This notion can also extend to information structure, and specifically, to one of its key concepts; i.e., old information. Among the most fossilized versions of hearer's old information (Prince 1981, 1992) *topoi* are found. *Koinoi topoi* are defined as a set of commonplaces or cultural *clichés* encapsulating the shared knowledge of great Ancient civilizations (Auerbach [1942] 1953; Curtius [1948] 1953). In this way, topoi have become a main subject in the studies analyzing aesthetic discourse.
As topoi get routinized, they progressively lose their expressive force and turn into a dead easy, meaningless strategy. However, adapting topoi to current circumstances may result in a useful mechanism to contravene expectations, shock the reader and intensify the complicity between the speaker / writer and the addressee / reader. The different modes of discourse contrast (Raskin 1985; Attardo 1994, 2001) may help to refresh the topic and create a new communicative frame.
The aim of this presentation is to check to what extent Ancient Greek-Latin topoi may reflect the world view in 21st century society through a set of oppositions with respect to the original pattern. In order to achieve this purpose, several well-known topoi are examined in Spanish contemporary poems. For instance, *beatus ille* may turn into a vindication of feminine identity in an urban landscape in contrast to the masculine archetype in a bucolic scenario invoked by the classic model, as is seen in (1) (Appendix 1). Similarly, *carpe diem*, which urges the addressee to enjoy the present, may become both a passive report of seduction and a metafictional game in (2). Finally, the eternal and timeless *tempus fugit* may

represent a transitory exemplum in (3), by using the science discourse conventions and the Technologies of Information and Communication's keywords.
More generally, this presentation shows how the resemantization of old topoi through discourse contrast becomes a new and powerful template of aesthetic communication.

Yinchun Bai

Different roads to discourse marker: A corpus-based study of the speaking of X construction (lecture)

Discourse markers have been investigated from different perspectives, quite intensively in synchronic studies of their functions and morpho-syntactic features in the light of discourse analysis (e.g. Ferrara 1997; Fischer 2006; Fraser 2009; and Aijmer 2013), and to a lesser extent in diachronic studies of their developmental paths (e.g. Lewis 2011; Prevost 2011; and Heine 2013). This paper addresses possible motivations for a linguistic element / construction developing into a discourse marker, presenting the case of the *speaking of X* construction (further referred to as the SPOX construction), as in "*Speaking of L.A.'s freeways, how are you dealing with road rage?"* (2009, MAG, coca) and in "*I'm perfectly serious. They wander down from Canada. Speaking of which, where did you wander from?*" (2008, FIC, SourCherrySurprise). Using the Corpus of Historical American English (the COHA corpus) and the Corpus of Contemporary American English (the COCA corpus) as data source, this paper first offers a constructional account of the formal and functional properties of the SPOX construction, and then analyzes the SPOX construction from a pragmatic perspective and shows how it facilitates and even forces discourse coherence as a discourse marker. Third, three possible threads of motivation for change since the 19th century will be suggested: (1) the sentence-initial adverbial thread - "*Speaking of the general question of doing government work by contract, I expressed the view*[…]" (1910, MAG, Scribners), (2) the co-occuring *remind* context thread - "*Speaking of Miss Thompson, reminds me that I have something to tell you.*" (1910, FIC, GraceHarlowesJunior), and (3) the "*now that*" context thread - "*And now that we're speaking of profits, Mr. Crashly, I have this thought to put before you.*" (1950, FIC, SomethingValue). It will be argued that each thread contributes primarily, but not exclusively, to some aspect/s of the establishment and consolidation of the discourse marker status of the Spox construction. In conclusion, this paper shows that it is the formal and conceptual blending of all three threads that motivates the change and innovation of the Spox construction as a discourse maker.

Angeliki Balantani

'Entaksi' in turn-initial position: Initiating or responding? (lecture)

The paper will report on a part of a larger study on receipt tokens in Greek everyday interactions, which aims to provide an overview of the linguistic resources interlocutors implement in managing informings. The present study examines the turn-initial *entaksi*. In the light of previous findings on how interlocutors organize such activities as phone closings, arguments and receipt of informing, the present analysis addresses the use of *entaksi* in managing those particular actions. These include how recipients and current speakers rely on *entaksi* pivotally, at or near transition relevant spaces by responding to prior talk but also moving to next-positioned matters. Preliminary results indicate that *entaksi* in TRP does not merely have a responsive function but can also be employed as a concessive particle in disputes and it can be oriented to as a "move to business" according to the interactional environment in which it is situated.

Natalia Banasik

Comprehension of verbal irony in preschool children: The speaker's intended meaning or literal meaning of utterance? (lecture)

Verbal irony is an example of non-literal language through which additional meaning may be expressed. Understanding non-literal language is crucial in social situations for effective communication (Kastner, May and Hildeman 2001).
The presented study aimed to provide answers to questions about the developmental trajectories of irony comprehension in Polish-speaking preschoolers and about how children ascribe function to ironic utterances, the results of the studies on verbal irony comprehension conducted so far are inconsistent as to the age when this competence is acquired. (Pexman and Glenwright 2007; Recchia et al 2010; Winner and Leekam, Banasik 2013) and as there has been little research on irony in Polish speaking children whatsoever (Milanowicz and Bokus 2011; Banasik 2013).
In the sample, 30 four-year-olds, 30 five-year-olds and 30 six-year-olds were presented with Irony Comprehension Task (ICT) - a story comprehension task in the form of audio and visual stimuli programmed in the E-prime software and then asked to answer a series of questions (checking their

understanding of the intended utterance meaning, evaluation of the degree to which it was funny and evaluation of the speaker's attitude). Children responded by touching the screen, which made it possible to measure reaction times. Also Reflection on Thinking Test (RTT) by Białecka-Pikul was used to measure children's Theory of Mind.

Initial results show that both four- and five-year-old children did quite well in comprehension of utterances in the ICT. The advantage of correct responses of 5-year-olds proved to be statistically significant. Five-year-olds discovered the intended meaning of non-literal utterances more frequently. No difference in the meaning of non-literal expressions between the 4- and 5-year-olds was demonstrated. Among the 4- and 5-year-olds, non-literal statements were processed with higher correctness than literal ones. This can be explained by the fact that the response time for processing of ironic statements was longer than the response time for literal statements in both groups, 4-year-olds and 5-year-olds. The reaction time for literal expressions gets shorter with age but the reaction time for non-literal (ironic) expressions is longer in 5-year-olds than in 4-year-olds. We will present the interpretations of the results and include data from 6 year olds which is now being analyzed. Also, a qualitative analysis of children's responses to the question "Why did the character says so?" will be presented.

Alessandra Barotto

Exemplification in Japanese: Specifying through vagueness (lecture)

The aim of this paper is to show that exemplification plays a central role both at a cognitive level in categorization processes and at a pragmatic level in the reduction of the speaker's commitment. Specifically, we will examine the usage and the functions of Japanese exemplifying particles, i.e., particles that provide lists of examples. Japanese shows a rich inventory of exemplifying constructions that ranges from dedicated non-exhaustive connectives (e.g., *-ya, -tari, -toka, -yara, -dano*) to synthetic general extenders (e.g, *nado, toka*).

At the cognitive level, exemplification is an important linguistic tool that allows the speaker to specify common categories or make reference to categories where there may be conceptualization or naming problems. Exemplification is useful for categories lacking a specific label but having a conceptual reality: examples are indeed possible members of the category and thus suggest its prototypical features.

The main function of Japanese exemplifying particles is to create open-ended lists of representative items. In (1), the speaker uses *-tari* to refer to a more or less abstract category "things I will do in Osaka" providing some exemplars as a starting point to make associative inference. According to a context-based, similative reasoning, the hearer is able to infer other potential instances, resulting in the construction of a category. Similar cases are illustrated in (2) - (6).

At the pragmatic level, some Japanese exemplifying particles allow the speaker not to impose her own opinion over the hearer, limiting the assertive force of the speech act. In other words, they can be seen as hedging devices, following the definition provided by Lakoff (1972).

When exemplifying particles are used as hedging devices, their primary function is not creating lists of examples. Taylor (2010) describes the exemplifying and the softening functions as two distinct phenomena, because the former deals with specification, while the latter conveys vagueness. However, the softening effect seems to be produced by presenting the item as an option (from an ideal set of choices) and not as a fact, in order to reduce the speaker's commitment towards what she is saying. In (7) the speaker asks to the addressee about his hobby, making noodles. Among the various softening strategies, she chooses a single *-tari* to refer to "making noodles and similar activities". In fact, her only interest is to talk about the activity of making noodles; however, she chooses to present it as a possible member of a set of similar activities in order to make the request vaguer and less direct.

The analysis of Japanese exemplifying particles will be based on data gathered through the following corpora: LCC Japanese plain text and Co-occurrences, Sketch Engine, JEC Basic sentence date. We will conclude by arguing that the link between the cognitive categorizing function and the pragmatic softening function is a diachronic one and we will highlight construction constrains and try to identify semantic maps.

Examples

(1) *Osaka de kaimono o shi**tari** kankoku-ryoori o tabe**tari** shimasu.*
Osaka LOC shopping ACC do:TARI Korean-meal ACC eat:TARI do:POL
'In Osaka, I will do such things as shopping and eating Korean food.' (Banno 2000:215)

(2) *Biiru **ya** sake o takusan nomimashita.*
beer YA sake ACC lots-of drink:POL:PAST
'[I] drank lots of beer and sake (and stuff like that).' (Kuno 1973:115)

(3) *Koohii **toka** koocha **toka** iroirona mono ga arimashita.*
coffee TOKA tea TOKA various thing NOM exist:POL:PAST
'There were various things such as coffee and tea.' (Maynard 1990:106)

(4) *John **yara** Mary ga yattekita.*
John YARA Mary NOM come:PAST

'John e Mary (among others) came.' (Kuno 1973:121)
(5) *Kurisumasu ni wa, hon* ***dano****, karenda* ***dano****,*
Christmas LOC TOP book DANO calendar DANO
chokoreto ***dano*** *o moraimashita.*
chocolate DANO ACC receive:POL:PAST
'At Christmas, I received a book, a calendar, some chocolate, and other such things.' (Chino 2001:116)
(6) *Watashi wa Suisu* ***nado*** *ni sumitai desu.*
I TOP Switzerland NADO LOC live:DES POL
'I would like to live in a place such as Switzerland.' (Lee 2004:317)
(7) *Anata o-soba o ut****tari*** *mo o-deki na n desu tte?*
you POL-noodle ACC make:TARI also POL:POT COP NML COP QT
'Is that true that you can also make noodles?' (Taylor 2010:175)

Angelica Barros & Aurélia Leal Lima Lyrio

The realization of requests by Brazilian learners of English as a foreign language. (lecture)

Face to face interactions require more than just grammatical, semantic and phonetic knowledge. It is necessary to have sociopragmatic competence in order to interact effectively and harmoniously in daily situations. However, this is a complex issue for learners of a foreign language who, for obvious reasons, usually lack such knowledge. Pragmatic competence is cultural, and as such, difficult for learners to grasp. They might, and usually do transfer their native pragmatic strategies to the target language, which many times leads to misunderstandings. Requests for example, are a class of highly face threatening speech acts, since they impose the speaker's will on the hearer. Trosborg (1995, p. 188) explains that "the speaker who makes a request attempts to exercise power or direct control over the intentional behavior of the hearer, and in doing so threatens the requestee's negative face […]". These are good reasons for conducting a research on learners' ability to perform requests politely. This is what the present in progress study is doing, i.e., analyzing the realization of requests by a group of advanced Brazilian learners of English. We also aim at using the results to implement the teaching of polite requests in case these learners cannot perform them adequately. Before beginning our work we raised some research questions: Can advanced Brazilian learners in this institution make polite requests? To what degree? What polite strategies are mostly used? What could be the reasons? Initially we applied a questionnaire to verify whether these students have any experience in the target culture. In the next phase we applied Discourse Completion Tasks (DCTs) in which both groups, the experienced, and the inexperienced had to make requests to known and to unknown people. This is an important aspect, since, the use of polite strategies and mitigation devices vary according to the degree of intimacy (Östman 1981). The answers were classified according to Trosborg's (1995) characterization of request strategies. So far, we have only applied the DCTs. This research is also based on Brown and Levinson's (1978, 1987) theory of politeness. The study revealed that these learners did not significantly use indirect speech acts in their requests.

Yasemin Bayyurt & Emine Merdin

Strategy use in refusals (lecture)

In our daily lives we frequently perform the speech act of "refusals", which is one of the important research topics in pragmatics. In this paper, within the communicative competence paradigm, we investigate the content of refusals and the types and frequencies of refusal strategies employed by Turkish native speakers. Data for the study consisted of 30 Turkish refusal e-mail messages which were sent to the researcher in response to an invitation message. Data were collected via e-mails for three reasons: (i) emails have started to be used extensively in various domains of interaction: between friends, at educational and governmental institutions, and even between strangers, (ii) as stated by Baron (2000), "not only do we issue (and accept) invitations via email, but we use email to thank people for job interviews, solicit advice, and send condolences." (p. 235), and (iii) e-mails as a form of natural social communication are useful sources for research on cross-cultural pragmatics (Franch & Lorenzo-Dus 2008). The present study builds on previous studies by gathering written refusals through the medium of emails which "provide naturally occurring interaction data in a written text form" (Iimuro 2006, p. 77). Following the coding of the data based on an adapted version of Beebe et al.'s (1990) taxonomy, descriptive statistics were run in order to find the overall distribution of strategies employed. Results showed that Turkish speakers, gave specific reasons such as 'visiting family, got tickets for a party, have guests over' and employ more indirect strategies (e.g. excuse, alternative, wish) and adjuncts (e.g. gratitude, well-wishing expressions) rather than direct strategies (i.e. negative ability). In terms of the opening and closing parts of the email messages, 18 of the Turkish emails contained greetings (Hi/Dear + Name+-cim (diminutive suffix)) and 22 emails included signatures and/or thanking/well-wishing

expressions. The study has implications for how the analysis of emails can help to describe the refusal patterns employed by Turkish speakers.

Diana ben-Aaron

Response noises in news interviews: Performance errors or adaptability? (lecture)

News interviews are purpose-directed conversations that require at least one participant to perform an institutional role with consequences for the conduct of talk. Professional journalists are broadly expected to exercise neutralistic conversational behavior in interviews; that is, they know they ought to use their turns for questions and limit response tokens that may be interpreted as affiliative or disaffiliative. Broadcast interviewers must further pay attention to keeping a clear channel. These norms of self-suppression are promulgated through textbooks, training and example. However they are often accompanied by conflicting instructions that license interviewers to perform expressive and responsive conversation as needed to relax interviewees and aid in gathering news. Such talk does normally include response tokens or backchannels like mm, um, uh huh, oh and okay, which in their various intonations punctuate exchanges among intimates. These can legitimately be vehicles of pragmatic information as well as regulating turn-taking, as Schegloff notes (1982).

Earlier findings on news interviewer use of response tokens have been mixed, not surprisingly considering the broad range of encounters that are presented under the rubric of news. An influential study of broadcast political interviews by Clayman and Heritage described audible response tokens as "departures from the rules" (2002: 98) and suggested their absence in panel discussions reflected a situational bias against agreement. However, Norrick found supportive response tokens and other instances of cooperation in a study of TV celebrity interviewers (2010; see also for example Hutchby 2006). This paper analyzes response noises produced in a sample of current news and news feature broadcasts from the BBC and US National Public Radio, applying both quantitative analysis and close readings of exchanges. Preliminary results show that audible response tokens are occasionally present even in "serious" interviews such as those on BBC 4's Today. The study aims to progress toward an understanding of the social and institutional dimensions contributing to interview style. Discussions with working journalists about their own interview and editing practices are an important element of the project.

A further aim of the study is to establish a baseline for measuring changes in distribution of response noises over time in these programmes. Some possible trajectories are suggested in light of the influence of less professionalized digital media such as personal podcasts and community radio. On one hand, response noises and marks of emotion may become more frequent in serious interviews, pointing to enlargement of the default interviewing repertoire to include previously dispreferred conversational tactics. This could further mean news interviewers are permitted a larger degree of personal expression or role distance (Goffman 1961), weakening their position as honest brokers of information. Alternatively, elite news organizations may choose to adhere to the polished neutralistic style as their mark of high production values and credibility in a noisy market.

Reka Benczes, Kate Burridge, Farzad Sherifian & Keith Allan

Cultural conceptualizations of ageing in Australian English: The creative language used when speaking about aging Australians (poster)

In 1994, Alexandre Kalache was appointed as Director of the World Health Organization's Health of the Elderly program. His very first act was to change the name of the department to "Ageing and Life Course Programme". Kalache was convinced that the label "elderly" carried negative undertones, as it "put a segment of the population in a box" (May 2012: 9). "Ageing", however, seemed a more appropriate term because – in Kalache's view – it felt more "active" and included the whole society (ibid.). This simple act of name change casts the spotlight on the commonplace observation that euphemisms have a rather short lifespan, as the name – over time – "tarnishes" the concept and new euphemisms need to be constantly generated.

One of the most evolving areas of euphemisms in present-day society is ageing (Allan and Burridge 1991). As Kalache (2012) explains, baby boomers are now reaching retirement age, and wish to remain active and productive for many more decades – thereby redefining the concept of ageing considerably. Following Kalache's claims, our main hypothesis is that ageing is currently undergoing a major redefinition/reconceptualization, and that this process can be best analysed within a cognitive linguistic framework of the euphemistic (figurative) words and expressions used in connection to ageing. Cognitive linguistics has been especially successful in the description and analysis of cultural conceptualisations (Sharifian 2011) and figurative language use (Benczes 2006a), including euphemisms (Benczes 2006b). We will present the first results of a large-scale research project on the conceptualization of ageing in

Australian English, funded by the Australian Research Council. One of the major aims of the research is to explore the conceptual metaphors and cultural schemas of ageing (such as success in ageing is independence), as well as the cultural categorisations of ageing (who is "old", "elderly", "senior", etc.). As part of this project, we investigated the naming practices of aged care facilities in Melbourne, Australia. Although such an analysis seems to be an obvious choice in order to better understand the process of linguistic – and hence conceptual – change surrounding a taboo subject such as ageing, very little has been done within this field on both the international and the Australian level.

By comparing the naming strategies of 2013 with those of 1987, we have found that the 2013 sample showed a much greater degree of euphemistic usage as compared to the 1987 data, by using a wider array and a larger proportion of appealing names. Regarding the 2013 sample, there was a wide selection of names typically revolving around either the family metaphor, which conceptualized the facility as an upper-class family home, as in the case of *manor*, *hall*, or *gardens*, or the vacation metaphor, which viewed the facility as a holiday resort, as in the case of *lodge*, *view*, or *villa*. These two conceptualizations cater to essentially two different needs or requirements when it comes to an aged care facility. The family metaphor emphasizes community and permanence, while the vacation metaphorstresses individuality and transience.

These findings seem to corroborate the idea of "successful ageing", as first introduced in 1987 by Rowe and Kahn: the naming practices of the 2013 data have generally placed the negative associations of old age (such as decrepitude, dependence and loneliness) into the background by focusing on the traits that are associated with successful ageing – such as emotional well-being, active lifestyle, and social and community involvement. In a youth-oriented culture that eschews direct reference to death and the dying process, it is not surprising to see that its aged care facilities tune down (perhaps even obliviate) the negative characteristics of ageing with their strong hints of retirement, lifestyle choices, friendships, leisure and the like.

Geraldine Bengsch

Structuring politeness and rapport building activities in hotel front desk conversations: Prevailing notions in the tourism literature and insights from the analysis of interactions (lecture)

Over the past decades, tourism has become one of the most important industries across the globe. However, the social sciences have largely abandoned this area of setting for inquiry (MacCannell 2013). Today, tourism as an academic discipline has become almost synonymous with methods and approaches from the business world. Although economic and marketing perspectives have contributed immensely to shaping today's understanding of tourism and international hospitality, the literature has indicated for a while now a struggle as to how to address the demands of contemporary tourism (Buttle 1996). Interactions between tourism consumers and the service providers has been identified as changing, but research has been conceptual or puzzling at best so far (see i.e. Lashley 2002).

The social sciences, however, have a long standing tradition in investigating talk in a various settings, including asymmetrical interactions like service encounters (Drew and Heritage 1992). Consequently, this interdisciplinary study suggests a fine-grained approach to analysing speech to investigate communication at the hotel front desk. Conversation analysis (CA) is combined with methods of video analysis to address politeness and rapport building activities (often dismissed as common courtesy in indicators of "service quality" in tourism literature). The data used in this study consists of video recordings of a few hundred interactions in hotels in England, Germany and Spain.

It is proposed that an effective encounter between hotel guest and receptionist is not solely reliant on a particular structure. Instead, the results indicate that a very specific amount of engagement by both the service provider and the customer is required and the design for these interactions is clearly apparent in the talk and behaviour of the interactants. It appears that patterns of politeness and rapport in hotels are fairly robust; in this small selection of countries they seem to be unaffected by the (inter)nationality of participants. Thus, following the tradition of CA, it is demonstrated how precisely participants can organise their talk and behaviour according to a mutual preference of both guest and receptionist. This focus on spoken discourse in the results dispels the prevailing notion of an employee's "sixth sense" (see Clark 1993) for conducting highly effective service encounters that seems ubiquitous in the tourism literature.

Rukmini Bhaya Nair

The man, the media and the message: A case study of political rhetoric and pragmatic adaptability in the Indian General Elections of 2014 (lecture)

The increasing influence of the new media on the political life of nations is well-acknowledged. This paper presents a detailed case study, based on the speeches, photographs and videos-recordings of one our most-watched and media-savvy politicians, the current Prime Minister of the India, during the three year period before he and his right-wing, conservative party, won the Indian general elections by a landslide not witnessed for 30 years. The paper suggests that politicians who, in addition to regular appearances in mainstream newspapers and journals and in face-to-face public meetings, adapt fast and well to electronic media niches seem to possess unique advantages when their parties seek mass support in interactional circumstances that are extremely diverse.

As the world's largest as well as most multilingual democracy with 22 official national languages and approximately 650 million voters in the last general election of 2014, ranging from those whose annual income is less than a dollar a day to some of the world richest billionaires, India seems to offer special challenges in this respect. Yet, while there have been several recent pragmatically oriented studies of political discourse (see Tsakona and Popa, ed. 2011; Fetzer, ed. 2013; Cap and Okulska, ed. 2013), little, if any, research had considered the political scenario in India. The current study is unusual in this respect, attempting to analyze how a politician who adapts with alacrity to new technologies and enthusiastically embraces the new interactional media can emerge centre-stage as a dominant presence in the hurly-burly of a pre-election year where many contesting narratives compete for attention. Conducted along three axes - the **linguistic,** the **gestural** and the **performative** and including certain **historical** comparisons with the iconic politicians (Jawaharhal Nehru, Sardar Patel, Subhash Chandra Bose) who led India's anti-colonial freedom struggle, this paper thus seeks o address in its way a pair of questions that IPRA 2015 foregrounds: *How does language manifest itself as an adaptable phenomenon in a context of changing communication technologies? How does political rhetoric adapt itself to changing historical circumstances?*

The paper argues that the silent but inalienable presence of the non-verbal alongside speech is particularly relevant to an analysis of political discourse in a multilingual context, given that large numbers of voters do not necessarily understand the language a politician speaks in and so must rely on cues provided by intonation, gesture, dress and background historical and cultural symbols.

Politicians are overtly engaged in the art of persuasion and promissory speech-acts; their audiences must therefore look out for signs that the rhetoric on offer is trustworthy. It is here that "body-language" and its interpretations matter, as Charles Darwin suggested in his pioneering work *The Expression of the Emotions in Man and Animals* (1872). Several psychologists, anthropologists and philosophers have since taken Darwin"s insights forward (Lazarus 1994; Ekman 2009; Pizzaro 2012; Nussbaum 2014). At the same time, a "pragmatic" view of human language as an incredibly flexible and inter-adaptable tool-kit invites inevitable comparison with adaptation as an evolutionary concept (see Verschueren & Brisard 2002). Keeping both approaches in mind, we began with three simple hypotheses. First, since language is a main medium the human species use to structure their "world", political stances towards religion, caste and region etc would show up in repeated semantic, syntactic and other **language patterning**. Second, socially tense situations in this "world", such as are prevalent in India"s volatile political climate, would arouse the basic **"fight or flee"** reactions which evolved in pre-history. In the case of the more "aggressive" politician, our conjecture was that we would observe significantly more "fight" cues expressed mainly through **facial and handgestures** (Morris 2002; Dunbar 2010).Third, the **performative dimensions** of both language and gesture were likely to be enhanced by **electronic iterations** in the display-sphere of modern electoral politics, giving us the opportunity to closely observe the complex relationship between intentions, feelings and their on-record public expressions that Darwin long ago postulated was critical to the evolution of power hierarchies as well as solidarity interactions in human societies across cultures.

Liana Biar & Adriana Nogueira Accioly Nóbrega

Evaluation, face work and stigma in "mixed contacts": A politeness study applied to prison context (poster)

Drawing both on Goffman's (1988) notion of mixed contacts - defined as face to face interactions between deviant and non-deviant subjects - and on Becker's (1963) labeling theory, this paper discusses data generated in fieldwork interviews with prisoners involved with drug dealing.

The paper aims to shed light on the strategies relied on by both researches and deviant subjects in the course of a mixed social encounter. Following a qualitative research methodology and based on the theoretical and methodological principles of Pragmatics, 7 interviews were realized with inmates in a prison school context and the transcriptions were analyzed according to the paradigm of interactional sociolinguistics, particularly the analytical categories concerning face work (Goffman 1967) and structure of participation (Goffman 1981).

Considering acts of threatening the other's face are usually filled with evaluations we can observe how they work in the interaction regarding the use of evaluative resources. In this way, i n an interdisciplinary approach, appraisal theory (Martin & White 2005) is also used for the micro analysis of the transcriptions; mainly judgmental resources that deal with social and sanction esteem evaluations. Since language is conceived in a social semiotic perspective (Halliday & Hasan 1989) and is analyzed according to its function and use in specific interactional contexts (Halliday & Matthiessen 1994), this paper also aims at observing how evaluative choices participants make may contribute for the creation of (im)politeness and face-threatening acts which label the subjects as deviant and non-deviant.
The analysis highlights how evaluative resources of judgment may support the interactional tension between the tacit recognition of spoiled images, whose deterioration is due to the stigma associated with the prison context, and the effort towards a positive presentation, which depends on the invisibilization of the signs of stigmatization.

Károly Bibok

Type coercion and implicit predicates from a lexical-pragmatic perspective (lecture)

Theoretical background.
Type coercion is an interpretation device in Generative Lexicon Theory (Pustejovsky 1995) which converts an argument to the semantic type expected by the predicate. The object argument in a construction like *begin/finish/stop/continue a book* should belong to the semantic type of events. Therefore, one has to assume an event predicate that is implicitly present in connection with the object noun *book* (Németh T. – Bibok 2010). From a lexical-pragmatic perspective (cf. Bibok 2014), the point is how a single underspecified semantic representation of the verbs *begin, finish, stop, continue* etc. can capture both explicit and implicit occurrences of event predicates and where the latter ones can be inferred from.
Aims. The present paper attempts to set out lexical-pragmatic solutions to the issues mentioned in the above section by a thorough comparison of two cases of type coercion in Hungarian. The first one is demonstrated by the Hungarian equivalent *elkezd* of *begin.* Consider (1) with explicit event predicates as well as (2) and (3) with implicit event predicates [to read/write] and [to translate], respectively.

(1) a. Rita elkezdte a könyv olvasását/írását.
Rita.nom began.def.3sg the book.nom reading/writing.acc
'Rita began the reading/writing of the book.'
b. Rita elkezdte olvasni/írni a könyvet.
Rita.nom began.def.3sg to.read/to.write the book.acc
'Rita began to read/write the book.'

(2) Rita elkezdte a könyvet.
Rita.nom began.def.3sg the book.acc
'Rita began [to read/write] the book.'

(3) A fordító elkezdte a könyvet.
the translator.nom began.def.3sg the book.acc
'The translator began [to translate] the book.'

The examples in (4) show another case of type coercion, which has so far been left out of consideration in the literature on type coercion. However, they deserve special attention because of the dative/accusative case alternation and the impossible realization of an implicit predicate in the c-example.

(4) a. A főhadnagy azt parancsolta az
the first.lieutenant.nom that.acc ordered.def.3sg the
újoncoknak, hogy mossák le a dzsipet.
raw.recruits.dat that wash.subj.def.3sg down the jeep.acc
'The first lieutenant ordered the raw recruits to wash the jeep down.'
b. A főhadnagy azt parancsolta az
the first.lieutenant.nom that.acc ordered.def.3sg the
újoncoknak, hogy meneteljenek a folyóhoz.
raw.recruits.dat that march.subj.indef.3sg the river.all
'The first lieutenant ordered the raw recruits to march to the river.'
c. A főhadnagy a folyóhoz parancsolta az
the first.lieutenant.nom the river.all ordered.def.3sg the
újoncokat.
raw.recruits.acc
lit. 'The first lieutenant ordered the raw recruits to the river.'

Conclusions. On the basis of an investigation carried out in the present paper, two conclusions can be formulated. First, underspecified meaning representations give rise to both types of syntactic structures with explicit and implicit predicates (like in cases with explicit and implicit arguments). Second, the components of utterance meaning construction that provide for the relevant events left lexically unrealized have to be distinguished from coercion itself, which appears in connection with the verbal arguments.

Ihor Biloushchenko & Dominiek Sandra

Cognitive control in bilingual language perception: Interlingual cognates (lecture)

Most people speak at least two languages making bilingualism the norm rather than the exception. How are language users able to suppress the languages that are irrelevant when they are using a particular language (Kroll & de Groot 1997; Green 1998; Dijkstra et al. 2002). The idea of *language-independent lexical access* is the dominant view in visual word recognition (our focus): word forms that occur in more than one language automatically access their representations in each language and a post-access mechanism quickly suppresses the irrelevant languages. Bilingual studies (e.g., Dijkstra et al. 2002) mostly use *interlingual homographs,* which share their form but have different meanings (ROOM, which means 'cream' in Dutch) and *interlingual cognates,* which share their form but have the same meanings (LAND in English and Dutch).

We wondered whether a task in which participants' attention is explicitly focused on two languages (a target and non-target language) makes it possible to use *cognitive control* to suppress all other languages.

We adopted a novel research method: using English (E) as target language and either Dutch (D) or French (F) as non-target language, there were *two types of cognates*: one whose non-target reading belonged to the other language present in the experiment ('present language' condition) and one whose non-target reading belonged to a language that was not used in the experiment ('absent language' condition). The E/D cognates represented the present language condition in Experiment 1 and the E/F cognates did so in Experiment 2. In Experiment 3 neither D nor F were present.

Participants had to push a response button for English words and made no response to words from the other language (a so-called GO/NO GO task). Participants spoke Dutch as their native language and were more fluent in English than in French.

If the word reading that is absent in the experiment can be inhibited by cognitive control, we would expect (a) a strong effect of the non-target reading in the present language condition and (b) a smaller or no effect of the non-target reading in the absent language condition.

The results confirmed the hypotheses: only an inhibition effect was found on the cognates whose non-target reading belonged to the second language in the experiment.

The inhibition reflects a decision conflict due to lexical access in two languages. Such inhibition requires the presence of the cognates' non-target language in the experiment, suggesting the operation of a cognitive control mechanism. A more likely account is that the facilitation at the level of lexical access is counteracted by the decision conflict, resulting in a null effect. Our results are in line with the idea of language-independent access and suggest that cognitive control cannot prevent the operation of such a mechanism.

Oscar Bladas Marti & Aisling O'Boyle

The distribution of Pragmatic Markers in L2 English spoken discourse in academic settings: Evidence from L1 Catalan and L1 Spanish speakers (lecture)

The literature on Second Language Acquisition has not paid attention to pragmatic markers (PMs), particularly regarding spoken discourse, until recently. To date, research indicates that non-native speakers use fewer PMs, and less frequently, than native speakers, and that they use these particles for a limited set of pragmatic functions (Müller 2005; Fung and Carter 2007). As a result, L2 spoken discourse may seem incomplete and even disfluent in native speakers' eyes. Yet, apart from a few studies focused on specific items (e.g. *well*, Lam 2010; *I think*, Liu 2013), the literature in the field has not investigated the distribution of PMs in L2 spoken discourse in detail, even though the placement of PMs may provide invaluable information about how non-native speakers manage L2 spoken discourse.

This paper analyses the distribution of PMs in L2 English spoken discourse produced by L1 Catalan and L1 Spanish speakers in order to answer the following questions: *a*) How are PMs distributed in L2 spoken, academic, discourse at an intermediary level?, and *b*) What does the distribution of PMs indicate about the way non-native speakers manage L2 discourse at an intermediary level?

L2 spoken data (oral tasks) from Corpus Audiovisual Plurilingüe (CAP) (Payrató and Fitó 2008), University of Barcelona, were compared with L1 data (oral presentations) from the Michigan Corpus of Academic Spoken English (MICASE) (Simpson *et al.* 2002). In order to determine the position of PMs in spoken discourse, transcriptions were firstly divided into Basic Discourse Units (BDUs) following the oral discourse segmentation model proposed by Degand and Simon (2009). Secondly, data were analysed quantitatively and qualitatively.

The quantitative results suggest that CAP participants placed most PMs (approx. 90% of PMs) between BDUs, that is, in transition places between two discourse units, and they rarely used PMs inside BDUs (approx. 9%). In contrast, MICASE participants showed a more even distribution of PMs in discourse, as they used approximately 40% of PMs inside BDUs and approximately 60% between discourse units. The

qualitative analysis indicates that CAP participants and MICASE participants used the same categories of PMs but the latter showed a greater variety of items in most categories, specially regarding evidential markers (e.g. *I guess*), hedges (e.g. *or so*) and discourse management markers (e.g. *all right*). For example, CAP participants made little use of the form *like*, which, in contrast, was extensively used by native speakers inside BDUs.
Overall, these results suggest that CAP participants and MICASE participants constructed their spoken discourse in significantly different ways. Whereas MICASE participants speakers built a type of discourse which was constantly reorientated, reorganised and filled with stance particles, either between or inside BDUs, CAP participants constructed a type of discourse which concentrated PMs in transition places and resulted in an absence of reformulations and other online rearrangements inside BDUs. These results show that CAP participants built a discourse which, despite being coherent, was not typical and that from a pedagogical perspective more emphasis may be needed in the instruction of spoken L2 PMs and their interactive functions.

Alexa Bódog

On the significance of the first person perspective and the insignificance of causal efficiency - the role of experiental intentions in discourse (lecture)

Pragmatics has a growing interest in speakers" intentions beyond the utterance level (Haugh and Jaszczolt 2012; Kecskés 2013). We have clear intuitions about that communicative interaction involves qualitatively different and/or quantitatively more intentions than a simple set of utterances. Albeit many authors agree that (i) participants have different motives, goals and plans that are somehow made up from intentional states and (ii) that they intend (want, committed to etc.) to realise these motives, goals and plans and hence to influence the flow of discourse, there is no agreement within pragmatics on the nature and significance of such discourse-level intentions.
The presentation centres on the problem of discourse-level intentions from a philosophical standpoint. Its scope is restricted to the cases of third person perspective and causal efficiency in intentional state ascription ("ascription" and "attribution" are used synonymouly here).
Currently there are two main approaches to discourse-level intentions relevant to pragmatics: the so-called summative framework assumes that mutually shared individual intentions are "good enough" to build up and maintain complementary cooperative communicative interactions (e.g. Bratman 1992). Contrary to that, the non-summative account argues that presuming the existence of such a complex halo of individual intentions turnsintention sharing implausibly complicated (e.g. Becchio and Bertone 2004). The non-summative framework concludes that it would be favourable to introduce inrreducible "we-intentions" to give an account on discourse-level intentions.
The idea behind the talk is the following: whichever account we choose, we still treat intentionality as a property (of an individual or a collective mind) ascribed to othersfrom a third person perspective in order to predict others" behavior (Kriegel 2010; Bódog 2012). Such predicition is possible only when we assume that agents use causally efficient intentions as data during the inference process (Bódog 2012, 2015 in prep). I am not going to deny this view of intentions -- I will only argue that this sole perspective is insufficient for the investigation of discourse-level intentions.
The aim of the talk is therefore to demonstrate that (i) sharedness can be viewed as a "target" of an intention with first person access ("the way it is like" for the participant to be in the interaction), (ii) that t he traditional ascriptionist, third person perspective prevent us from analyzing such experiental intentions (therefore they try to handle sharedness as a causally effective construct), and (iii) incorporating such intentions into discourse-oriented pragmatics is advantageous because (a) we will able to grasp sharedness in a more natural way (no baroque halo of different individual intentions), (b) we do not have to assume ontologically weird constructions (like we-intentions in the social reality of Searle), and (c) we do not threat the cognitive enterprise of mental state attibution.

Alexa Bolaños-Carpio

"Culantro" or cilantro? Dialectal word replacement in Spanish (lecture)

This study examines the interactional work done by speakers when replacing a dialectal Spanish form with a standard Spanish form or vice versa. The data for this study come from a video-recorded interaction between friends in the United States, who are speakers of different dialects of Spanish. Using the methodology ofconversation analysis, the data of this study shows that participants replace dialectal Spanish forms with a standard Spanish forms or vice versa in two environments: (a) in response to repair initiation (Schegloff, Jefferson & Sacks 1977; Hayashi, Raymond & Sydnell 2013; Kitzinger 2013), and (b) in response to lack of uptake.

For example, leading into excerpt 1, Albert (who is from Costa Rica) explains how to cook a traditional Costa Rican dish: people add sauces to the ingredients (line 1), as well as "culantro" (line 2). In most of the Spanish speaking countries the spice *Coriandrum sativum* is called "cilantro," whereas in Costa Rican Spanish it is called "culantro." The Costa Rican dialectal form is similar to the slang form for the Spanish world for "buttock" (line 6). This triggers Marie's humorous repair initiation in line 4, and the replacement of "culantro" with the standard "cilantro" by Albert in line 5.

Excerpt 1

01 ALB: le echa también más sa:lsas,
PRT throws also more sau: ces,
One also puts more sau: ces,
02 más **cula:ntro**,
more cilantro,
more cilantro,
03 FRA: hmhmhm
04 MAR: cu(h)la(h)ntro(h)=
05 ALB: =**cilantro**, hah hah hah sí.
=cilantro, hah hah hah yes.
=cilantro, hah hah hah yes.
06 **culantro** suena como a, (0.5) culo=
cilantro sounds like to, (0.5) ass=
cilantro sounds like, (0.5) *ass=*

Excerpt 2 shows a dialectal word replacement following a lack of uptake from the addressee. In line 1, Frank (who is a speaker of Spain Spanish) refers to a person called Parker by using a non-standard reference form "este tío" (this guy). At this point he is addressing Marie, who is a non-native speaker of Spanish. When Frank receives no uptake from Marie (see the 0.5 pause in line 1), he replaces the dialectal form "tío" with the standard Spanish form "amigo" ("friend", lines 2 and 3).

Excerpt 2

01 FRA: pueh:, (0.7) este **tío** (0.5) ((returning to the room))
well, (0.7) this guy (0.5)
well, (0.7) this guy (0.5)
02 mi **amigo** Parker (0.3) ((MAR looks at FRA))
my friend Parker (0.3)
my friend Parker (0.3)
03 yo (.) es mi **amigo** del Erasmus (.) vale¿
I (.) is my friend from Erasmus (.) right¿
I (.) he is my friend from Erasmus (.) right¿
04 (0.5) ((MAR nods))

This paper sheds light on the interactional functions and environments in which dialectal word replacements occur, advancing our understanding of how participants' orientation to linguistic and cultural identities become visible in multidialectal settings (Egbert 2004; Bolden 2014).

Galina Bolden

Affirming responses to polar questions in Russian conversation (lecture)

This paper examines confirming answers to polar (*yes/no*) questions in Russian, that is, responses that affirm or agree with the propositional content of the question. Drawing on a large corpus of telephone conversations, I analyze question-answer sequences that are initiated by polar interrogatives whose focal action is to seek information about or confirm a particular state of affairs.

Prior conversation analytic research has demonstrated that questions (and polar questions in particular) set up a number of constraints on responses, and responses either embrace or resist these constraints (e.g., Bolden 2009; Heritage & Raymond 2012; Raymond 2003; Sacks 1987; Sorjonen 2001; Stivers & Hayashi 2010). Thus, a response to a polar question may be designed in such a ways as to agree or disagree with the tilt of the question (preferred vs. dispreferred responses), conform or not to its topical and action agendas (type-conforming vs. non-conforming responses) (Raymond 2003), and convey congruent or incongruent epistemic stances vis-à-vis the question (Heritage & Clayman 2010). Overall, resistant responses are characterized by departures from a most minimal form, e.g., in English, the response particle *yes* (or *no* to agree with a negative assertion) (e.g., Raymond 2003; Thompson et al. frth).

Building on this research, the paper will show that even simple confirmations – such as, those conveyed through a conforming response particle *da* (*yes*) - may, in fact, be used to resist some aspect of the question or the course of action it serves to advance. In Russian, a simple confirmation can be accomplished via either a response token (*da/yes* or *net/no*) or a repetition of the question's focal element. Both kinds of agreeing responses may be supplemented by other elements in the responding turn and may be prosodically marked in various ways. The paper first examines responses that appear to - *simply* and unproblematically - confirm the informational content of the question. Then, I analyze three ways in which confirming responses may resist the question: by conveying an incongruent *evaluative stance*

towards it (Raymond 2010), by conveying an incongruent *epistemic stance* (Heritage 2013), and by disattending its *action implications* (Schegloff 2007). This paper aims not only to shed light on the organization of questioning and answering in Russian conversation, but also, more generally, to advance our understanding of confirmation as a type of social action.

Simon Borchmann

The information structure of thetic sentences - Moving beyond the spectator bias

(lecture)

The present account of information structure is based on language use forming a part of the performance of a purposeful activity or a part of the development of the ability to perform such an activity. This includes, inter alia, instructions, forecasts, technical discussions, tactical meetings, feedback, and manuals. In these types of language use, thetic sentences are relatively frequent.

In prior tradition there are two ways of describing thetic sentences (Haberland 2006). Either they are described as a particular type of judgment (Kuroda 2005; Hansen & Heltoft 2011) or in terms of information structure as *all-new* sentences (e.g. Lambrecht 1994). It is agreed, however, that thetic sentences are topicless.

If one examines thetic sentences in the types of language use mentioned above, there are nevertheless strong contextual indications that they do have a topic and a narrow focus. Thus, it seems that the topic criterion (and perhaps also the focus criterion) of traditional descriptions is misleading.

In this paper this discrepancy is traced back to the separation of cognition and action characterizing the epistemologies underpinning the traditional accounts. Pursuing this further, an account based on an alternative, ecological epistemology (Gibson 1979; Reed 1996) is presented.

This ecological epistemology is characterized by an inseparable connection between perception and action; what we perceive are affordances, i.e. possibilities for action afforded by the environment relative to our abilities. Information specifies affordances and is therefore not value-free, but actually a value (for benefit or injury). Information is picked up actively and directly in so far as the perceptual system of the perceiver is attuned to the environment.

The basic assumption of the alternative description is that the information conveyed by a meaningful linguistic unit is specifying an affordance. According to this description, orientation to aspects of context means selecting a "mode of regulation of awareness and action" (Reed 1996) of a perceptual system attuned to the performance of a purposeful activity, and doing so with the intention of sharing a value or coordinating modes. A mode is an ability to distinguish between different values of a variable that are appropriate to attend to in the performance of a purposeful activity. Topic is a pickup mode, i.e. attending to a relevant variable, the value of which is not shared. Focus is a value to be shared. The focus value depends invariantly on the ecological unit in which the variable attended to is nested. This unit is specified by values of nesting modes. In so far as the perceptual systems are coordinated, nesting values are shared.

This framework allows for an informative analysis of thetic sentences. The description implies that if the modes are coordinated and the values of the nesting modes are shared, the only thing that needs to be conveyed is the value to be shared. According to this description, there is no such thing as implicit information or ellipsis, only more or less coordinated perceptual systems. The description suggests that empirical pragmatic research in natural language information structure takes a participant perspective.

Elena Borisova

Governing understanding as a fragment of speaker's activity (lecture)

The pragmatic principles of communication are based on the presupposition that the Speaker does his bests to be understood properly. It means he chooses the most convenient means of expression: those that need minimal efforts to come to the sense that was intended by the Speaker.

Still sometimes the Speaker is not sure the Hearer grasped what the Speaker had meant and expresses this (Eng. *If you know what I mean,* Germ. *Wissen Sie,* It. *Capisci? etc*). So the Speaker turns to additional means of expression in order to prevent misunderstanding that the Speaker can predict. There are some entities that can be regarded as the means of correcting understanding, e.G. Eng. *He is* ***actually*** *a nice boy*, Rus. *On* ***pr'amo*** *vzbeshen* 'He is furious in fact'. It means that sometimes the Speaker needs some additional efforts to express the sense more properly.

There are the following aspects that are to be corrected: attention, word meaning, reference, connotations.

The attention of the Hearer is dispatched by the grammatical means of the language: word order, intonation etc. But very often additional means are used to attract more attention to some parts of utterances (emphasis, underlining). These are some emphatic phonetic entities, particles (Eng. *Just*, Rus. –

to, zhe etc), syntactic constructions (Eng. *nothing but*) interjections. There are also means of distracting attention.
Special means (adverbs, modal particles) are used to precise the sense expressed by the word which meaning differs from that sense: Eng. *He is* ***actually*** *a nice boy, Rus. Ja* ***sobstvenno*** *ne vozrazhaju ' I am not against in fact'.* (That phenomenon was represented, among others, as a sort of hedging or accorfing to U.Weinreich as a 'metalinguistic operator').
Reference or? speaking wider, orientation of the Hearer in language and extralinguistic context (that includes not only means of reference but also of communicative organization of an utterance) can also be corrected by means of pronouns and particles, e.G. Russian pronoun-particle ***Sam***('-self') is used when identification of the referent is under the question*: On* ***sam*** *mnie ob etom govoril.* 'He himself told me about that' (The pronoun on 'he' should be placed in the position of the rheme but in that case its identification will be problematic).
Connotations (it goes mostly about positive or negative Speaker's approach) are understood properly when they are shared by the participants of the discourse. When the Speaker is not sure about that, his approach can be expressed with positively/ negatively marked words or with the help of interjections (*vow* etc).
The conclusion. So while describing the usage of language we come across different entities which function is to double some properties of words and constructions in speech. This function is additional to those that are spotlighted by linguists (expressing sense, marking relations between words, revealing reference etc.). Still it is inevitable in communication. This reveals the necessity of interactive modeling of the speech. Taking this function into consideration helps linguists to make analysis of some words, that can hardly be described otherwise.

Julie Bouchard

Talking French and English in a Quebec EFL classroom (lecture)

This paper looks at EFL students' code choices during a small group activity. The current policy regarding EFL in the public school system in Quebec dictates that teachers and students should only speak English and not use French, their first language during English language classes (Ministère de l'Éducation, 2006a, 2006b). Research has found that the use of the first language varies greatly in language classrooms (Duff & Polio 1990) and that even teachers who believe they do not use the first language do it in practice (Canagarajah 1995). This study focuses on the students and looks at the way students code-switch in the Quebec EFL classroom. The data for this study consists of six 75 minutes audio recording from the data collected for a larger study. The main study consists of over 250 hours of audio and 80 hours of video recorded data collected during a 2 month period in two Quebec EFL classrooms. During the recording period, 6 students were wearing lapel microphones during each English lesson and two fixed video cameras were filming the class. The data used for this paper consists of the data collected during one class period in an intensive English group. This data was chosen because the students were working in small groups and were producing the work together stimulating talk production. The data was transcribed using a modified version of Jefferson's transcription conventions and the video recordings were used to clarify the elements that were unclear from the audio recordings. The present paper will show how the students use code-switching to produce different actions. Preliminary analysis shows that students use code-switching in order to announce a change in activity. The students change language in order to change their focus from the task at hand to unrelated talk and vice versa. Similarly to Auer's (1984) findings with bilinguals, the participants tend to carry the conversation in the same language making a language change noticeable. Examples of code-switches that are accepted by the other participants and that fail will be discussed with transcripts and some audio data. These show notably that the participants adapt their language to their co-interactants in terms of language choice but also in the way they produce their talk in order to accomplish their goals. It will also be shown that students' production of code-switches is well organized and meaningful even when the language is not completely mastered.

Agnese Bresin, John Hajek & Heinz Leo Kretzenbacher

Switch from V to T address in the perception of restaurant customers and waiters in Italy (lecture)

In many languages in the world, there are different ways of addressing one another, and the traditional categorization sees T address generally associated with familiarity and closeness, and V address with formality, distance or respect. Survey-based address research has often tended to deal with general processes of interaction, rather than on specific instances of context and type. Here we report on address

switch involving waiters and customers in restaurants in Italy in what is the largest-scale study of its kind ever conducted.
It emerges from quantitative data that the waiter-customer interaction provides a likely opportunity for switching from V to T address in Italian: 43% of the sample report that this "often" or "always" happens in the restaurants of the town where they live. What are the most common ways and circumstances in which a switch takes place? Who normally takes the initiative? Inspired by Clyne et al (2009)'s approach, this paper tries to answer those questions based on: a) 519 questionnaires completed by restaurant customers in five regions of Italy, providing both quantitative and qualitative data, and b) 37 individual interviews and 9 focus groups, involving both waiters and customers in the same regions of Italy.
Respondents were asked how V to T switches normally occur. Options included: switching from V to T address without mentioning the switch, announcing it, asking for permission, giving reasons for it, alternating T and V. Particularly striking is the high degree of customers' awareness of alternating T and V address in their interaction with waiters. Among the circumstances that encourage a switch from V to T in restaurants, customers mention a wide range of factors, such as age, level of formality of the restaurants, degree of mutual knowledge, but also conversation topics, physical attraction, convivial atmosphere, difficulty or fatigue in using V address and many more. Interviewed waiters stress the importance of a psychological aspect to their job, whereby they are required to rapidly and constantly interpret customers' expectations, including their preferred ways of being addressed, in order to provide a pleasant experience for them in the restaurant. Some waiters also report a practice according to which they initially resist accepting a customer's invitation to switch from V to T address, preferring to wait until the offer is repeated. Whilst the switch from V to T is often perceived as a welcome sign of relaxation in the interaction, some waiters note that it can lead to misunderstandings about what the customer is entitled to expect from them.

Susan Bridges & Cynthia Yiu

Narrative practices involving other figures: An examination of clinical encounters in dentistry (lecture)

In examining the forms and functions of narratives in talk at work, this presentation focuses on a specific healthcare environment - the dental consultation. Within consultations, the 'clinical narrative' is seen as an ongoing storyline of the patient experience within an illness narrative (Blakely 2005). Within this storyline; however, multiple interlocutors and events combine and coalesce to form the narrative thread often including a range of narrative practices surrounding figures other than the teller proper. By taking a narrative pragmatic approach, the analysis presented will enable examination not only of the functions of narratives in dental consultations but also investigate *how* the unfolding of a narrative story is interactionally co-accomplished. The data examined here involved dentists co-constructing the oral performance of a narrative of a clinical experience with their patients. From a larger database of clinical dental interactions in Cantonese, narratives of past experiences with other doctors and dentists were found in 6 consultations in paediatric and general dentistry. Structurally, these occurred mainly during the history-taking phase. Common features include interactional remembering (Norrick 2005) where the co-constructed storytelling allowing tellers to revisit and re-evaluate their past clinical experience with other figures. This was seen as being accomplished within the institutional talk. Specifically, patients told their stories with a forward trajectory in mind. The telling, therefore, had a goal of contributing to a positive outcome in the present clinical event. Also evident was the storytellers' reliance on the clinician or dental nurse to invite co-narration (Norrick 2005) to assist with clinical naming of sites within the oral cavity and diagnostic terms. Issues of identity related to teller credibility and self-representation are also explored. Finally, we examine the implications of these data analyses for health sciences education and the notion of narrative competence as "the set of skills required to recognize, absorb, interpret, and be moved by stories" (Johna & Rahman 2011).

Lucie Broc & Josie Bernicot

Pragmatics and education: The usefulness of narratives for determining students' linguistic skills (lecture)

Determining students' oral and written linguistic skills is a major issue for the academic system, particularly in the case of children living with linguistic pathologies such as specific language impairment. Currently, the most common practice is to put the student in an evaluative situation by, for example, giving the child an oral test involving the repetition of utterances (to determine the child's morphosyntactic level) and a written test of dictated words (to determine the child's lexical spelling level). Pragmatic language theories (Östman & Verschueren 2011) enable a variation in the structural aspects of language to be predicted depending on the situations of use. In an evaluative situation, students

are expected to adhere to the academic system, one principle of which is that the novice "must show what he or she knows" to an expert. The student's degree of adherence to, or comprehension of, this social issue is very difficult to assess and varies according to multiple, complex factors ranging from social origin to stress. We hypothesize that a situation of communicative narration (Broc & al. 2013) allows students to express a better level of language than classic evaluation situations. In a communication situation, such as the narration of a personal event that is unknown to the recipient, the speakers/writers respect Grice's (1975) Principle of Cooperation, in particular the maxim of manner, by adapting their message to the recipient so as to achieve a successful interaction. The speakers/writers therefore try hard to produce an understandable message for the recipient: Conforming well to the common code is one of the elements that improve the recipient's interpretation of the message. Furthermore, in the case of a linguistic pathology such as specific language impairment, pragmatic aspects of language and of social cognition remain relatively well preserved (Katsos & al. 2011).

Forty-eight typical participants and 24 participants with specific language impairment, all attending school in an ordinary environment in their age groups, participated in this study. They were separated into two age groups: 7-11 years of age and 12-18 years of age. For the oral part, the communicative narrative was compared with an evaluative situation involving the repetition of utterances (morphosyntactic level). For the written part, the communicative narrative was compared with an evaluative situation involving a dictation of words (lexical spelling level). For all of the students, the level obtained in morphosyntax and in lexical spelling was better in the communicative narrative than in the evaluative situation (repetition of utterances or dictation of words), and the difference between the two situations (communicative/evaluative) was greater for the children with specific language impairment.

In the context of a pedagogical process and/or remediation program, it is worthwhile to have shown that communicative narration allowed children to fully express their potential in morphosyntax and in lexical spelling. These results should encourage the academic system to use situations of communicative narration to determine the linguistic level of students, and particularly students with a linguistic pathology such as specific language impairment.

Scriven Brooke, Christina Davidson & Christine Edwards-Groves

Multiparty interaction in young children's use of digital technologies in the home

(lecture)

Game play using digital technologies is a common activity of young children in Australian households (Australian Bureau of Statistics 2009; Zevenbergen & Logan 2008). Often these are educational games designed to assist young children's learning. In a setting conducive to potential copresence, young children's digital game play in the home provides a context for social interaction with their parents and siblings. However, little is known about how multiparty interaction between young children and their family members is initiated in, and accomplishes, digital game playing. This paper examines the interactional methods by which a young child produces talk and interaction with her father and younger brother during her playing of an educational game with digital technology. Video data were recorded by the father as he sat with his two children on a bed in their home. Each child engaged in independent activity on a separate device; the elder child using an iPad and the younger child using an iPhone. Their interaction and activity with digital technologies were transcribed using the Jefferson notation system; additional symbols were added to represent embodied actions of the children using the technologies. Ethnomethodology and conversation analysis were used to examine in fine-grained detail the talk and nonverbal actions employed in the interaction between the family members. Analysis considers how their multiparty interaction accomplishes the elder child's game play using the iPad. The elder child initiates interaction occasioned by the structural organisation of her game app and that of her younger brother. Through talk she indexes sounds produced by the game apps and accounts for the actions of herself and her younger brother in using their separate devices. She is constructed as a competent player through her "showings" (Kidwell & Zimmerman 2007) of the iPad screen and in responding talk and embodied actions from her father and younger brother. Discussion establishes how the elder child brings her father and younger brother into her digital game playing, so that the playing of the game app is accomplished through multiparty interaction as a shared activity.

Peter Bull & Anita Fetzer

"I quote and I am not making this up": The role of quotations in the adversarial discourse of Prime Minister's Questions. (lecture)

Prime Minister's Questions (PMQs) are a constitutional convention in the UK whereby every Wednesday during parliamentary sittings, the Prime Minister responds to questions which may be posed by any Member of Parliament (MP). In PMQs, MPs must orient both to the expectation that the dialogue should

follow a question-response pattern, and refrain from unacceptable unparliamentary language. However, within these constraints, much of PMQ discourse is composed of the strategic use of face-threatening acts (Bull & Wells 2012). Harris (2001) argues that these FTAs are rewarded in accordance with expectations of MPs through an adversarial and confrontational political process.

Against this background, the strategic use of quotations in exchanges between the Leader of the Opposition (LO) and the Prime Minister (PM) is examined from both quantitative and qualitative perspectives, based on the analysis of 20 sessions of PMQs. The vast majority of FTAs, it is proposed, are performed through self- and other-quotations. Thus, each of these sessions contain examples of quotations, and all of them are used in an adversarial manner to deconstruct the argumentation, credibility and leadership of the opponent and their party, while at the same time enhancing these qualities in self. What is more, the perlocutionary effects of the quotation tend to be made an object of talk for both the direct addressee, the face-to-face audience, as well as the mediated audience, viz. the potential electorate. As regards linguistic realization, necessary components of quotations in the context of PMQs are (1) source, and (2) quoted content, which are supplemented by an explicit temporal frame (e.g., yesterday, last week) and by explicit references to locality (e.g., in this house, in a programme on TV). An optional element is the explicit performative 'I quote'.

Overall, it is shown that quotations constitute both a significant rhetorical device and an important argumentational technique, and as such play an important role in the adversarial discourse of PMQs.

Gillian Busch & Christina Davidson

Communicating in an agora: Members' methods for managing their participation on a news website. (lecture)

The incorporation of and uptake of comment capabilities on news websites is ubiquitous (Santana 2014). It is argued that the inclusion of such functionality in news websites is in response to a digital context characterized by interactivity (Boczkowski & Mitchelstein 2012) with journalists preferring reader-to-reader interactivity (Canter 2013). While some researchers have examined reader-to-reader interactivity, there is limited research examining how readers accomplish such interactivity.

Employing conversation analysis (Sacks 1995) and membership categorization analysis (Sacks 1995; Hester & Eglin 1997), this paper presents an examination of comments made by participants in an online news website Stuff.com.nz where participants responded on a public forum to a news article article titled *Classrooms Flooded with Devices*. Organizational features of this particular agora to which people orient includes, that, the setting is 'massively' multiparty, participants who are able to view all of the contributions/posts, participants can offer a comment linked to a thread or start a new thread, the interaction is asynchronous, and that participants can withhold their identity though the use of the user name they choose.

Analysis of reader comments on this site has explicated a range of methods employed by participants as they orient to the "peculiarities of the context" (Mondada 2009, p. 559) of the website. For example, in an interactional environment where intervening comments or turns by others could and did occur, members needed to indicate to whom they are directing their response, thus we establish how members repeated or quoted sections of the post about which they were responding and named the owner of the post. Using sequences from the online posts, this paper focuses on methods employed by respondents to, (1) make explicit to whom the comment is directed, (2) make clear the perspective from which their response comes, (3) reveal aspects of identity through category use and thus make visible some of that which was previously anonymous, (4) indicate alignment/misalignment with other responders and (5) produce a written text for a multiparty setting which may potentially be read by many readers. This paper contributes understandings about the methods employed by respondents in an online public news forum to produce interactivity.

Cemal Cakir & Hande Cetin

Teaching apologies through task-based activities to Turkish and Portuguese EFL learners: A cross-cultural study (lecture)

As there have recently been more opportunities, owing to globalization, for communication between nonnative speakers of English (NNSE) and native speakers of English (NSE), and between NNSE and NNSE; English as a lingua franca is getting more significant. This new phenomenon requires a new notion of communicative competence and thus of teaching pragmatics (Alptekin 2002; Kecskes 2000a, 2000b, 2013). Exclusively, the adaptability in the use of speech acts is most likely to play a crucial role in the maintenance of communication in an intercultural context. Often governed by the native culture that, as Spencer-Oatey (2008) states, influences "(but do not determine) each member's behavior and his/her interpretations of the 'meaning' of other people's behavior" (p. 3), NNSE may transfer their semantic

formulas of speech acts when they interact with other NNSE and/or NSE, which may lead to pragmatic failure or communication breakdown. Now that expecting NNSE to exactly follow NSE norms for the use of semantic formulas of speech acts in communication would be unrealistic, NNSE had better be made aware of English semantic formulas of speech acts and of the adaptability and variation in the use and interpretation of them from culture to culture. This awareness is expected to enable NNSE to develop intercultural communication skills and to help them get more adaptable and avoid pragmatic failure or communication breakdown. This study aims to find out (a) if Turkish and Portuguese EFL students have differences in their uses of English semantic formulas of apology, and (b), if there is any, if a task-based pragmatics teaching helps them change their differences in the use of English semantic formulas of apology. A pre-test/post-test experimental model was used in the study. Totally 18 participants, 11 of which were 3rd grade university students from Turkey, and 7 of which were 3rd grade university students from Portugal, comprised the sampling group. A Discourse Completion Task (DCT) by Cohen and Olshtain (1981), labeled 'Apology Instrument', was used to collect the data. The data gathered was analyzed with content analysis technique according to the list of semantic formulas by Olshtain and Cohen (1983). The participants received a 4-week pragmatics teaching on the speech act set of apologies through authentic task-based activities. The analysis of the responses in eight situations in the pre-test DCT of the two subject groups revealed that contrary to the expected collectivistic culture traits in both groups, the Portuguese subject group showed more individualistic traits. The pre-test/post-test comparison revealed that both groups showed differences in terms of variety, distribution, and frequency of the semantic formulas after receiving 4-week teaching. We found that two groups showed more similarity in the frequency order of semantic formulas in the post-test than that in the pre-test. We can cautiously conclude that, through task-based pragmatics teaching, NNSE can show adaptability in the interpretation of English semantic formulas of apologies. We can also suggest that task-based pragmatics teaching may turn the cultural differences into an opportunity to develop intercultural pragmatic awareness and adaptability.

Abigael Candelas

`You don't have to': Modals as indexes of presumed knowledge distribution in consent guidance for young people (lecture)

This paper examines modal auxiliaries as indexes of presumed knowledge distribution. Combining critical discourse analysis with pragmatic analysis, I extend Talbot's (1995) framework for the analysis of synthetic solidarity to examine the role of modal auxiliaries in the framing of sexual consent, and the construction of the implied reader, in consent guidance for young people and professionals who work with them. Data is drawn from a UK corpus of sexual consent guidance produced by local and national government, the National Health Service, and NGOs, for young people and professionals who work with them in a safeguarding capacity. I focus on three discourse clusters that I argue are prominent in the corpus: (i) ideals discourses, (ii) safeguarding discourses, and (iii) risk discourses. Ideals discourses present sexual consent in terms of idealised sex-positive values. Safeguarding discourses urge young people to resist sexual pressure by refusing sexual consent clearly and directly; and instructs professionals when and how to take safeguarding action. These discourses challenge young people's perceptions of sexual pressure by presenting such pressure as easy to resist, problematizing young people's situated knowledge and positioning professionals as experts on young people's experiences. Risk discourses focuses on medical and personal safety risks, and urge young people to minimise risk. I argue that modals cue interpretative frames (Blommaert 2005; Goffman 1979) of presumed distribution of knowledge. In texts for professionals, MUST and HAVE TO index expertise, and construct the implied reader and the implied author as co-members of a community of experts, creating solidarity between the implied reader and implied author, but not with young people. By contrast, in texts for young people, the quasi-auxiliary HAVE TO indexes the implied author as expert, but is used to challenge young people's situated knowledge, constructing distance between the implied reader and implied author. Modals of possibility, however, such as CAN, co-occur with discourses of risk and risk-reduction, positioning the implied reader as having some obligation with respect to knowledge of the risk, and shifting responsibility for the prevention of sexual violence from assailants to victims. An explanation for these findings is suggested in terms of the mediation of presumed knowledge distribution by neoliberal ideology (Gotell 2010) and epistemic injustice (Fricker 2006).

Amalia Canes Napoles & Nicole Delbecque

'En realidad' as a crossing gate: Multifunctionality and polysemy of a DM (lecture)

One of the main problems in the description of DMs appears to be their functional polysemy. Yet, the semantic and functional analysis of DMs is characterized by a lack of attention for the multidimensional

structures of meanings. In this paper on the Spanish expression *en realidad* we propose a comprehensive bottom-up approach in terms of a conceptual network of related meanings.
Martín Zorraquino & Portolés Lázaro (1999: 4140) define *en realidad* ('in reality', 'in fact') as a Spanish discourse operator of argumentative reinforcement. Our network approach goes beyond this narrow definition. In our view, Decision Tree Induction is useful to disambiguate both lexical and pragmatic uses. While the properties for the DM's syntactic identification have received more attention (by Hirschberg and Litman [1993], Siegel and McKeown [1994], Litman [1996] in Eddington 2010), the disambiguation of functions and meanings through statistical analysis has been rather overlooked. The method applied in this paper is intended to provide insights as to the type of syntactic, pragmatic, morphological and semantic information necessary to further improve DM sense disambiguation. It points to correlations among the variables that most significantly explain the DM uses.
Our working hypothesis is that the DM use of *en realidad* ranges over six related discourse functions. Some of these functions are frequently combined with forms and expressions that build up two worlds, a hypothetic and a real one. This kind of co-occurrence can be interpreted in two different ways: on the one hand, the need to rely on expressions that intrinsically contrast two worlds may suggest that semantic consolidation is still in progress; on the other hand, the very marking of specific values might account for a high degree of polysemy. The ambiguity of *en realidad* is also syntactically noticeable, as the DM shares a considerable number of syntactic properties with the adverbial phrase.
The Decision Tree model will allow us to identify the most significant variables in the prediction of *en realidad*'s DM functions. We will try to disentangle the import of the syntactic position, the presence of the proposition modified, the subordinate or coordinate clause type introduced by *en realidad*, the verbal typology, the topic, deictic notions (tense), and the animacy of the reformulated proposition's subject.
The corpus used in this study is drawn from the Corpus of the Real Academia Española's data CREA ("Corpus de Referencia del Español Actual" *'Reference Corpus of Present-day Spanish+'). It comprises the 350 occurrences of *en realidad* which appear in the Cuban variety sample.

Manuela Caniato, Stefania Marzo & Claudia Crocco

Negotiating social meanings from Italian to Dutch: The translation of honorifics in film subtitles. (lecture)

This paper analyses the translation of honorifics from Italian into Dutch in subtitles .
Honorifics are largely used in the Italian culture. They are polite terms of address required in many formal social encounters. They express respect and professional recognition, carry legal value and denote social hierarchy. In the same way, honorifics in Italian films are used to convey these social meanings. Recent research (Caniato, Crocco, Marzo 2015) has however shown the difficulty of translating these social meanings in subtitles.
We will argue that – as subtitling can be considered a cultural process, involving the re-negotiation of meanings – the social meanings of honorifics are also renegotiated in the subtitle. When crossing borders, some meanings of a film are accepted, while others are resisted. Acceptance and resistance influence the subtitling process and, consequently, the translation of honorifics.
We will focus on the films *La meglio gioventù* (Giordana 2003), *Malena* (Tornatore 2000), *Pane e Tulipani* (Soldini 2000) and *Non ti muovere* (Castellitto 2004) and we will study how the indexical meanings of honorifics in the Italian films are rendered in the Dutch subtitles and hence, how this social meaning is renegotiated into the Dutch (Flemish) culture. To this end, we will analyse honorifics as 'realia' bearing particular – culturally loaded – indexical meaning which can be re-interpreted according to the target culture and language, but also depending on other film-related (or technical) criteria.
We will perform a corpus-driven analysis of the films, based on a bilingual parallel corpus, duly aligned and annotated (70.910 Italian words; 58.987 Dutch words).
The result will show that when honorifics are used to express social respect and recognition the translators tend to render them in the target language. When honorifics express also meanings such as derision, scorn, disrespect, they can more often be omitted in the target language.

Monica Cantero-Exojo

Border crossings and the dynamics of social representations: Tracing the social adaptability of self-other relations in cinematic narratives. (lecture)

This paper aims to examine the links between social representations and social identities by exploring the adaptability of self-other relations involved in identity process construction. In particular, I am interested in examining the adaptability of social positioning of self-other at the crossroads of the US-Mexican border in telecinematic discourse. Through a multimodal analysis, this paper delves into filmic border crossing discourse(s) as a space that differentiates, defines, shapes, and provides meaning - both socially

and culturally - to the individual identities that make up the Mexican-American narrative on the self-*Other*. Adaptability to the environment of border crossings is studied as a factor affecting the outcomes of self-other relations. This hybrid representation of a complicated and traumatized space, interlaced by image and language, is portrayed through its harshness, trafficking, horror, drug smuggling and suffering, as well as by depictions of hopes and dreams for a better future. The data explored comes from the following TV series and film productions: "The Bridge" (2013-14, FX), "The Three Burials of Melquiades Estrada" (Tommy Lee Jones 2005), "El Mariachi" (Robert Rodríguez 1992), "From Dusk till Dawn (Robert Rodríguez 1996), "Lone Star" (John Sayles 1996), "Santitos" (Alejandro Springall 1999), "No Country for Old Men" (Joel and Ethan Coen 2007).
Drawing on the theory of selves and identities (Bamberg 2007, 2006), positioning (Davies and Harré 1990) and telecinematic discourse (Piazza, Bednarek, and Rossi 2011) this analysis aims to reconstruct instances of social positioning—the narrative of struggle as opposed to the narrative of dominance—as they are revealed through the antagonistic interactions of self-*Other* and their environments, particularly as the *Other* attempts to negotiate and legitimate his/her (social) identities. To this end, the positioning of self-*Other* as agents at the center of an identity confrontation, metaphorically *breaking the mirror* of an amoral and disenchanted space by questioning the social representation of the dominant ideology and/or adapting themselves to the transnational space of border crossings, is for the most part explored in the communicative intentionality of the films' bilingual language use, images and their function in positioning their narrative subjects in a context of struggle and dominance.

Angela Chan, Cynthia Lee, Lai Kun Tse & Laura Wakeland

"The floor is now open for discussion": Questioning in Q&A sessions in academic presentations by professionals and students (lecture)

Many university courses include oral presentations as a course component for educational and assessment purposes, which typically comprise question-answer (Q&A) sessions of varying lengths. While there are abundant resources on presentation skills online and offline, guidelines on handling the Q&A session are relatively insufficient. Moreover, many of these guidelines tend to be based mainly on 'professional wisdom' and general observations. They seldom take into consideration that interaction is complex and dynamic and that there are many factors influencing one's communication behavior. From an academic perspective, the Q&A session can be considered as a different genre of discourse from the paper presentation and is worth investigation in its own right. It involves impromptu interaction between the speaker and the audience, often mediated by the chair, and therefore poses a greater challenge to the speaker and the audience. However, the literature focusing on the Q&A session in presentations is very limited. This paper aims to fill the gap by investigating the discourse of questioning and answering during the Q&A sessions in academic presentations. This paper draws on video recordings of academic presentations given by professionals and students in the field of health sciences. By employing conversation analysis as a main analytic tool, this paper particularly focuses on linguistic forms and interactional features of questioning by professionals and by students. Our data shows that the questions in professional presentations are usually more carefully designed and tend to be constructed in a less direct and more mitigated form than those in student presentations. Compared to professionals, students seem to be less competent in handling relational aspects involved in staging questions. This paper has pedagogical implications and contributes to meeting a need for the teaching of questioning to be research-informed.

Yuh-Fang Chang

The development of metapragmatic knowledge: Examining the single and joint effects of apology components on the victim's perception of transgressors (poster)

Apologies have the power to restore a damaged relationship, mitigate loss of face, and stimulate forgiveness (Lazare 2004). Previous studies have explored what people said when they apologized. The apology strategies classified include: 1) IFID expressing regret, 2) IFID requesting forgiveness, 3) intensifier, 4) repair, 5) explanation, 6) lack of intent, 7) self-blame, 8) admission of fact, 9) promise of forbearance, 10) acknowledgement, 11) concern, 12) minimizing, 13) alerter, 14) justification. Most of the research literature on the speech act of apology collected production data to examine the speech act of apology of a specific culture or compared the speech act of apology across cultural groups. The issue concerning whether and how different types of apology strategy work differently in changing the perception of transgressors has attracted relatively little attention from researchers. This study is intended to contribute to the body of research on pragmatics by examining the single and joint effects of apology components on the victim's perception of transgressors. In addition, whether the perception of children of different age groups differs is examined.

This study adopted cross-sectional approach. A total of 240 participants took part in the present study. Participants comprised four groups: 3rd grade, 6th grade, 8th grade and college freshmen. Two scenarios for apology were selected for the present study. Subjects were asked to read the scenario first and responded to seventeen possible combinations of the apology elements. Participants were asked to rate how appropriate, how apologetic they thought the character's response to the situation was, how much they would blame the character and how much they would be willing to forgive the character on a seven-point Likert scale in the questionnaire and provide reasons for their rating. The findings showed that different types of apology strategy work differently in changing the perception of transgressors.

Mariya Chankova

Rejecting and challenging illocutionary acts (poster)

This contribution delves into strategic interaction and the construction of the social actor in a neo-Austinian framework of illocutionary acts. The basic premise of the neo-Austinian framework, as reconstructed from Austin's lectures, is the following: illocutionary acts are conventional acts that conform to a conventional procedure (with hearer-based felicity conditions) and they have conventional effects associated with their successful performance; further, illocutionary acts require the securing of uptake in order to take effect. As Austin suspected, conventional procedure is hard to define for most illocutionary acts, leading numerous critics to deny the conventional nature of illocutionary acts altogether. Combining Austin's idea that procedure is a necessarily vague notion with a special felicity condition to tie responsibility with procedure matters (I call this condition the entitlement felicity condition), I look into challenging and rejecting illocutionary acts. Extensive research has been conducted on attenuating and boosting illocutionary force, but exploring how acts can be challenged or rejected will allow us to paint a more realistic picture of how illocutionary acts come to be.

What is more, I wish to argue that challenging or rejecting illocutionary acts depend on the hearer's perception of when the entitlement felicity condition is flouted. The entitlement felicity condition is directly related to the hearer's understanding of the conventional procedure which should hold for an act performance. Using Brown and Levinson's politeness theory to help spell out people's (perhaps) natural preference to 'hear the words', I argue first, that challenging and rejecting illocutionary acts indirectly supply arguments in favor of the neo-Austinian framework I am advocating; and second, that challenging and rejecting are part of strategic interaction in that they help construct the social actor.

Pattrawut Charoenroop & Jiranthara Srioutai

Student-lecture disagreements in the classroom context: Thai EFL learners' linguistic and pragmatic competence (lecture)

Disagreement is claimed to be a negative face-threatening act (Pomerantz 1984) that jeopardizes the hearer's positive face (Brown & Levinson 1987). Based on this assumption, it is interesting to examine Thai EFL learners' performance of disagreement in English. It can be challenging for the learners to perform the intrinsic act of disagreement in English because Thai EFL learners may find a few opportunities to be exposed to English on their daily basis (cf. Kachru 1997 and Jenkins 2005). Bardovi-Harlig (1997) points out that the L2 classroom is an ideal place for EFL learners to have a contact with the target language. It is said to be excellent because L2 linguistic and pragmatic inputs can be provided to EFL learners for observation. T he chief goal of this study is to compare two groups of Thai EFL learners in terms of their linguistic and pragmatic competence when they disagree with their lecturer in the classroom context in English. The two groups of Thai EFL learners were differently exposed to English (i.e. more frequently versus less frequently) used as the medium of instruction at their universities. Their levels of English proficiency, however, were comparable because their average scores from an English proficiency test were similar. Despite disagreeing with the lecturer in the same context, it is hypothesized that their linguistic and pragmatic competence are different. To prove the hypothesis, the data were collected by classroom videotaping at two selected classrooms for thirty hours for ten weeks. The results show that those who were more frequently exposed to English (henceforth the EFLe) and those who were less frequently exposed to English (henceforth the EFLt) linguistically realized their politeness strategies in similar fashions. They both, for instance, often realized the on-record strategies without a (propositional) content but always realized the positive politeness strategies and the off-record strategies with a (propositional) content. However, the EFLe normally used the on-record strategies, while the EFLt normally utilized the negative politeness strategies when disagreeing with their lecturer in the classroom context. As a consequence, the hypothesis has been proved incorrect.

Haiqing Chen & Sinan Gao

Pragmatic functions of interrogatives in China courtroom conversation from perspective of intonation (lecture)

The main ideas and results of this study can be summarized as follows:

1) The choice of intonation serves as a significant part of language adaptability, and plays an important role in discourse function in the Question-Answer mode of court trial. Therefore, this paper explores the various discourse functions of different interrogatives in authentic trials with the help of the speech analyzing software Praat.

2) One of the major approaches used in English intonation studies is contour analysis, which divides the intonation into prehead, head, nucleus and tail, focusing on the role of pitch in accented syllables (nucleus). Although as a tone language, Chinese intonation pattern will be deeply influenced by level, rising, rising-falling and falling tones, it is believed that the nucleus also exists in Chinese intonation, the only difference being the standard for its determination. Accordingly, the nucleus in Chinese intonation is determined by the pitch range (the pitch span of one or several syllables) and pitch scale (the average pitch of several syllables).

3) If nucleus is regarded as the core of intonation, the core of syntactic unit is called focus. From the perspective of information output, the focus in a sentence at the syntactic level carries the focal point of the whole sentence. Thus, the focus of interrogative will be the informative emphasis of the whole sentence. Meanwhile, nucleus is also said to be carrying information focus. Since both nucleus and focus carry the informative emphasis, they should theoretically locate on the same sentence constituent. However, the facts in real court trial are not always consistent with such speculation. In other words, there are two situations: nucleus is consistent with interrogative focus; nucleus is inconsistent with interrogative focus, which lead to totally different pragmatic functions concerning the corresponding interrogative.

4) Based on the research we have already done, the pragmatic functions of interrogative which are determined by whether the focus is consistent with the nucleus, can be summarized as follows: 1) contrast or emphasis; 2) confirmation or proving; 3) reminding or suggestion; 4) detailed inquiry; 5) evoking empathy to promote conversation. What should be noted is that, the pragmatic function of any court trial interrogative is actually a combination, within which several functions coexist with each other, but a particular one is highlighted when taking court trial context into consideration.

Goals of this investigation:

1) Emphasis on the "vocal feature" of interrogative in trial conversation by making intonation the starting point. It is said by Fries (1945) that "In a conversation, what is important is not only what you say but also how you say". Here, "how you say" refers to the function of intonation. Therefore, by focusing on the consistence or inconsistence between nucleus and focus of interrogative in trial conversation, different pragmatic meaning will be found out from an interrogative, which seems to be so common when treated as a written text.

2) Improve the dynamic researches concerning trial conversation from perspective of adaptability and intonation. It is found that, most studies about legal language or courtroom conversation in China stay at the static level of language. It cannot be denied that forensic linguistic is a dynamic, interactive and practice-oriented discipline, thus the trial discourse deserves a dynamic, interactive study, whether it belongs to the continental law system or Anglo-American law system.

Stephanie W. Cheng

Metadiscourse in academic lectures (lecture)

Metadiscourse refers to the non-propositional content of discourse (written and spoken). It is a construct used to indicate text structure, discourse function, or writer's (speaker's) stance. Metadiscourse functions to direct the reader (hearer) to the relations between or among the various parts of discourse, to clarify the meaning of certain propositional content, and especially, to establish the communication between the writer and the reader (the speaker and the hearer). Metadiscourse approaches the various facets of text from the perspective of interactive discourse and explores the dynamics of text beyond structure. It serves as a bridge of communication between the reader and the writer (the hearer and the speaker). Especially, metadiscourse in academic lectures plays an important role in constructing teacher-student, teacher-lecture, and lecture-lecture relationships. There has been an increasing interest in the topic of metadiscourse in academic written discourse; however, little research has been conducted in academic spoken discourse such as lectures.

This study, therefore, investigates the use of metadiscourse in academic lectures, exploring how lecturers use metadiscourse to project themselves into lectures, and express the dynamics relationship between teacher-student (TS), teacher-lecture (TL), and lecture-lecture (LL). It aims to (1) analyze the above three types of metadiscourse in lectures; (2) analyze and compare the use of metadiscourse in the sections of

the lecture (opening, main content, closing sections); (3) analyze and compare the use of metadiscourse in lectures of different fields (soft and hard sciences); (4) analyze and compare the use of metadiscourse in lectures of different class size (large and small classes).
The study will use all 62 lectures of various disciplines from the Michigan Corpus of Academic Spoken English (MICASE). The study will use both quantitative and qualitative analyses. The former includes analysis of the frequency of the three types of metadiscourse in lectures, in the three sections of lectures, in different academic disciplines, and in different class size lectures.
The investigation of metadiscourse in academic lectures helps us better understand how teachers facilitate cohesion, direct discourse, or focus on main propositions in lectures, making lectures more attractive and persuasive. In the theoretical aspect, this study proposes a new way of classification based on interactive discourse. Pedagogically, it provides authentic examples of various uses of metadiscourse in lectures. In addition, comparing the uses of metadiscourse in different sections of the lecture and in lectures from different academic fields can reveal distinctive discourse features or discourse functions of each section or of lectures in different research fields. It is hoped that the present study provides a fuller understanding of metadiscourse in academic lectures. It also provides useful data for research and authentic examples for teaching and learning of academic listening. In addition, results will be of interest to students, practitioners, material developers and researchers in the fields of applied linguistics, English for academic purposes, TESOL, teacher education, sociolinguistics, pragmatics, and discourse analysis.

Innocent Chiluwa

The pragmatics of written threats: Assessing online threats by Nigerian terrorist groups (lecture)

Some studies in communication and social security have established that terrorist groups utilize the Internet for the purpose of propaganda, recruitment, incitement and radicalization (Behr et al. 2013; Cornish 2008). They also utilize social media platforms to issue warnings and threats, as well as disseminate hate speech and linguistic violence against institutions and governments accused of undermining their rights to exist (Ungerleider 2013; Chiluwa & Adetunji 2013). This study will apply the speech act theory to analyse the pragmatic contents of written online threats by two terrorist groups in Nigeria namely *Boko Haram* and *Ansaru*. Explicit and implied threats will be examined from online statements by these groups written between 2009 and 2013 (e.g. 'message' to the Nigerian president; 'open letter' to the Kano state governor etc.)
According to Fraser (1998), verbal threats are intentional acts that use language to send a message 'conveying both the intention to perform an act that the addressee will view unfavourably and the intention to intimidate the addressee' (p.159). They are just like any other type of speech act that depends on the illocutionary force of the utterance. Written threats by terrorist groups are illocutionary acts that send menacing explicit threats, not only with an intent to cause a direct physical harm to (or even kill) the threatened, but also to destroy public property. Salgueiro (2010) views threat and promise as the two sides of the same coin because they 'constitute an inseparable pair' and perform 'directive-commissive...acts' (p.214). However, threatening is viewed as an 'intrinsically hostile act' (p.220), while promising is not. Fraser (1998) also distinguished between promising, warning and threatening. The current study will argue that warning, threatening and promising share the same linguistic and pragmatic properties and perform the same illocutionry functionsin the context of terrorism discourse. The study will further attempt to provide answers to the following questions:
(i)Are written threats likely to convey stronger illocutionary force than verbal ones, especially threats by terrorist groups?
(ii) How do we recognise implicit threats in this context and to what extent may warning and promise constitute a threat in the discourse of terrorism?
(iii)What grammatical features are common to threats issued by terrorist groups?
(iv)What particular illocutionary force is likely (or associated) with certain forms of online written threats?
The study will contribute significantly to existing literature on the place of the speech/pragmatic act theory in the analysis of verbal and written threats. More importantly, it will likely inspire further studies on the activities of terrorist groups in Africa from linguistic and discourse perspectives. For now, there appears to be little or no studies at all in this area especially by African language scholars.

Aurelie Chlebowski

"What a N!" A prior context-dependent approach (lecture)

The way *wh*-exclamatives insert content into conversation is increasingly the topic of debate. Castroviejo Miró (2008) draws a distinction between what she calls "descriptive" and "expressive" content,

respectively, the information and the attitude conveyed by the *wh*-exclamative. She explains that the "descriptive content" is backgrounded information comparable to a stimulus, *i.e.* "any kind of information that has narrowed the Common Ground in the previous moment" (55), from which results an "expressive content". In this paper, I intend to show that both contents can be deduced from the analysis of a prior-context limited window. This assumption comes from the hypothesis that exclamatives results from a state of surprise and since "surprise lasts no more than some milliseconds" (Ascone 2014: 15, commenting upon Ekman 1992) a window of no more than four prior utterances should be sufficient to extract both contents.

I have investigated the left-hand context of fifty verbless *wh*-exclamatives from the spoken components of the COCA (Davies, 2008) and BNC (Davies 2004) corpora. These 50 different nominal types correspond roughly to 100 tokens over the two corpora, of a total of 170 utterances.

(1) **Mr-SENDAK:** The stories were great, they were. And we began a friendship that has taken us to this moment in life.
Mr-YORINKS: Oh, what a catch ! (COCA)

In (1), the "descriptive content" of the *wh*-exclamative alludes to the previous utterance. It qualifies a situation, *i.e.* that "they BEGAN a friendship" and that this WAS ***surprising.*** Here "catch" is used to qualify a "friendship" that seems to go along with notions of joy. We can infer that apart from begin ***impressed*** the speaker is NOW also ***pleased*** by this PAST situation. Results have shown that a large part of the "descriptive content" of *wh*-exclamatives refers back to situations or to inanimates. As to the "expressive content", most *wh*-exclamatives convey attitudes apart from surprise, such as the speaker being "annoyed", "pleased", "disappointed", "disgusted" and "amused". The "expressive content" should result from the backgrounded information conveyed by the "descriptive content" (Castroviejo Miró 2008*)*. However, as claimed by Ascone (2014, commenting upon Lazarus 1991), "it is not the stimulus itself that generates emotional responses, rather, it is the personal cognitive interpretation of that stimulus that makes emotions possible" (13). I therefore hypothesize that speakers not only chose the noun of the exclamative according to the stimulus but also because of its connotation in order to represent the emotion experienced, *e.g.* "bastard" would be used to express negative emotions, "pleasure" to express positive emotions, and "life" to express any emotions relative to the context.

With the proviso that only a third of the total data was actually analysed, it seems possible to formalise the core intuition of this paper: since the size of the prior-context window is limited, the recoverability of the content of verbless *wh*-exclamatives can be analysed within the "QUD" framework (*i.e.* "question under discussion" (Ginzburg 2012).

Marianna Chodorowska-Pilch

Conventionalization of time: The influence of the Catholic calendar (lecture)

The importance of teaching languages in context (Omaggio 1986) and explaining cultural aspects, which have been conventionalized in the target language, have been an ongoing topic in various research (Valdes 1986; Damen 1987; Kramsch 1993; Peck 1998; inter alia). This paper studies the use of saints' names as the conventionalized reference both to dates of certain festivals as well as to the traditions celebrated in Spain.

For example, the title from the Spanish newspaper, El País, *Un buen cartel para el día de San Isidro* 'A good poster for the day of Saint Isidro' can only be construed as a title referring to the festivities of the patron of Madrid and its date, May 15. For centuries, the name of this Catholic saint has been used to date this particular festival, giving rise to a conventionalized implicature (Grice 1975) derived from an extra-linguistic reality.

Using newspaper articles and other contemporary texts, this paper shows similar usage of conventionalized implicatures that came about from the assignation of different days to saints in the Catholic calendar. In addition, the influence of the Catholic calendar is shown in proverbs, which illustrate the way of thinking, understanding, and organizing life in the Spanish culture.

Spanish or any other language cannot be taught without proper understanding of what the culture of their people, traditions, and historical reality have embedded in them. Languages are living vehicles of the cultural heritage of their speakers. Catholic traditions shaped the conceptualization of life and helped establish perception of time before the astronomical time was used.

Vasiliki Chrysikou, Will Gibson, Fiona Stevenson, Caroline Pelletier & Sophie Park

Managing differing priorities in an accident and emergency department (lecture)

This paper reports on an on-going study of junior doctor's decision making in accident and emergency care in a UK hospital. Using Conversation Analysis the project examines video recordings of

consultations between doctors and patients and of conversations between junior and senior doctors. Through this we are analysing the processes by which junior doctors solicit information from patients, how they transform that information into a diagnostic account/query, how they present that account/query to a senior clinician, and how decisions are made about the patients' treatment through those conversations. In this presentation we focus on the interaction between the junior doctors and consultants, and the interactional processes through which they make decisions. The paper explores a number of themes, including the formulation of diagnostic decisions by junior doctors, the re-use of patients' accounts in presenting those decisions, and the relationship between 'decisions' and 'requests' for authorisation to conduct further investigative procedures (such as MRI exams). We will also discuss the ways that institutional priorities (e.g. reducing wait times), practices (e.g. shift patters) and contextual fluctuations in patient flow (e.g. busy or critically busy periods) are made visible within these interactional moments of decision making. In this way, we see how different action priorities are negotiated within the context of making decisions about patients' health trajectories.

Letizia Cirillo & Laurie Anderson

Air quotes in English academic presentations addressed to multidisciplinary, multinational audiences (lecture)

The present contribution sets out to investigate the use of air quotes - a now fashionable gesture in TV shows, movies and stand-up comedies - in English academic presentations held by and addressed to scholars of various disciplines and from different cultural and language backgrounds.

Nearly 200 instances of air quotes were found in 85 presentations given between 2007 and 2012 within the Max Weber Programme for Postdoctoral Studies of the European University Institute (Florence, Italy).

In the first part of the paper, a detailed formal description of the air quotes identified is provided based on gesture realization (number of hands and fingers employed, number of flexes, and other relevant features like gesture space)

In the second part of the paper, a functional analysis of the air quotes is presented drawing on the above classifications. It is argued that, in the context under investigation, air quotes are used as contextualization cues with three main functions: designatum); (ii) the speaker;4s commitment to the truth of the proposition (i.e. they are used to "manage attributions"); [3] (iii) the potentially troublesome nature of the quoted material which may need to be repaired (i.e. they are used to "manage ongoing discourse"). [4]

The analysis provides insights into an increasingly popular but still under-researched visual clue and how it relates metapragmatically to a specific discourse genre situated in a discourse community that is both multidisciplinary and multilingual.

Brian Clancy

Small words, big ideas: A corpus-based investigation of the use of "that" as a marker of empathetic deixis (lecture)

Deixis is acknowledged as core to the exploration of any pragmatic system and refers to the way in which conversational participants orientate themselves in context. It encompasses the study of 'small' items such as determiners, pronouns or adverbs of place and time. Although the importance of deixis in conversation is well documented, it has received little corpus-based attention (Rühlemann 2007). *That* is an important item from a corpus pragmatic viewpoint given its functions as both a demonstrative determiner and pronoun and its consistent appearance as a high frequency item on corpus word frequency lists. This paper seeks to analyse the role of *that* in empathetic deixis in spoken language, specifically in those conversations represented in the British National Corpus (BNC) and the Limerick Corpus of Irish English (LCIE). 'Empathetic' (Lyons 1977) or 'inner' (Caffi and Janney 1994) deictics invoke referents that have not been previously mentioned in their conversational contexts, thereby relying on participant shared knowledge in order to interpret their propositional content. The paper will focus on the use of the structures *that* + *noun* and *that* + *adjective* + *noun* as involvement devices that indicate affective connections between speaker and his/her conversational co-participants. A corpus-based analysis of these structures appears to suggest that although *that*'s referential properties are context-specific, it consistently demonstrates a predominantly negative semantic prosody. These findings therefore elaborate on previous literature's tentative description of the nature of empathetic deixis.

Roel Coesemans & Paul Sambre

Transitivity and representation of social actors in social conflict: A corpus-based analysis of alternative and mainstream news discourse (lecture)

Context – In discourse studies social actors refer to individuals or groups which are represented in institutional discourse by means of different discursive strategies (Baker et al. 2013; Köller 2009). This paper focuses on the intertextual differences and similarities in social actor representation in mainstream as opposed to alternative news discourse. Since analyses of social actors have mostly dealt with political discourse in mainstream media (Van Leeuwen 2008), the field of social actor analysis can be enriched by exploring other genres, such as news coverage of socio-economic issues in the context of alternative news media. Especially, because such media often explicitly aim at representing other voices, i.e. grassroots activists, trade unions or local community members, claimed to be neglected by so-called legacy news media (Atton & Wickenden 2005; Bolton 2006). Goals – Our objective is twofold: (1) to study the meaningful functioning and frequential distribution of the representational strategies by means of which the most prominent social actors in the dataset are referred to, and (2) to map the relations between the different actors in terms of alliance or antagonism, agreement or conflict by investigating patterns of transitivity. Case study – This paper provides a systematic account of the discursive construction of social actors in news texts from the Belgian alternative news website DeWereldMorgen.be in contrast to the leftist broadsheet De Morgen. Our case study pertains to the closure of the Belgian car company Ford Genk in 2012. The corpus comprises all news articles about Ford Genk in the two-month period after the unexpected announcement of the plant's shutdown. Methodology – Zooming in on relations between the social partners involved in negotiations about job loss and labor disputes against the backdrop of economic crisis in the European car industry, we first examine the quantitative distribution of social actors and representational strategies by subdividing our sample in journalistic genres and categorizing the social actors in different social actor types (e.g. politicians, managers, trade union representatives, activists, employees, …) (cf. Coesemans 2012; KhosraviNik 2010). Secondly, we investigate how different social actors types are played out against each other and entextualized in complex grammatical patterns of transitivity. Such patterns become clear by scrutinizing the (embedded) process types (e.g. verbal, mental, material) of clauses containing social actors (Hart 2013; Li 2011). In these process types the actors can take up different semantic roles (agent, patient, beneficiary, experiencer, undergoer). Furthermore we explore how process types may express (positive or negative) stance with respect to represented actors. Finally, we reflect on the findings by interpreting how the representational strategies and patterns of transitivity dynamically function in the broader context of the news discourse. Expected results – Our analysis presents a detailed quantitative account of the representations and interrelations of social actors involved in mainstream versus alternative news discourse about the socio-economic conflict of a car company closure. The quantitative results support a qualitative analysis of variation in representational strategies and contextual interadaptation of discursive process types featuring salient social actors and their semantic roles.

Catherine Cook

Self-reference and merged identities in roleplaying games (lecture)

Roleplaying Games are played by providing the participants with an avatar in a fictional world. This principle holds whether the game is played with pen and paper or on a PC. This paper sheds light on how the players' self extends to include these avatars, with particular attention paid to what this can tell us about the nature of reference.

Drawing on the works of Waggoner (2009), I investigate how reference to the character as an extension of the self is affected by the inherent connectedness associated with the type of game being played. Three kinds of games are investigated using natural language data. Table-top roleplaying games, the data for which was collected from two groups of Australian players, require participants to both create and portray a character, giving the highest level of connectedness between player and character. The third-person action video games, from the Tomb Raider and Uncharted franchises, provide examples games where the avatar is predetermined by the game itself and visible on screen, simply being controlled by the player. Finally, the Mass Effect trilogy meets in the middle of the two extremes, where the player creates the avatar and determines their dialogue choices, but still only controls an on-screen avatar rather than portraying the character themselves. Both sets of video game data are taken from Youtube videos. Some are taken from a group of three Canadians playing these games on-camera, showing the viewer both the player and the game screen, and others from a British female Let's Player who is not seen on screen, only providing commentary as she plays.

In each of these types of games the connection between player and character is manifested linguistically through the use of first-person pronouns to represent both player and character. The cause of a shift from first-person to third-person reference, including character proper names, representing a break in the player-character link, is of particular interest. I use undesirable game events as a variable to measure the amount of shared agency and combined identity between the two entities. The higher the level of

connection between the player and character, the more drastic the event must be in order to cause a shift away from first-person reference.
I hope that adaptation of person reference to a projected-entity context shows that self-reference is a distinctly pragmatic process, not only for pronouns, but for proper names as well. As there is little information in the basic sense of a referring expression that can help us interpret them in situations of extended self, there is a need to investigate just how the referents of these terms are understood by their interlocutors.

Tomás Córcoles Molina

Pragmatic and rhetoric analysis of the argumentative strategies in a corruption case in Spain: Bárcenas' case (poster)

This poster performs a pragmatic and a rhetoric analysis of the arguments provided in a recent corruption case in Spain: *Bárcenas' case*, which deals with the illegal financiation of the Popular Party. This work focuses on the way politicians build their own storytelling and defence themselves, regarding the appearance of co-oriented or anti co-oriented arguments; what sort of negations they use (negation, negation with exception, ironic negation), and the implicatures underlying politicians' answers like "*I do not remember*", "*I assure you I do not know*" or simply "*I am not answering your question*".
The analysis studies first what arguments and communication strategies are deployed by politicians, most of which are explained by some pragmatic and rhetoric principles: (Grice 1975; Levinson 2004; Aristotle 1971; Quintilianus 1940). On the one hand, one objective of that first level will examine how CP and maxims are violated and, consequently, in which way Levinson's conversational implicatures are the key to find out the reason why a politician does not want to talk (HQ) about a polemical subject in a press conference. On the other hand, from the traditional rhetorical perspective and from new lines of rhetoric and argumentative discourse, such as the *New Rhetoric* (Perelman, Ch. y L. Olbrechts-Tyteca 1958), the Argumentation Theory (Plantin 1998) or the Pragmadialectic theory (Eemeren y Grootendorst 1992), we make use of classical canons like *dispositio,* and notions like fallacies and arguments, which play an essential role to understand that kind of political language.
Second, we will insert our work in the basis of the discourse analysis (Casalmiglia 1999) and as a branch of this, the Critical Discourse Analysis (Dijk 1993, 1999, 2003; Martín Rojo 1998), because of their common point of view: the interest and motivation by pressing social issues and real problems, such as power abuse, the injustice and the inequality, produced by elite groups; these are being enacted, legitimated or, in other words, reproduced by text and talk (Dijk 1993: 249). To sum up, our ultimate aim is to clarify and help speakers and citizens to solve these problems through a basic and useful method to understand political language and to bring up which social implicatures are involved in that discourse.
Concerning to previous investigations on that field, there are only a few approaches to Spanish political speeches (Pujante 1998; López Eire 2002); nonetheless, the main issue is Iraq war and the defence of the actions in the different countries: Spain (Pujante y Morales 1996-97, 2009; van Dijk 2005) or England and EEUU (Fairclough 2005; Mazid 2007; Sahlane 2012); all these researches describe the set of arguments, fallacies and strategies which politicians choose, but there is no intention to categorize linguistics stages which would be repeated in the same contexts.
This research is based on corpus of written and spoken news, which covers all the statements made during the first five months of the case. From this corpus, arguments have been extracted, chronologically described and analysed. As a conclusion, five argumentative stages arise in the development of this case: 1) I defence strategy: negation; 2) II defence strategy: actions and measures; 3) Removal strategy: non-compromise; 4) Sufficiency strategy, and 5) Non-correspondence strategy. Political discourse seems to have adopted some argumentative patterns which could be presumptively used in similar situations of corruption scandals. The findings of this research pose the question of to what extent it is possible to generalize the above-mentioned strategies to other cases of corruption case, and to what extent such strategies do not allow citizens know what has (really) happened.

Paulo Cortes Gago

Formulating complaints about parents' behaviour towards their children in legal family mediation (lecture)

Brazil is becoming slowly a country where non-adversarial dispute resolution forms are gaining space, they are already a reality in many Brazilian courts. Family justice is special for the types of problems involved: divorce, children, alimony, relationships. This paper shows a case of legal family mediation in which an ex-couple, divorced for five years, with two children in common, has only talked to each other at court, and accumulated therefore many conflicts never talked about. When they meet in the more open space of mediation, these topics emerge in interaction in the form of complaints and accusations. In this

paper, I focus on complaints made by parents about how they behave with their children, an important locus of conflict in family life. Interactional research on complaining in ordinary conversation highlight it is a social activity enacted in talk-in-interaction and subject to a delicate interactional work made by parties of identifying complainables, deciding to formulate them explicit or not, and by what means (direct or indirect). Another issue is how parties (dis)affiliate, when a complaint is made. All these observations converge to the point that complaining is a collaborative activity (Drew 2009, 1998; Heinemann & Traverso 2009), but the general question is how complaining works in conflict institutional discourse. Based on contributions from conversation analysis I study one full mediation case, comprised of 280 minutes of talk. Result shows that complaints are connected to the moral arena of rights and duties of parents in relation to their kids. Quite in contrast with the literature on complaints in ordinary conversation, in mediation conflict talk parties formulate complaints quite explicitly, and in extended sequences, via accounts, narrative accounts and assessments. A very common feature of response is the pattern denial of complaint + new complaint in attack. This research can help mediators understand better conflict anatomy.

Melissa Crimmins

Pragmatics and parole outcomes: Structure and choice in parole board interviews

(poster)

A prisoner's performance during a parole suitability hearing is a key factor in determining whether he or she is granted early release on parole. Despite its importance, no evidence-based criterion exists by which to judge this performance. This research demonstrates a relationship between the linguistic features of prisoners' parole hearing statements concerning the life crime and parole plans, and their subsequent behaviour on parole. Eight participants identical on important indices such as commitment offense, gender, disability, mental health classification, and native language were classified as recidivist or non-recidivist based on re-incarceration within a three year period following release. In three data-driven phases, quantitative analysis of the prisoners' use of pragmatic features distinguished the two populations at a statistically significant level. Features examined include cohesive and hedging devices (Halliday & Hasan 1976; Lakoff 1972; Nikula 1996). The findings are supported by an eclectic assortment of pragmatic theory and bear implications for criminology as well as linguistics. The research aims: to develop the notion that certain behaviors may flow from certain pragmatic patterns, to add to the limited body of research on parolees, and to combine pragmatics, quantitative analysis, and inferential statistical modeling.

Artur Czapiga

The influence of context on the ways of expressing the speech act of approval (lecture)

The scope of the present study is centred on utterances demonstrating the pragmatic function of approval. They will be analysed in the contrastive context of three languages – English, Polish and Russian. The material included is taken from questionnaires, the surveys were conducted in Edinburg, Washington, Rzeszów, Kraków, Voronezh and St. Petersburg on the groups of about 500 respondents for each language under investigation.

The study is placed in the tradition of John Searle's understanding of speech acts. The taxonomy of the speech act verbs is based on the typologies suggested by Anna Wierzbicka, Zbigniew Greń and Jurij Apresjan. The interpretation of pragmatic functions follows the solutions suggested by Aleksy Awdiejew and the methodology of explications is based on the works of Anna Wierzbicka and Ewa Komorowska.

The term *approval* implies the speaker's support for the interlocutor's verbal and/or non - verbal behaviour and is based on positive emotions. The lexical items applied to utter this meaning are of various character – *OK* , *sure*, and *that's great* , and their choice is determined by a series of factors, among which one may mention the relations speaker – hearer, the circumstances of the communication, and the speaker's intentions (whether the approval is complete and emotional, and whether it is the result of cool calculation).

The survey conducted for the present study was aimed to answer the following questions:

1) Is there a considerable difference in the choice of the lexical markers of the speech act of approval according to the social status of the interlocutor?

2) How does the way of expressing approval differ according to the level of the speaker's enthusiasm?

3) What are the common features of the lexical markers of the speech act of approval for English, Polish and Russian?

4) What are the differences in expressing approval in English, Polish and Russian?

The problem of expressing approval seems to attract little or almost no interest among contemporary linguists and this impression is somewhat reinforced if one examines the bibliographical data on negation – the analogical phenomenon, but thoroughly investigated.

Christine Da Silva, Stéphane Jullien, Anne Salazar Orvig, H. Marcos, J. Heurdier & Stéphanie Caët

Referential forms, prosody and discourse in young French-speaking children interactions (lecture)

This contribution aims to focus on the emergence and use of referential forms in a large sample of young French-speaking children interactions. Our main hypothesis is that the early production of referring expressions should be explained in terms of discourse and informational factors.

Recent studies on the use of the referring expressions showed that young children are sensitive to factors such as accessibility and prior mention (Hugues & Allen 2013; Serratrice 2005). For instance, children tend to omit an argument when the referent is under joint attention and to verbalize it when it is brought to attention (Skarabela *et al*. 2013). In addition, children tend to use third person pronouns in contexts of referential continuity but they use nouns and demonstratives to mention new referents (Salazar Orvig *et al*. 2010). Furthermore, according to De Cat (2002), young children display signs of pragmatic knowledge from the onset of word combination. Accessible topic referents tend to appear in pre-verbal position while focus referents tend to appear in post verbal position. Nevertheless, as in our data, this author observes *Focus-fronting* (De Cat 2007) - nominal referential expression in pre-verbal position - that may function as *reduced cleft construction* - and non-nominative pronouns in subject position - that she considers as left dislocation without resumptive pronoun. In both cases, she based her analysis on prosody. Thus, our hypothesis is that prosodic contour of referential forms may explain some occurences of lexical forms in pre-verbal position.

Our corpus is composed of naturally occurring dialogues of 28 children at home. It includes two types of data: a longitudinal study of 5 children aged from 1,10 and 2, 6 recorded at home in various situations (games, snack...) with their parents or siblings. Referring expressions were identified according to their form (noun, pronoun, strong demonstrative "ça", filler, omission,...) and their referent. Their prosodic analyses were led on 6 minutes excerpts at the same ages and situations with . PRAAT (Boersma, P., & Weenink, D. (2002) and Merten's prosograph (Mertens 2004). Further analyses were conducted separately according to the referent: we first analyzed the various forms children use when referring to self and interlocutor according to semantic and pragmatic parameters; we then studied the choice of referring expressions for discourse objects according to the discursive and attentional status of the referents (new, activated, previously mentioned, or reactivated).

Our results showed children first tend to use nouns to mention referents and omissions and fillers for self and their interlocutor. Personal pronouns and the clitic demonstrative "c'" appear progressively while the use of the strong demonstrative "ça" and omissions decrease accordingly to the children's MLU.

In reference to discourse, the use of nouns and pronouns differ. Nouns are more frequently used to introduce or reactivate a referent, or in repetitions of the adult's previous utterance. Omissions, fillers and clitics are preferred in topical continuity contexts. Pitch accents mostly occur in referents' first mention while referents' continuity shows level pitch.

Helge Daniëls

The soap war at Al-Jazeera: The debate concerning Arabic soap operas and national identity (lecture)

This paper attempts to analyse how different aspects of Arab identity are discursively negotiated in debates concerning the production and consumption of soap operas via Arab satellite channels. This analysis will be based on a micro-analysis of three episodes of the polemical debate program "*Al-ittijah al-mu'akis*" (The opposite direction) on the Arab satellite channel Al-Jazeera. The first episode deals with the topic of the permissibility of the broadcasting of soap operas dubbed in Arabic. The second one tackles the competition between Syrian and Egyptian productions, while the third one deals with the quality of soaps that are broadcasted during Ramadan. All three episodes were broadcasted between August and September 2008.

The point of departure of this analysis is that the Arab media can be considered as being hybrid, e.g. moving in a field of tension between "authenticity" (often associated with Arab and Islamic values) and "western influence" (often associated with modernity). Another field of tension in the Arab media is that of the media as a diffuser of "information" and "entertainment", and that between "pan-Arab identity" and "national/local identity."[1] This means, among other things, that these relations are constantly being

negotiated explicitly, as well as implicitly. While the first two fields of tension tend to receive explicit attention in the media itself (e.g. in debate programs), the third one is dealt with rather implicitly.
The analysis will be built on an in depth analysis of
1.the explicit and implicit arguments that are deployed in the debates concerning soaps, specifically arguments concerning authenticity and modernity, or rather what is perceived as such
2.patterns of language variability in the debates themselves, by analyzing instances of code switching and code mixing
Even though the explicit norm for "serious" programs is the use of Modern Standard Arabic (*fusha*), while the use of other varieties of Arabic (e.g. vernaculars, colloquials, etc., '*ammiya*) is associated with "lighter" programs and entertainment, participants in "serious" talk and debate shows tend to switch consciously and unconsciously between different language registers depending on the topic, emotions, etc. Moreover speakers tend to be influenced by the language use of the other participants in the conversation.
As will be shown, the participants in the debate program (as well as the moderator) tend develop linguistic strategies in order to stress different aspects of their identity (e.g. pan-Arab versus national/local identity).

Paul Dauvellier & H. den Ouden

Threatening Face(book) (poster)

Facebook is one of the most well-known examples of social media, it offers exceptional opportunities not only for maintaining social relationships but also for corporate communication. However, the publically accessible nature of this medium means that any reactions from organizations are visible for third parties. This means organizations have to formulate their reactions very carefully, and that active deployment of politeness strategies would be beneficial.
The research questions were threefold.
1. Which politeness strategies are deployed by organizations in their reactions to messages on Facebook ?
2. Is the choice for these strategies related to the customer's initial reason for contacting the organization, such as complaints and compliments?
3. Do the deployed strategies have an influence on the further development of the interaction?

Method

This research performs an analysis of a corpus of 540 interactions between organizations and their customers. Organizations from six different industries were selected based on their size within a specific industry. Only interactions where the company replied at least once (as was the case in 49 percent of the interactions), were taken into consideration. Six initial reasons for contacting the organization were coded by two researchers independently, and were further categorized as inflicting damage to either the negative or the positive face of the organization. Based on the definitions of Brown and Levinson (1987: 66) three threats to the positive face (complaint, problem, self exposure) and three threats to the negative face of the organization (request, suggestion, compliment) were defined.

Results

(1) A preliminary analysis of a sample of the corpus determined a selection of the 24 politeness strategies as defined by Brown and Levinson. This resulted in four negative and four positive politeness strategies that were most prominently deployed by the organization: empathize, offer/promise, give reasons and assert common ground as positive strategies, and be conventionally indirect, expressing thanks, apologize and impersonalize as negative strategies.
(2) In most interactions where the negative face was threatened (n=330) more strategies were deployed. This was the case for positive as well as negative politeness strategies following a negative face threatening act. The negative politeness strategy 'give thanks' was the only strategy more frequently deployed when the positive face was threatened.
(3) In 8 percent of the analyzed cases customers replied positively to the reactions by organizations, in 27 percent customers replied negatively, and in 14 percent of the cases customers took a neutral stance. In the remaining 51 percent customers did not post any further replies.

Conclusion

This research shows that organizations are already tailoring their reactions on Facebook to meet customer specific needs. When the negative face was threatened organizations deployed more politeness strategies overall, and there was a correlation between the deployed strategy and the preceding face threatening act (FTA). Further research in this area could allow a deeper insight into the handling of face threatening acts by organizations in a digitally mediated social environment and offer a more effective way to improve customer relations.

Christina Davidson, Susan Danby, Stuart Ekberg & Karen Thorpe

"What does that say?": Accomplishing reading aloud from the screen during young children's use of digital technologies (lecture)

There is increasing evidence that many young children are adept in their use of digital technologies (Plowman, Stephen & McPake 2010). There is still much to be understood, however, about the ways in which social interactions between parents and their young children enable children's acquisition of digital competence, including learning to read information from the screen. This paper examines how young language users and their parents orient to letters, words and more extended texts onscreen, and make reading aloud relevant to the ongoing course of their interaction and use of digital technologies. It addresses the question: How is reading aloud oriented to and accomplished during young children's use of digital technologies at home?

The paper employs conversation analysis of a corpus of thirty two sequences of interaction drawn from digital recordings of young children's everyday use of digital technologies in their homes. Young children in the study were aged between 3 and 5 years of age. Sequences were selected for the corpus when utterances within them contained the question "What does that/it say?" or contained the words "It says" or "That says" followed by reading aloud. The extracts within the corpus were analysed to develop descriptions and explications that took account of all sequences so as to determine features of interaction that were methodically employed by parents and their children to occasion and produce reading aloud.

Analysis delineates social interactional methods used to make reading relevant and to (1) produce reading aloud within a turn at talk, (2) produce it in a following turn, (3) provide a paraphrase rather than a reading, or (4) withhold reading. Interactional methods included placement of reading aloud turns in on-going courses of other activity such as advice giving, finely-tuned use of pointing with a cursor or finger to index talk about what things "said" to specific places on the screen, and use of particular prosodic features to mark reading . Methods were particularly important for enabling young children to differentiate between what was being said *to* them and what was being read aloud f*or* them.

The paper establishes how young children and their parents methodically used talk to indicate that reading aloud should, or would, follow. At the same time, utterances always took account of others as being able to read, or not, and so were responsive to the specific occasions of their use. For example, parents of very young children employed "It says" followed by reading aloud and young children made reading by parents relevant during interaction through use of the question "What does that say?" Thus, the paper contributes to the small body of conversation analytic work that examines the local rationality of reading (Heap 1992), including how reading "is practically accomplished and locally situated" (Hester & Francis 1995, p. 85) for, and by, young children who are still learning how to read.

Lena De Mol

"Well done, love!" - How compliments and praise are realized in native and non-native natural English input by nursery teachers and why it matters: A contrastive interlanguage pragmatics case study (lecture)

Educational institutions, including nurseries, increasingly focus on the early introduction of a second or foreign language (L2) in response to the action plan on language learning and linguistic diversity of the European Commission (2004-2006) and in line with the assumption that young children are especially adept language learners. One implementation of such early bilingual programs is partial immersion, modelled after the Canadian immersion program s that were first introduced in the 1960s. In immersion programs, learners are exposed to a n L2 on a daily basis, with input being natural and native-like but without any explicit language learning. Implemented as such, immersion has proven to be a most successful method of language learning (cf. Wode 2009; Genesee 1987).

However, one aspect that has been under-researched are the differences and similarities in L2 input young learners in (partial) immersion programs receive from native and non-native speaker nursery staff. This is a highly important topic, as often the nursery staff's L2 input is the only L2 input young learners are exposed to over a period of several years in a typical (E)FL setting. From a usage-based account of language acquisition (see, among others, Tomasello 2009; Lieven & Tomasello 2008; Ellis 2013; Ellis & Ferreira-Junior 2009a/b; Wulff, Ellis, Römer, Bardovi-Harlig & LeBlanc 2009), the matter becomes even more crucial.

This study, using a contrastive case study approach and a usage-based perspective, contributes to the research gap by investigating the frequency and precise characteristics of certain speech acts in the input of English L1 and L2 nursery staff. Frameworks of language competence highlight the importance of pragmatic competence for L2 learners (e.g. Bachman 1990). (For the importance of pragmatics in SLA see, among others, Bardovi-Harlig, Félix-Brasdefer & Omar 2006; Bardovi-Harlig 2006, 2010). It

naturally follows that L2 teachers should be able to provide appropriate pragmatic input (e.g. Bardovi-Harlig & Hartford 2005).
To date, only very few studies in interlanguage pragmatics have investigated native and highly proficient non-native speakers' use of speech acts in naturally occurring speech in an institutional setting (but cf. Yates 2005). The talk will present results of a quantitive-qualitative analysis of complimenting and praising strategies (e.g. Reese-Miller 2011; Holmes 1988; Herbert 2010) by English L1 and L2 nursery staff. Particular attention will be paid not only to the frequency with which different strategies are used, but also to how compliments and praise are concretely realized, viz. in which constructions and by means of which words, and what their respective frequencies of occurrence are. This potentially has significant consequences for the children's L2 acquisition. For the talk, data will be used of one German EFL speaker and one English native speaker who were recorded over the course of several weeks while interacting with German L1 children aged 3 to 6. The children in the nursery groups are comparable in age and gender and the group sizes are similar. The analysis will be based on audio recordings in both groups over a two-week period, amounting to about 15-20 hours of recording per week per group.

Beatriz De Paiva

Instruction in second language pragmatics: Another piece of the jigsaw (lecture)

This paper examines the impact of instruction on the learning of conventionalized requests in Brazilian Portuguese as a second language.
It will present hitherto unpublished data from an empirical study conducted among learners from different proficiency levels as part of an investigation on the teachability of conventional expressions to accomplish pragmatic functions.
Conventionalized expressions are 'crucial to social communication' (Coulmas 1981). They 'embody the societal knowledge that members of a given community share [and] are thus essential in the verbal handling of everyday life' (House 1996, p.227-228). Yet conventional expressions are not acquired seamlessly even by advanced learners: learners may be uncomfortable with the use of some common expressions (House 1996), others may not link expressions to their target pragmatic function or context (Bardovi-Harlig 2009). In the case of requests in Brazilian Portuguese for instance, a previous study (De Paiva 2010) showed that learners at all proficiency levels failed to use the conventional request strategies preferred by native speakers (e.g. será que?, tem como?), with a resultant loss in communicative and social effectiveness.
Findings of studies suggest that pedagogical intervention seems to have a facilitative role in the learning of L2 conventional requests, particularly among advanced learners. While there seems to be a case for intervention, findings of instructional studies have suggested that a combination of explicit and implicit treatment of the target pragmatic features is more effective than the employment of a single type of treatment. Results seem to be also affected by amount of instruction.
This paper will thus present the results of a study of conventionalized request expressions (routinized, preferred expressions) in Brazilian Portuguese with two different proficiency levels and a longer than the average duration of treatment (50 minutes over 6 weeks). This study set out to assess learner improvement as an effect of explicit and implicit treatment seen here as a continuum. Learners were presented with conventional requests in Brazilian Portuguese in the form of contextualized input (through the use of video clips) and metapragmatic noticing (through awareness raising tasks). Production tasks consisted of oral role plays in interaction with native speakers.
Results of post-tests and delayed post-tests show that level of proficiency did not significantly affect awareness/noticing or production of conventionalized requests. Both the initial and advanced groups showed a tendency to use the non-conventional, marked request forms in the first period of instruction, dropping them in favour of the unmarked 'será que' in the final periods.
There is a significant difference in learners' production of the conventionalized request forms 'tem como' and 'será que'. Both groups used more frequently 'será que' than 'tem como'. Linguistic features of both forms (syntactic and semantic transparency) seem to make 'será que' more accessible and more amenable to instruction.
Investigations of constraints to pragmatic teachability need to go beyond the nature of the intervention to consider how particular target pragmalinguistic forms will benefit from instruction.

Mandy Deal

Interactional competence and epistemic practices in university student group work (lecture)

Within the current context of higher education institutions, students interact in a wide variety of social actions as preparation for active membership within their future communities of practice, where they will

be expected to participate in knowledge building practices (Scardamalia & Bereiter 2006), and most likely in multilingual and multicultural settings. Such preparation involves academic work that requires more self-directed learning, the ability to work with peers on collaborative projects, and depending on the university, carrying out academic tasks in a second or third language. All of these elements combine to create a complex context in which university students must interact to achieve shared academic goals. This paper seeks to explore the resources that university students deploy during student-to-student third language interaction outside of the classroom as they complete group projects. Questions asked include: How do university students, especially those with lower than optimal levels in the third language, interact to co-construct knowledge related to content and content-specific language required for their learning experience? What resources do they use in their efforts to fulfill academic criteria for collaborative assignments?

The data of this study comprise a video recording of face-to-face interaction among three fourth-year dental students from a Catalan university during a meeting in which they organized and rehearsed for an oral presentation in English about orthodontic appliances. The interactants had low to intermediate levels of English (their third language).The data were transcribed and analyzed using conversation analytic tools further informed by interactional competence and epistemic-based theory. Interactional competence-related constructs (Kramsch 1986; Hall, & Pekarek Doehler 2011) have broadened the scope of what constitutes communication to include non-linguistic resources as objects of study in the analysis of talk-in-interaction. Epistemic-based theory, which focuses on the knowledge status and stances that interactants negotiate in conversation (Heritage 2012 and 2013; Jakonen & Morton 2013), has guided the present analysis in regards to the students' undertakings to co-construct knowledge related to content, content-specific language and academic language, all types of knowledge they must draw from in the process of developing an oral presentation in a multilingual higher education context. These theories have provided a coherent framework in which the analyses of the data were grounded.

Findings from initial analyses of the video data have shown competent use of resources in the interaction by these students in their efforts to co-author an oral presentation related to their discipline. Their orientations to epistemic statuses as they jointly construct knowledge about orthodontic concepts and the associated language are also indexed in this naturally occurring interaction. The observations outlined in this study may help deepen understandings of how participants with limited lexical and grammatical competences are able to accomplish academic goals in higher education and in turn relieve some of the concern expressed regarding students of this profile in their abilities to fully function in university, and later, professional endeavors.

Consuelo del Grande, Assunta Marano & Simonetta D'Amico

Exploring children's pragmatic abilities in early language development (poster)

The purpose of this study is to investigate the development of the socio-conversational competence in typical developed children in relation to the first language stages. Pragmatic abilities play an important role in the acquisition of the vocabulary (Bonifacio et al. 2007) and, overall, in the conversational contexts shared with the adults and the peers (Katz 2004). The social context leads the child to learn the proper way to converse with others (Tomasello 1992; Hoff 2006) and, also, to interpret the communication intents; hence pragmatic become the central element that presumes and underlies all the levels of linguistic abilities. Although, pragmatic phenomena have not been systematically investigated in normal children (Bara et al. 1999).

Procedure

We explored the emerging socio-conversational competences in seven typical developed Italian toddlers aging from 24-36 months, while they are acquiring the first vocabulary and pragmatic skills, looking at their verbal and non-verbal expressions. Children were videotaped at home, once per month for three months during a free interaction and play session with their mothers.

All children were administered with direct and indirect tests in order to assess the cognitive abilities and communication skills. Direct examinations comprehend a general intelligence scale (Leiter-R, *Roid and Miller 2002*) and different tests to size up the language development including comprehension, production and pragmatic and communication skills (PinG – *Bello et al. 2010;* TPL – *Axia 1995*).

Indirect assessment includes two questionnaires addressed to the parents: the PVB (*Caselli, Pasqualetti and Stefanini, 2007*), and the ASCB (*Bonifacio and Girolametto 2007*). The latter measures pragmatic competences up to Fey (1986) classification: *assertive* behaviours and *responsive* behaviours, depending on the role played by the speaker. Bonifacio, Montico and Girolametto (2013) used the ASCB to investigate at what age specific communicative behaviours could be described as "acquired" or "in phase of acquisition".

Furthermore, we adapted the Creaghead (1984) communication checklist to our target age, setting a list of 25 pragmatic behaviours distinguished in **communicative intents** and **conversational devices,** in order to codify the videotaped interaction sessions.
Our aim is to analyze how the style of conversation of the children interface with the language development level and if the verbal, non-verbal or combined communication register can predict these emerging competences. In addition, we want to validate the Communication behaviours checklist adaptation in Italian, since there is a lack of tools to test directly pragmatic skills in this early stage of development.

Hanny Den Ouden & Kirsten Brouwer

Conversational human voice in webcare interactions (poster)

Introduction

In recent years Facebook has become a popular tool for organisations to provide customer care. Organisations use their Facebook pages to respond to questions, problems or complaints in messages from page visitors, mostly these are clients. Organisations are encouraged to speak in a human voice in their replies, instead of using the declarative, corporate voice that is often found in brochure ware (Kelleher & Miller 2009). Conversational human voice is defined as 'an engaging and natural style of organisational communication as perceived by an organisation's publics based on interactions between individuals in the organisation and individuals in publics' (Kelleher 2009, p. 177). Eleven indicators of conversational human voice have been distinguished, such as 'being open to dialogue', 'using conversation-style communication' and 'approaching the client as a human being' (Kelleher & Miller 2006). Researching this mode of organisation-customer interaction is problematic, because the indicators are phrased in an ambiguous manner instead of being defined linguistically.

Research goals and method

The goal of the present study was to provide and test a framework for determining the presence of conversational human voice linguistically. Based on a literature review the framework was constructed, containing specific linguistic features for the indicators of conversational human voice. For example, the indicator 'the organisation uses conversation-style communication' can be recognised linguistically by the use of imperatives and linguistic indicators of nonverbal cues, such as emoticons, repeated punctuation, abbreviations, capitalization and prosodic spelling. Another example is the indicator 'approaching the client as a human being', which can be linguistically defined as using the first name of the client and use of personal pronouns referring to the employee and client. Another indicator of conversational human voice is giving the clients information from competitive organisations to solve the client's problem, which can be indicated by the addition of weblinks to competitors sites in an organisation's message.
In a corpus study this framework was applied to a sample of 540 interactions from the Facebook pages of 18 Dutch organisations. These organisations were selected systematically from six industries: banking, travel, health insurance, food retail, telecom providers and energy suppliers. For each organisation their replies to the customers were reviewed with the framework by two coders.

Results

The results show that in 95% of the interactions the indicator 'communicates in a human voice' was found, either by signs of a human representative (e.g. signing with the employee's name) or by using active voice. Organisations invited the customers to further conversation in 55% of the interactions, using questions or invitational remarks. In 16% of the interactions they used the conversational style as described above. Only in two instances a weblink to a competitors site was provided.

Conclusion

The linguistically based framework was found to be useful in determining the presence of conversational human voice in Facebook messages. Future research is needed to determine the effects of these specific linguistic characteristics on the perception of conversational human voice by test participants.

Xiaoming Deng

A cross-cultural investigation of intertexutality in Chinese-authored English research articles (lecture)

In the past decades, much research work has been conducted to explore the intertextuality of literary works and non-literary works. According to Bakhtin, any text is intertextual, that is, anything written by anybody is always in response to the previous text and in anticipation of the subsequent text. It is impossible to understand an utterance or a text without connecting it to the previous and subsequent contexts. However, little research has been done to investigate the intertextuality of research articles (RA), a specific genre of academic discourse. Based on the typology of intertextuality proposed by Bhatia, this paper makes a contrastive study on the intertextual property of English RA introductions

written by Chinese scholars and native-speaker scholars. Different types of intertextual cues were identified in these articles and their corresponding functions were illustrated. The different intertexual property manifested by the different employment of intertextual cues is interpreted in terms of rhetorical conventions of Chinese style of academic discourse as well as cultural and linguistic differences between English and Chinese.

Giovanni Depau

Language awareness and perception of variety in Francoprovençal (lecture)

Our presentation focuses on the perception of linguistic diversity in a geolinguistic space in the Rhônes-Alpes region (France) where two romance languages are spoken – French and Francoprovençal–, and on epilinguistic discourse pertaining to the adequacy of the use of a local language with regards to modernity and to France's language policies.

The presence of Francoprovençal and French in this area results in a complex sociolinguistic situation. Francoprovençal has an eclectic status: firstly regional yet is at the same time, an international – transnational – language (France, Switzerland, and Italy; Tuaillon 2007). Despite a limited geolinguistic and usage diffusion, its cultural capital makes it the object of (re)discovering actions .

Our study focuses on language plurality, variation and change through the local speakers' discussion on the social and linguistic characteristics of francoprovençal, its peculiarities distinguishing it from French and its cultural value. We will observe the participants' interpretation of different linguistic features and the possible attribution of extra-linguistic and social values related to factors like, for example, a positive (or, on the contrary, a negative) attitude about the variant in question, a possible ethnic/social claim, etc. (Niedzielski & Preston 2000; Berthele 2010).

Participants' implicit and explicit awareness of the respective usage domains and values of these two languages has been collected through their comments on an audio input based on a series of sentences (N. = 20), of varying lengths and languages/language varieties (Italoromance and Galloromance varieties). The sentences are mainly extracted from the ALMuRa linguistic atlas (Médélice 2006). We have collected audio- and video-taped data .

Aiming to evaluate the influence of age on attitudes, the participants have grown up in the Rhône-Alpes region and belong to two different generations. They are members of cultural associations for the valorization of their regional patrimony. A fully active competence on Francoprovençal is not considered as an essential condition in this study, since a broad knowledge of this language is sufficient to start a meta/epilinguistic discourse and to collect information on the speakers' language awareness and attitudes on the language observed.

We aim to provide a contribution to the discussion on a number of research questions:

· Which are the most salient cues for the recognition of the language varieties from the verbal inputs ?

· What is the social information that the speaker holds? Is some social information more entrenched than others?

· How does the participant construct his discourse and negotiate his/her perceptions about segmental and supra-segmental features? How are languages characterized in a diglossic context like the "French/ Francoprovençal" one?

· Is the speaker's personal linguistic repertoire the essential reference for the interpretation of unknown languages?

Annemieke Drummen

A construction-grammar approach to ancient Greek particles (lecture)

Ancient Greek particles are polyfunctional words, that usually mark pragmatic relations, rather than semantic content or syntactic links. I will argue in this paper that we can gain a better understanding of these elusive words by applying the framework of Construction Grammar (CxG). In addition, describing ancient Greek particles from a CxG perspective has the potential to be beneficial for this linguistic field in general. I will illustrate these two claims by analyzing the polyfunctional particles *kaí*, *gár*, and *dê*, taking my material from classical tragedy and comedy (fifth century BCE).

For our understanding of Greek particles, CxG is highly illuminating, because it clarifies which interpretation is the most appropriate for a specific instance, by identifying the specific co-textual features that determine each particle's constructions. That is to say, a CxG approach makes it clear that the different uses of a single particle are actually different constructions, which include both the particle itself and some specific feature(s) of its co-text (on the basic insights of CxG, see e.g. Croft and Cruse 2004; Bybee 2010). CxG and other modern linguistic frameworks have so far hardly been applied to the study of ancient Greek particles (exceptions are e.g. Bonifazi 2012; Koier 2013).

For CxG in general, ancient Greek particles form an ideal testing ground of its insights and methods. The reasons are that these words are polyfunctional, and that they have been extensively studied. Since 1588 no fewer than fourteen monographs have appeared on ancient Greek particles (e.g. Hoogeveen 1769; Bäumlein 1861; Denniston 1934), not to mention the numerous shorter references. These works attest to the fact that each particle has several distinct functions or uses.
A clear example of a polyfunctional particle is *kaí*, a highly frequent form that generally marks a connection or link, similar to English *and*. In one of its constructions *kaí* is an isolated unit, projecting an elaborate move. When connecting two semantically and morphologically similar items, *kaí* marks a specification. In a third construction, *kaí* indicates that a question " zooms in " on the information of the preceding utterance. Finally, when there are no two items that *kaí* might connect, we are dealing with a construction in which the particle means *also* or *even*. English *and* and *also* similarly have several distinct pragmatic uses (see e.g. Dorgeloh 2004; Waring 2003).
Other examples of different constructions involving the same particle are those of *gár*, which signal different kinds of explanations or an indignant inference. Similarly polyfunctional, *dê* marks either intensification or several evidential values. For all these constructions, specific features of the co-text can be identified in order to distinguish between them. That is, the polyfunctionality of Greek particles is best explained as the participation of each particle in several distinct constructions.

Jennifer Eagleton

Discourse metaphor as narrative (poster)

Due to the complexity of the undertaking, constructing a comprehensive "narrative" of a long-term discourse topic is seldom performed in favor of decontextualized studies of a particular portion, aspect or perspective of that discourse.
Metaphors are powerful tools of persuasion (Charteris-Black 2005); they resonate over space and time, forming a dialogue with other metaphors and rhetorical structures. By analyzing the systemicity, recontextualization, and trajectory of metaphors and their connections with other rhetorical structures across diverse discourse contexts, and multiple genres/fields, both synchronically and diachronically, a comprehensive "narrative" of a discourse, in particular political discourse, can be built up.
In this presentation I show how I "mapped" Hong Kong's 10-year discussion of its future democratization, allowable under its constitution as a Special Administrative Region of China, and why I choose discourse-metaphor (Cameron & Maslen, 2010) as its major focus embedded within the discourse-historical approach to CDA (Wodak 2001) show how, after textual, discursive, and metaphoric analysis of selected texts in a wider socio-political context, I was able to perform linguistic cartography by designing a schematic (pictorial) map of Hong Kong's democratization discourses through its metaphors.

Chi-He Elder

Against the so-called "biscuit conditional" (lecture)

It is well known that the canonical conditional sentence form, "if *p*, *q*", is not only used to express a conditional thought. It can be used to indicate relevance (e.g. "if you're looking for your keys, they're on the table"), politeness (e.g. "if you could just open the door…"), or to hedge (e.g. "if you see what I mean"). Informed by conversational uses of *if*-conditionals from the International Corpus of English-GB, I propose a novel typology of *if*-conditionals with the purpose of systematising the relation between conditional "if" and its primary, intended meaning in discourse.
Previous attempts to this end have resulted in a number of typologies which use the relation between *p* and *q* as the criterion for classification (e.g. Sweetser 1990; Declerck & Reed 2001). Many of these typologies identify a variant of the so-called "indirect" (or "biscuit") conditional, where there is no overt conditional relationship between *p* and *q* (e.g. Austin's (1961) "there are biscuits on the sideboard if you want some"). But such a category appears to conflate the metaphysical relation between two eventualities and the intended meaning of the utterance. Through a variety of corpus examples, I show that some *if*-conditionals exhibit a direct conditional relationship between *p* and *q* but do not express a conditional thought as the main, intended meaning; while others match the surface criterion for an indirect conditional but are used to express a conditional thought. In other words, there is no systematic relationship between the logical form of a conditional sentence and the speech act it is used to perform: speakers do not always articulate their intended meaning directly, and what is communicated may be recovered by enriching the extant logical form of the sentence. To overcome the pitfalls of the direct/indirect dichotomy, I propose a six-way typology of *if*-conditionals that adopts an alternative principle for classification: namely, one based on the communicative role of *p* alone. I suggest that such a principle better reflects the primary, intended meaning of the utterance as a whole.

I place the analysis in the post-Gricean contextualist theory of Default Semantics (e.g. Jaszczolt 2010) and argue that an adequate approach to conditional utterances has to make use of the post-Gricean idea of modulation (Recanati 2004, 2010) or even substitution of the logical form of the conditional sentence in order to account for the intended conditional meaning of the utterance. Moreover, I demonstrate that intended meanings are recovered through an interaction of various sources of information, including, but not limited to, the logical form of the sentence, situation of discourse, and background assumptions of the interlocutors. In line with the principles of Default Semantics, I show that the role of *p* is just one source of information that takes us from an *if*-conditional to its primary meaning in discourse. Such primary meanings are then represented in truth-conditional "merger representations"; I offer some examples of merger representations of *if*-conditionals used to express both conditional and non-conditional primary meanings at the end of the paper.

Victoria Ogunnike Faleke

Language and visuality of medical posters in some hospitals in Nigeria (lecture)

This study investigates the pragmatic use of language of medical posters in some hospitals in the North-West zone of Nigeria. The study aims at showing how the inscriptions and the visual signs on the posters elicit comprehension to both Medical Practitioners (MPs) and their clients. To achieve this twenty Snapshots of displayed medical posters from selected hospitals in the North West zone of Nigeria were randomly taken, using digital camera. Twenty structured questionnaire to complement the data was administered to both MPs and clients to ascertain the level of comprehension. The research questions include:

1.What are the linguistic features of the posters?
2.What are the locutionary, illocutionary acts and their perlocutionary effects?
3.What are the semiotic features on the posters and their pragmatic implications?
4.Are there any MCBs link between the MPs and pts to the posters?

The data was analysed in the purview of linguistic and pragmatic levels. At the linguistic level the data revealed word formation, syntactic patterns and paralinguistic acts. Grice's cooperative principle and Austin's speech acts theory (SAT) were used to account for the pragmatic analysis. The data revealed that, the CP maxims were obeyed, this is because truth is very important in medical communication as it deals with human lives. The findings also exhibited certain locutionary acts of tentative diagnosing,inquiring, informing, educating, cautioning, caring and managing of health related matters. The questionnaire survey revealed that 93% respondents affirm that medical posters can improve health status if adhered to. 100% respondents see medical posters as part of medical communication and 3% respondents are not aware of medical posters. The investigation asserts that language use on medical posters is very important since the institution deals with human lives and the biophysical survival depends largely on the effective use of language.

The investigation is part of an ongoing PhD research work that is to take into cognizance more posters from hospitals from Northwest and Southwest zones of Nigeria. The investigation aims at gathering corpuses of information on medical registers and visual comprehension for the teaching and the learning of English language in L2 situation.

Maria José R. Faria Coracini

Marks of the self and the other in narratives of homeless people (lecture)

This paper takes part in a research about the identity of subjects in exclusion situation in São Paulo, Brazil, sponsored by the CNPq. It aims at presenting partial results of an analysis of the discourse of twenty Brazilian homeless people by paying attention to the ways of (self)-narration of the participants when interacting with the researcher. We collected and handled data by means of what we call stories of life. In order to stimulate subjects to narrate their own lives, we started our interviews with the following statement: “I would like you to talk about your life, how you came to the street, in short, everything you want to say about you, what you consider important for us to know you better”. Like any narrative, the narrative of life is history in the double sense of the word: story-fiction and factual history – since telling one’s history is always to invent, because it is, at the same time, an interpretation and a testimony of facts. Speaking about them to someone, even unknown, allows people to know themselves, construct an identity and liberate some of their traumas. After collecting oral narrations and transcribing them, we analyzed linguistic and pragmatic features. Homeless people usually speak about themselves in the third person, mainly when they narrate crimes, addiction to chemical drugs or alcohol, that is, when they refer to something dangerous to their security. Probably this is a non-conscious strategy for self-protection. On the other hand, they refer to powerful people using the third person (plural), without naming them. When interviewed in an emergency housing, they use the first person more commonly than when interviewed on

the street. But, in general, they use the first person, especially when they express their opinion about someone else or about government. Besides, hesitations, silence as well as modal verbs have been analysed as some ways to avoid engaging personally in what is being said. In terms of communicative aspects, the researcher uses Mr or Mrs to address to them, when participants avoid making eye-contact with the researcher, perhaps as an unconscious strategy whose effect of meaning indicates a signal of distance concerning the power relation between them. Rarely, the interviewee addresses to the interviewer using "you" (*você*) as a treatment pronoun; "you" is mostly used as an index of indeterminacy, whose meaning is "everyone". It is interesting to notice that power relations in this context, between interviewee and interviewer, are visible not only in physical aspects, reinforced by the way of dressing, even though the researcher wears in a very simple way, but mainly in linguistic features: the second one uses (in)formal language, while the first one uses every day language, full of slangs and grammatical forms condemned by the normative grammar. These linguistic features and referencial address terms can be easily associated with the social identities of the participants. Concerning theoretical issues, we postulate the discursive and pragmatic perspective, based on Foucault's notions of power as well as on the freudo-lacanian concept of subjectivity.

Maryam Farnia, Mehdi Rahimian & Hiba Qusay Abdul Sattar

Iranian students' social-linguistic experience in Malaysia (lecture)

Communication accommodation theory (CAT) was developed by Giles and his colleagues in 1970s (Giles, Coupland & Coupland 1991). In this theory, it is discussed that conversation interlocutors accommodate their conversational partner, or adjust their speech based on their communication interlocutors (West & Turner 2010). Communication accommodation covers two large subcategories named convergence and divergence. In convergence, the interlocutors, or one of them, try to make his/her speech similar to his/her interlocutor. However, in divergence, the interlocutor(s) try(ies) to maximise his/her speech differences with his/her conversation partner (West & Turner 2010). An aspect of linguistic inquiry that can be affected by CAT is foreign talk. It has been reported that native speakers accommodate their nonnative interlocutors in conversations (for example Uther, Knoll & Burnham 2007; Knoll, Scharrer & Costall 2010; Rahimian 2013). However, the type of accommodation is a matter of controversy among these quantitative studies. Consequently, to have a better understanding of the phenomenon at hand, CAT, further investigation is necessary. In this study, applying a qualitative approach, the experiences of CAT by Iranian international students in Malaysia is explored. More specifically, adapting a phenomenological research method (based on Creswell 2013), semi-structured interviews were conducted with these students. The interviews were transcribed verbatim and member-checked to insure accuracy. Additionally, the participants had the option of contributing to the research data after the interviews. The results show that: a) the international students' experience of CAT varies from individual to individual, b) there are some common themes shaping the narrations of experiences, and c) the level of interaction is effective in experiencing CAT. It is further argued that the way of experiencingand perceiving CAT can affect the L2 speakers' social and identity formation in a foreign society. The notion of *investment*(Norton Peirce 1995; Norton 2000) has also been explored explaining the findings.

Ali R. Fatihi

Waggish coquetry in Ghalib : A pragmatic analysis (lecture)

A waggish coquetry is a flirtatious, admiring compliment in Urdu poetry. They are like Spanish *piropos* or *lisonia* that thrive on the streets of Latin America, and while some may consider them annoying or even verbal assault, others consider them an art form. In Spanish, *piropos* often have the reputation of just being slick pickup lines. Waggish coquetries are compliments with an amorous or sexual expressive tone, usually said by men to women. The communicative setting of waggish coquetries is usually the poetic discourse where the participants do not know each other and can remain anonymous. Participants are anonymous to their interlocutors but they usually perform for admiring readers and audience of peers.
This paper analyzes the waggish coquetry discourse as a speech event and as cognitive metaphor. This form of indirect speech act represents Urdu discourse tradition that is still present in today's discourse practices of Urdu -speaking cultures. These waggish coquetries are seen as reflections in language of the traditional roles of men and women in Urdu speaking cultures. The roles of men and women as depicted in the analysis of waggish coquetry shows a very defined place for each sex in Urdu traditional societies, where women are constructed as passive recipients and reactive, men as active producers and initiators. In traditional Urdu culture, there is an overwhelming dominance of the masculinity, that is based on the idea of the superiority of men and the cult of macho image. The machismo of Urdu speaking communities in traditional Urdu societies is evidenced in the alienation of women on many levels of life:

Social, political and economic. In traditional Urdu societies women are always considered in relationship and connection to the home, the private sphere. In the public sphere there is not much space for women.
This paper proposes to analyze the waggish coquetries in Ghalib's poetry as cognitive and linguistic metaphors.
Implicit in these linguistic expressions are conceptual models of love and romantic relationships between men and women as well as a model of the roles men and women have in Urdu speech communities. In order to understand the concept of love and the roles of men and women in discourse patterns it is essential to unravel the metaphoric layers of these waggish coquetries. Metaphors have a descriptive value and as such they serve as mediators between cognitive models and the culture in which they are produced. There is an experiential basis for metaphors; they are grounded in our reality and shape our understanding of things. Waggish coquetries operate as metaphors of culture and as a discursive practice they represent socio-cultural frameworks. The production and reception of these metaphors involve socio cognitive processes. These processes are reflected in presuppositions and in schema and they operate as foundations for our social cognition. By inquiring about the characteristics of *waggish coquetries* as discursive practice and as conceptual metaphors, some of the processes Urdu speakers employ in making sense of events can be revealed.
The linguistic and pragmatic choices that Asadullah Khan Ghalib make when making *waggish coquetries* reflect his underlying beliefs and system of ideas about women.

Milan Ferencik

Pragmatics in place: Constructing private space in Slovakia´s urban environment

(poster)

Urban spaces are loci of multiple and mutually interlocking social practices which are indexed by complex configurations of semiotic resources which different social agents use in the process of the making of a given place. Over the past years, a conspicuous semiotic practice has emerged in the linguistic landscape of a Slovakia´s medium-sized city which is indicative of a struggle going on over who controls the urban space. In that struggle, participants utilise multimodal semiotic resources to demarcate the boundaries of what they claim to be ´private´ within what people generally assume to be publicly (municipally) owned. These resources form the ´discourse of private space´ (DPS), most visibly clustered around the PRIVATE PROPERTY signs, which have noticeably mushroomed in the local linguistic landscape. DPS can be seen as surface manifestations of an underlying social practice which has been moulded by the political, economic and ideological transformation through which the community has been undergoing since the change of the regime in Czechoslovakia in 1989. We approach DPS as a means of constructing the visual and ideological character a particular locality. Our probe into the ´linguistic landscape´ of a particular urban environment is nested within the ´social practice´ epistemology of social reality, and we seek to complement Pennycook´s (2010) view of ´language as a social practice´ with Kádár and Haugh´s (2013) elaboration of ´(im)politeness as a social practice´. While the former justifies our focus on language (used amidst other semiotic resources) as an activity, the latter offers a framework to cope with the intricacies of activities performed by social actors who participate in the doing of (im)politeness in a place. The overall theoretical methodological framework for the study is provided by trans-disciplinary approaches of ´linguistic landscape´ and ´geosemiotics´.

Kristine Fitch, Clara Molina & Luisa Martin Rojo

Stance and positioning toward cosmopolitan identities (lecture)

Against the setting of a broader project aimed at investigating the multilingual repertoires of Chinese students spending a semester at a European university, we present a case study that analyzes stance positioning. In this critical intercultural communication study of an informal social gathering between exchange students and natives of the host country, the acquisition of symbolic capital and distinction emerge as key notions for understanding two activities central to the students' experience: shopping in European capitals and attending bullfights. We show that this negotiation of cosmopolitanism is crucial for understanding the discursive practices deployed by participants in the interaction to relationally position themselves as global citizens. The discussion reveals how, in seeking and reaching alignment with regard to cosmopolitanism, locals and mobile students address issues of increasing relevance, and complexity, today: What makes the experience of international sojourners "international", and how is the ideal of cosmopolitanism actually fleshed out as a force driving people to go abroad? How do mobile subjects negotiate in transcultural settings in order to gain legitimacy within a community of practice; what spaces are created, what practices implemented to make conviviality possible? What does it mean to be an international sojourner in the context of a globalized, superdiverse environment? To what extent does the development of cosmopolitan identities depend on encounters with interlocutors who themselves

exhibit cosmopolitan attitudes and features? What makes a translingual, transcultural communicative event into a cosmopolitan one? The data for this work come from a dinner party attended by exchange students who had agreed to participate in a study of how young, mobile students from China engage across their academic, social and virtual networks in Madrid; how they deal with institutions and how they conduct their day-to-day activities while abroad. The event lasted around two and a half hours, and included informal chatting about various aspects of the exchange programme and about life home and abroad. The event took place in Spanish and occasionally Mandarin, and was recorded in both audio and video. We present fragments transcribed in full and translated into English. The sequences we analyze examine, in light of recent approaches to interactional sociolinguistics, how participants interactionally build intersubjectivity, and the values and ideologies they mobilize to present themselves as transnational citizens.

Elizabeth Flores-Salgado, Teresa Castineira Benítez & Michael Witten

The use of insistence in the Mexican culture (lecture)

The Mexican culture has been characterized as a pragmatic system with a positive face-based tendency whose main function is to satisfy the hearer's needs for belonging and common ground (Curcó 2007). Therefore, it is a culture where confrontations and transgressions are avoided most of the times. Insistence is especially used when a refusal has been given to an invitation or an offering. In this paper, insistence refers to the repetition of an invitation or an offering that is originated by a refusal. Identifying positive politeness strategies (Brown and Levinson 1987) as a trait of Mexican politeness practices, the use of a refusal and then the insistence may create a conflict due to the fact that the speaker is carrying out speech acts which threaten the addressee's positive face. Then, the preoccupation of the speaker is to safeguard the positive face of the interlocutor and avoid impoliteness (Mugford 2011). Thus, impoliteness arises when negative evaluation of insistence is made. The objective of this paper is to analyze how insistence is seen in the Mexican culture when an offering or an invitation has been repeated in order to determine whether or not this linguistic behavior is perceived as polite or impolite in this culture. 80 Mexican Spanish speakers of different educational levels served as participants in this study. The data were collected using a questionnaire with 8 different situations (that took into account the social power and the social distance between the interlocutors), which were based on field notes. The participants were asked to say the reasons for insistence in those situations. The results are discussed in terms of non-politic/politic linguistic behavior (Watts 2003) and Mexican social-cultural norms evident within each situation.

Simeon Floyd & Giovanni Rossi

Thanks or no thanks? Third position as a locus of cultural variation in request sequences (lecture)

Requesting is a basic cooperative practice in which one party does something to instigate another's accomplishment of a practical action that the first party is unable or unwilling to do (studied in many different frameworks, such as speech act theory, e.g. Searle 1969; or cross-cultural pragmatics, e.g. Blum-Kulka et al 1989 among others); here we use the term 'recruitment' to cover requests and related practices like directives, orders, suggestions, hints, etc. Recruitment sequences consist of minimally two moves: the recruitment, occupying first position in the adjacency pair structure, and the response, commonly fulfillment or rejection, in second position (Schegloff 2007 on sequential positions). Findings from a project comparing video corpora of informal conversation among family and community members in eight different languages reveal many cross-linguistic parallels, showing an affiliative orientation towards fulfillment in most sequences, and towards mitigation in other cases, reflecting basic principles of avoidance of threats to "face" (Brown and Levinson 1987). This study looks one turn further into third position in successful recruitment sequences, a recurrent context providing an opportunity to express gratitude.

Our findings support earlier studies observing that languages vary with respect to how often it is appropriate to thank others (e.g. Apte 1974). While the rate of acknowledgment was generally low in recordings of informal settings (it might be higher in more formal or institutional contexts), there was still significant cross-linguistic variation. In a sample of 200 sequences per language, for cases in which the recruitment was fulfilled, two languages (English and Italian) feature acknowledgments over 10% of the time, significantly higher than the others (Russian, Polish, Lao, Siwu from Ghana, Murrinh Patha from Australia), which were all under 5%. While rare, all languages had attested cases of acknowledgment, with the exception of the Cha'palaa from Ecuador, which had no cases in the sample. Speakers of this language are not able to cite any conventionalized format (e.g. 'thank you'), illustrating how cultures vary

not only in terms of when thanking is appropriate, but also in terms of whether conventionalized acknowledgment practices exist at all.
While recruitments constitute a universal practice emerging whenever people must coordinate their activities, acknowledgments are a more culture-specific practice. Studies of the acquisition of routines by English-speaking children highlight the role of socialization in their acquisition (Gleason and Weintraub 1976; Becker 1994). This study will describe the different formats used for acknowledgments cross-linguistically and illustrate how they are used in sequential context. It will also discuss Cha'palaa as a case study of a language with no conventionalized acknowledgment formats. The broader significance of these findings is that even as conversational sequence organization provides a generic apparatus for social interaction, at the same time it can provide niches for cultural variation.

Yhara Michaela Formisano

Pragmatics: Theory and practice. The case of implicatures (lecture)

The paper discusses the relationship between theoretical and experimental pragmatics. It focuses on some methodological issues emerging from investigations conducted in the fields of clinical and developmental pragmatics with the aim of highlighting a discrepancy between the theory and the practice of this discipline.
The pragmatic phenomenon under review is that of implicatures and the way investigators have been conducting research about their processing to date. Notwithstanding the amount of research conducted on implicatures in the field of clinical pragmatics (see Cummings 2009, 2014 for a thorough review) and on its acquisition, both in L1 and L2 (see Bott & Noveck 2004; Bouton 1994; Chierchia 2004; Chierchia *et al.* 2004; Feeney 2004; Ifantidou 2013; Katsos & Cummins 2012; Kook-Hee *et al.* 2011; Noveck 2001; Noveck & Sperber 2004; Slabakova 2010; Taguchi *et al.* 2013 among others), the ability to process implicit meanings is still a highly debated issue. The dispute revolves around two main positions, especially in the case of scalar implicatures, the Default view (Levinson 2000; Chierchia 2004) and the Context-driven Approach (Carston 1998; Sperber & Wilson 1986; Breheny *et al.* 2006) that are both supported by experimental findings. As a consequence this creates a question of primacy, which is especially complex considering that one is the opposite of the other. Moreover, all too often studies that examine the processing of implicatures – and this is true for many other pragmatic skills too – appear to misinterpret the phenomena they claim to analyze and thus several controversies emerge when one sets out to critically review these studies.
This paper presents an overview of several of these studies emphasizing the discontinuity existing between theoretical concepts and the way these are tested in experimental practice. In addition, it reports on data from both clinical research (implicature processing in autism spectrum disorders) and second language acquisition (scalar implicature in English L2) that show to what extent methodology influences the experimental findings. In both these studies (Formisano in press a,b) a more pragmatically adequate testing methodology was used, participants were asked to motivate their answers to the testing items and they were also interviewed at the end of the test administration. Results from both studies are in contrast with previous findings. On one side, people on the autistic spectrum perform much better on implicature understanding when provided with the necessary contextual clues. On the other, L2 learners show an understanding of scalar implicature in 100% of the cases tested (the same result of the subjects in the control group tested in their L1). Furthermore, these results, together with the interviews, show that the way participants use language in everyday interactions is sometimes different from their performance during experimental studies.
Of course, more research is needed to bridge the gap between theory and practice.

Chie Fukuda

Gaijin performing gaijin ('A foreigner performing a foreigner'): Co-construction of foreigner stereotypes in a Japanese talk show (lecture)

This paper examines co-construction of foreigner stereotypes by Japanese and a foreigner in a TV talk show. Since the early 70s, many previous studies have problematized stereotypes of foreigners in Japan supported by the myth of the country as ethnically and linguistically homogeneous (Befu 2001; Creighton 1991, 1998; Miller 1995; Yano 2003). This myth entails mutually exclusive categories of 'Japanese' and 'foreigners,' regarding the latter as cultural other. One manifestation of such categorization is a language ideology (Agha 2004; Kroskrity 2004; Woolard 1998) that foreigners cannot speak the Japanese language fluently. This ideology results in a stereotype of foreigners who speak awkward Japanese, despite the fact that fluent foreign speakers are increasing in Japanese society in the last few decades. According to Miller (1995), awkward Japanese spoken by foreigners reassures Japanese of their ethnonational identity. These stereotypes are still observed in mass media (TV dramas, novels, comics, animations, and so on),

especially in comedy shows, despite the fact that more and more foreign speakers have come to speak fluent, native-like Japanese.
Utilizing data of a Japanese TV talk show inviting newlyweds, the present study illustrates co-construction of foreigner stereotypes by Japanese MCs and a foreign husband of the couple. Although many of the aforementioned studies criticize foreigner stereotypes, the number of studies that discuss the issue analyzing naturally-occurring conversational data is still small. For this purpose, the study employs Conversation Analysis (CA) and Membership Categorization Analysis (MCA). In most social science studies, categories such as 'foreigners' and 'Japanese' are presumed as given, static, and omnirelevant attributes of individuals. On the other hand, ethnomethodological approaches such as CA and MCA consider that categories do not exist *a priori* nor omnirelevant but emergent when participants make them relevant to the context. In other words, categories and accompanying stereotypes emerge as a result of talk-in-interaction, which is co-constructed by participants. As other ethnomethodological studies and the data of this study show, categories arise not only when participants overtly make the categories relevant but also when they engage in certain practices or actions. For example, the MCs in the show display their surprise at and praise for fluent Japanese of the foreign husband. Silverman states "the fact that activities are category-bound allows us to praise or complain about 'absent' activities" (1998, p. 84). Given that a category-bound activity (CBA) of stereotypical foreigners is speaking awkward Japanese, the husband speaking fluent Japanese lacks this activity. Thus, the MCs' surprising and praising actions reveal their assumption of stereotypical foreigners and how the husband is deviated from the category. On the other hand, occasionally the husband performs self-mockery of *gaijin* ('foreigner') using linguistic features and bodily actions that are considered as stereotypical foreigners to entertain audience. Thus, the study illuminates how the stereotypes of foreigners are collaboratively produced through these social actions (surprising, praising, mimicking and the like) in the course of interaction.

Rita Gardosi

Politeness of Hungarian Ohioans - A case study (lecture)

The rules governing the use of the terms of address, and the rules about when to use the informal or formal way of addressing a single interlocutor (e.g. *tu/vous* in French or *te/ön* in Hungarian) vary from one language or one culture to another. They depend on such factors as the relative status of the interlocutors, how close the relationship between them is, and the register of language.
Although sociolinguistic skills and pragmatic communication skills are as important as language skills, grammars and language learning methods tend to downplay the role of salutations and appellatives in communication. Yet, insufficient knowledge in that respect may generate problems in intercultural communication situations.
Cleveland is one of the most important centers of Hungarian Americans in the USA. The Hungarian population of this very significant American city is about 150 000. For the Hungarian Americans it is important to preserve their cultures, traditions, literature and history.
My work is largely based on the analysis of interviews and sociolinguistic questionnaires after Hungarian Ohioans. The participants evaluated their degree of competence and had a conscious awareness of using Hungarian terms of address.
I also led an investigation surrounding the teaching of Hungarian as a foreign and second language and observing other methods and didactic activities with regards to the terms of address and Hungarian formal expressions.

Laura Gavioli & Claudio Baraldi

Mediating bilingual talk in an Italian centre for migrant assistance (lecture)

The pragmatics of bilingual interaction mediated by professionals translating between two languages has become of increasing interest in the last fifteen years. Studies of interpreter-mediated interaction have involved different settings, ranging from healthcare and court to schools, elderly services and asylum seeking.
This paper analyses interpreter-mediated interactions in a Centre delivering information and assistance to migrants who need to renew their residence permits, to prepare documents for family joining and to find a job. The function of this Centre originates from a migration law issued by the Italian Parliament in 2002, whose applications have created a number of practical problems. The Centre was thus established to assist migrants with such elaborated bureaucratic procedures.
The Centre is located in a highly industrialised area, in North Italy. We have collected 18 audio-recorded, interpreter-mediated interactions (about 3h 40min total length), in which two Italian social workers provide information to 18 migrants from English-speaking African countries. A young Ghanaian woman provides language help. As in many Italian institutions, she is employed as an "intercultural mediator",

with the requirement of developing positive intercultural relationships between institutional providers and migrants.
These encounters routinely open with a sequence where applicants are asked to explain the reason why they are asking for assistance. This question is normally posed by the social worker and translated by the mediator. It launches a telling on the part of the migrant, which can be of various length and complexity. Our analysis focuses on the migrant's telling and its rendition to the social worker. Depending on the actual complexity of the details provided by migrants, mediators are engaged in these conversations with two main actions. The first, is an "explained", frequently expanded reformulation of the gist of the migrant's story to the social worker. The second is requests for clarification to the migrant about more or more precise information: dates of expiring documents, details of past or present employment, relatives to be reunited, etc. Precision in interpreting the details of the migrant's story seems thus to be regarded as what is relevant to enable the mediator's rendition to the social worker, in these sequences.
This finding suggests that although intercultural mediators are employed by Italian institutions with the explicit purpose to deal with cross-cultural differences and although the problems dealt with in these settings refer to a number of potential diversities, in terms of different law systems and bureaucratic requirements, mediating actions do not necessarily address problems of a cultural nature. Rather mediation is oriented to the achievement of precise interpreting and recounting of "facts" and this is what is constructed as relevant in the accomplishment of migrants' assistance. Our conclusion is that the tendency of some institutional services to consider knowledge of the migrant group's culture as the basic one in intercultural mediation might have been over-emphasised and that other types of skills, like that of eliciting factual narratives and translating them accordingly, can be equally essential.

Caroline Gentens

Object extraposition and aspectual contour (lecture)

This paper considers the different behaviour of the matrices of extraposed (as in (1)) and non-extraposed (as in (2)) object clauses in terms of aspect. It is proposed that, in the case of object extraposition, a different phase of the matrix verb's aspectual contour is profiled. Emotion predicates such as *love* and *hate* (in examples (1-2)) construe an event as a (transitory, non-inherent) state. If we adopt a visual representation of the event in terms of its different phases (in (3a-b), based on Croft 2012), it represents the events of loving and hating in terms of 3 phases: a first stage, in which the emotion is not yet triggered; a second stage for the inception of the emotion, and a third stage, indicating the resultant state of hating or loving. The hypothesis is that the non-extraposed uses of these matrix predicates profile the result state, as visualized in (3b), whereas the extraposed uses profile the transition phase of "coming to hate or love", as visualized in (3a).
(1) When I decided to leave KCM, I thought you'd be pleased to get rid of the competition, but I remember thinking you acted like you resented me more than ever. Now I know why. It's this isn't it?" I gestured around. `Maybe it's rinky-dink, maybe we don't have a pot to piss in, but you hate **it** <u>that I have something you never did</u>. (CB)
(2) I learned a valuable lesson about how to negotiate tree roots when I was riding this scooter . One day I hit a tree root and went over the handlebars. I didn't hurt myself too much physically, but my pride took a fair battering. I love <u>that you can drive it straight up on to the footpath, so it's really easy to park</u>. (CB)
Figure cannot be shown due to lack of space
By consequence the extraposed construction invites an achievement reading of the matrix event (cf. "you *suddenly* hate it that I have something you never did" or "you hate it *now* that I have something you never did"), profiling the existence of a left boundary that is left implicit in the absence of extraposition.
The heterogeneous construal also has its consequences for the interaction between the matrix and the complement clause: in the case of extraposition, the state-of-affairs contained in the object clause is always presented as pre-existent to, and specifying the condition for, the realization of the state-of-affairs expressed in the matrix. Hence, it follows from the profiled inception phase as a logical implicature that the complement clause (i) can express the situation variable specifying a coordinate for the transition stage, and (ii) is pragmatically presupposed – also for non-emotive predicates as in (4). In example (1), for instance, the proposition contained in the complement clause ("that I have something you never did") is prior to, and provides sufficient motivation for, the starting point of the matrix state-of-affairs that is conceptually profiled by the construction.
(4) a. This is a hard land of dust and rock, of poverty and deprivation, of low water tables and absent irrigation facilities. It is a land where water is truly life and where the only source of water is the handpump. Except they never worked. And who would believe **it** <u>that one day the women of Banda would decide to hurdle over prejudice, skip past scorn, battle against apathy and become hand pump</u>

mechanics themselves. Today water has returned and a hard land has bowed to the women's initiative. (CB)

b. Who would believe **it** if one day …

c. Who would believe **it** when one day …

The aspectual analysis makes further predictions concerning the range of predicates that have a strong tendency to co-occur with extraposed clauses (e.g. *love*, *hate*) or not (e.g. *forget*), and the range of clausal realizations, e.g. *if*- and *wh*-clauses as in (4b-c) that can be extraposed and specify the temporal or situational context for the matrix proposition. The hypotheses are based on a set of 238 instances of object *that*-clause extraposition from the Wordbanks*Online* Corpus (CB), which will be supplemented with a random 50 instances with *if*- and with *wh*-clauses.

Maria Georgieva

Language creativity in computer-mediated cross-cultural communication (lecture)

Language creativity, confined in older times to the domain of literary stylistics as a concept embracing a sundry selection of tropes, artistic figures of speech, wordplay and inventive word coinages used for achieving specific aesthetic or emotive effects in written literary works, has currently aroused research interest as a feature of interpersonal oral communication. The study of ordinary creativity rests on the understanding that creativity is not an inherent feature of linguistic expressions skillfully exploited by gifted masters of the pen but a common property of virtually all individuals who as agents of their speech can creatively modulate the informational content of their exchanges or the social harmony established by original lexical choices, by imaginative moulding and re-moulding of linguistic forms and patterns or by inventive communication strategies commonly deployed as lubricants of interpersonal relations, boosters of expressivity or identity construction means.

In this talk I seek to offer a focused study of creativity in computer-mediated cross-cultural oral communication which due to the ever intensifying trans-national connectivity in all spheres of life in today's globalizing world is gaining in importance. The topic is particularly relevant to English speakers, native and non-native alike, who, in view of the well-established role of the language as an international communication means, have to frequently grapple with unusual communication patterns, unfamiliar concepts or locally-tinged uses of language expressions in their regular interaction with people from around the world. On the basis of analysis of a sample of computer-mediated conversations derived from the CASE.

Tove Gerholm

Multimodality in research – some implications of being a speech biased species

(lecture)

The last 20 years has seen a remarkable growth in studies on the multimodal nature of human communication. In language acquisition research, two modalities have been studied more than others: the vocal/verbal and the manual/gestural. The methodology used to investigate bimodal language acquisition is, typically, to transcribe the vocal/verbal utterances and the manual/gestural behavior using different TIERS and then interpret possible interactional or communicative functions of uni- or multimodal actions in relation to context, eye-gaze, responses from the interlocutors, etc. (e.g., Streeck 2009; Brookes 2005; Kita 2003).

Underlying this methodology is a presumption that modalities have equal perceptual influence, i.e., we assume it possible to focus on one modality at the time while working with our data. The present study investigated this assumption by having 20 subjects annotate five short excerpts of child-child and child-adult interaction. The subjects were divided into two groups, either having access to both modalities while transcribing, or only having access to the manual/gestural channel (the sound being turned off). The excerpts chosen consisted of naturalistic interactions in home environment with 11 Swedish children in the ages 2 to 6 years old, as they interacted with each other or their parents. Among the gestures/movements found in the excerpts were nods and head shakes, deictic gestures, iconic co-speech gestures, beats, and grooming behaviors.

Although a small sample, the results indicate that blocking the vocal/verbal information alters the interpretation of the gestural behavior. Subjects only having access to the gestural information perceived more gestural behaviors than the subjects having access to gestural information in combination with co-occurring verbalizations. There was also a difference in the extent to which different kinds of gestures were "obscured" or "highlighted" by the concurrent speech. The interpretation made is that humans appear to be speech biased. The talk will focus on the possible implications these result have on the study of multimodal communication as such, with particular focus on our understanding of gestures place in language acquisition.

Sara Gesuato

Ratifying a face-threatening act: Acknowledging oral apologies (lecture)

An apology is a speech act with a redressive social goal: it is produced when the (unintentional) violator of a social norm decides to restore social harmony with the offended party.

The acceptability of an apology depends on its utterer's ability to convey their sincere regret, awareness of responsibility and willingness to make up for the damage caused. This involves producing illocution-supporting strategies such as expressing sorrow, admitting responsibility, describing the circumstances of the damage, committing to a beneficial action, and stressing the value of one's relationship with the interlocutor. On the other hand, the actual effectiveness of an apology depends on the addressee's willingness to ratify it as valid, sufficient and appropriate. Relevant responding strategies include reducing the importance of the offense, denying the need to apologise, accepting the apology, thanking/reassuring the apologizer, asserting the restoration of the balance, and changing the subject.

While apologisers' strategies have been extensively studied (e.g. Aijmer 1996; Bergman, Kasper 1993; Cohen, Olshtain 1981; Fraser 1981; Frescura 1989; Gonzales-Cruz 2012; Holmes 1989; Jung 2004; Mojica 2003; Ogiermann 2008; Sugimoto 1997; Tanaka, Spencer-Oatey, Cray 2000; Trosborg 1987), apologisees' strategies have been less thoroughly examined (e.g. Aijmer 1996; Clyne, Ball, Neill 1991; Ely, Gleason 2006; Fraser 1981; Holmes 1989; Lipson 1994).

This study examines the transcripts of 27 open role-plays (about 8,000 words), elicited from American native speakers through written prompts, which instantiate apology exchanges between interactants in different role-relationships in terms of social distance and degree of power. The goal is to classify apologisees' reacting strategies.

The 54 apology episodes identified illustrate the following patterns :

a) apology responses may encode one strategy (44%) or multiple strategies (53%, especially 2: 30%) or realize evasive strategies (4%);

b) response strategies can be ordered along a frequency hierarchy: accepting the apology (47%) > referring to the remedial action (11%) > referring to the cost incurred (8%) > responding/reacting to something else (6%) > reassuring the apologizer (4%) / reproaching the apologizer (4%) / thanking the apologizer (4%) > excusing the apologizer (3%) / acknowledging the explanation received (3%) > other strategies (10%);

c) most apology responses (96%) involve a staged realization across two or more turns.

The data analysed shows that an apology response can be as elaborate and variously realized as an apology, that is: it may be functionally complex (i.e. encode multiple strategies), it may be structurally complex (it may occupy more than one turn), and it may contain a head act (i.e. accepting the apology) and supporting moves (e.g. excusing the apologizer). It also shows that preferred seconds (both apology acceptances and positive face-enhancing moves) are more frequent than dispreferred seconds, and thus that both parties cooperate towards balancing out social debts and credits.

Overall, the study suggests that role-play data can help identify the communicative practices of reacting participants which may otherwise go unnoticed. It appears that, in an apology exchange, social harmony is restored when the apologisee feels duly recognized as the unfairly offended party and obtains/accepts what they consider adequate compensation for the loss suffered, which requires some extended negotiation with the apologiser

Anna Ghimenton

Variation in multilingual recasts: Transmitting sociopragmatic skills in two contact situations (lecture)

From a constructivist, usage-based, perspective, children build their language skills in a piecemeal way (Tomasello 2003). They gather important information on language structure and on the social meanings his/her interlocutors assign to the language practices. In the language socialization process, children have to develop their language skills in socially meaningful contexts of production (Garrett & Baquedano-López 2002; Ochs 1988; Schieffelin & Ochs 1986). In multilingual environments, inter-/intra-linguistic and social cues provide a rich set of information that the child has to process in order to be able to express his communicative intentions in stylistically and linguistically diverse contexts. Whether the environment be monolingual or multilingual, through language exposure and experience, children progressively associate language choice with contexts of usage (Cameron-Faulkner, Lieven, & Tomasello 2003). Recasts of children's production contain crucial information on language structure (Clark & Chouinard 2000; Orvig Salazar 2000) and on the appropriateness of usage and/or choice. The aim of this presentation is to show 1) how recasts are impregnated with social meaning and 2) how children are exposed to speakers' attitudes and ideologies towards specific language usage or multilingual practices.

We collected two sets of interactional data. The first was collected in two families from the Veneto region (north-eastern Italy) where the Veneto language and Italian are spoken along a continuum. The second was collected in two Italian families immigrated in France (Grenoble) 10 to 15 years ago. In these two families, Italian is the language of the family and French is the community language. All four families were audio/video-recorded during dinnertime conversations. The children's ages range from 1 to 9 years. In both corpora, we critically analyze how adults' recasts vary both quantitatively and qualitatively depending on the sociolinguistic contexts of production (language minority *versus* immigration context). Our analyses also focus on the children's reactions to these recasts and examine which information seems to be perceptually pertinent (salient) to the child and how it contributes to the construction of socio-pragmatic skills, grounding children's practices in meaningful contexts.

Martin Gill

The adaptable rhetoric of authenticity: Imagining "Englishness" in times of crisis

(lecture)

The integrity of nation states depends on continuous ideological work. National borders and the polities they define are naturalized in discourses at many levels from the political rhetoric of policy makers and mainstream media to the everyday interactions of the "ordinary" public. Like other manifestations of banal nationalism (Billig 1995), the ethnolinguistic assumptions by which "we" are differentiated from "them" belong to the "common sense" of the national speech community, normally below the level of conscious attention.

However, when national integrity appears to be threatened by external forces, rhetorical resources are deployed more explicitly to defend the state's imagined borders. Ideologies of authenticity have been closely implicated in the discourses by which ideas of language and nation are bound together in post-Romantic thinking, and still retain considerable political resonance. In contemporary Britain, the arrival of increasing numbers of conspicuous "others" has foregrounded issues such as the conditions for authentic belonging, and the nature of legitimate participation in the national polity as topics of intense, often heated public debate (cf. Gill 2012).

Political rhetoric, informed by tropes of "real" Englishness, tends to evoke a stable set of community norms – of forms of life, shared meanings and values, and communicative behaviour – to which would-be new arrivals should be required to conform. Yet appeals to the timeless "spirit" or ethnolinguistic homogeneity of the authentic nation bear little relation to late modern social conditions. In the wake of increased migration, devolution, and widespread social and demographic change, populations have diversified, so that being or becoming authentic, as Blommaert and Varis (2011: 12) argue, calls for the management of indexical resources in a context of "perpetually shifting normativities". In these circumstances, it is relevant to look more closely at the construction of authenticity in popular rhetoric, in particular to compare the deployment of authenticity in political contexts across historical periods. This paper will present a critical analysis of three visions of authentic "Englishness" produced in times of crisis, by George Orwell (1941), John Major (1993) and David Cameron (2011). Its aim is to examine the extent to which the political rhetoric of authenticity is adaptable to changing social realities, and, more broadly, to reflect on the role of authenticity in public discourse.

Zane Goebel

Orders of indexicality, honorification, and leadership talk in reform-era Indonesia

(lecture)

The work of Bahktin (1981), Bourdieu (1991), Foucault (1978), Hobsbawm (1990), Wallerstein (2001), Silverstein (2003), and others has become a cornerstone for understanding the construction of orders of indexicality, their relationships with political economy and processes of globalization, and the relationship of all of this to situated interaction (e.g. Blommaert 2010; Errington 1998; Heller 2011; Heller & Duchene 2012; Inoue 2006). This paper draws upon these insights to refine my earlier interpretations of the honorification practices of an Indonesian bureaucrat (Goebel In press-a). I focus upon the period since regime change in 1998 in Indonesia, especially subsequent decentralization laws and their implementation which helped usher in a period of uncertainty about existing orders of indexicality (Goebel In press-b). These changes included the representation of codemixing practice as normative, a move towards incorporating 'Western' leadership practices, and bureaucratic reform (e.g. Rohdewohld 2003). Focusing upon the language practices of one department head I argue that he was able to adapt to and productively exploit these changes in his interactions with his staff. The interactional manifestation of these complex and inter-related changes seemed to be the recontextualization of Javanese honorifics in unconventional ways. My empirical focus will be a database of recordings of meetings held in 2003, post recording interviews, interviews, ethnographic observations, newspaper

reports of bureaucrats, and a synthesis of secondary sources that embed this data in a historical account of the political economy of this period and its antecedents.

Marcos Goldnadel

Explaining the behavior of some triggers: The role of conversational reasoning in presuppositional inferences (lecture)

Models devised to cope with the projection problem usually consider the contents triggered by some lexical items as a consequence of some pragmatic convention. This work compares two classes of verbs in order to show that the presuppositional content of triggers can be a matter of pure conversational inference. The first class includes the verbs *to come* and *to hunt* ,which lexicalize a path and a turning point (accomplishments). The second one includes the verbs *to arrive* and *to capture*, which just lexicalize a turning point (achievements). These two groups of verbs give rise to different inferences in negative utterances. A negative utterance containing the verb *to hunt* is ambiguous. In one reading, the negation operates over the process of chasing. In the other one, the negation operates over the change of state event. An example is the utterance "The policeman didn't hunt the thief", which has two readings: either the policeman didn't chase the thief, or the policeman chased the thief, but didn't manage to capture him. By contrast, verbs as *to capture*, presuppose the truth of a chasing event, a not lexicalized content. The utterance "The policeman didn't capture the thief" presupposes the chasing of the thief. The behavior of these two classes of verbs poses two challenging questions to any theory that assumes the conventionality of the triggers. Why utterances containing achievements, in which the preparatory event is not entailed (not conventionalized), give rise to a presupposition? What explains the different behavior of negative utterances containing accomplishments (which are ambiguous) and negative utterances containing iteratives and aspectual verbs (which are not ambiguous) once both kinds of items entail two events? The answer to the first question takes into account the fact that the presupposed content is not available to the negation in the semantic representation, being, therefore, conversationally inferred (preparatory condition). The different behavior of the verbs "to hunt" and "to stop", on the other side, are explained through the notion of *topic time*, the time of the events under discussion. In utterances with aspectual verbs and iteratives, only one entailed event belongs to the topic time. It is this event that the negative operator takes as its scope. In utterances with accomplishment verbs, both events belong to the topic time, becoming available to the negative operator. According to this analysis, the only convention attached to triggers as *to stop* and *again* is semantic since affirmative utterances with these triggers entail two events. In negative utterances, the negative operator takes scope over the event belonging the topic time. This description assumes a wide scope negation in the semantic level of analysis, being the pragmatic level the one where choices of scope are taken. In utterances with verbs like *to hunt*, since both events expressed by the verb are in the topic time, either choice of scope is possible, which explains the actual ambiguity. In the case of utterances with verbs such as *to stop*, there is a clear reason to choose one of the entailed events as the scope of the negative operator: the topical structure of the discourse.

Zosia Golebiowski

Native language and discourse community perspectives : Linearity and digressiveness in research papers (lecture)

This paper examines the relationship between textual structure and cultural rules of appropriateness in academic discourse. In particular, it investigates linear and digressive relational structures utilised by native English and native Polish speaking scholars in research articles. The examined texts have been written in English and produced in American, Australian and Polish academic discourse communities. The study utilises the framework of the analysis of the rhetorical structure of tests (FARS) as an analytical tool (Golebiowski 2009, 2011, 2014). The following types of digressions are discussed: explanation, instantiation, addition and extended reference.

A significant variation in the linearity – digressiveness continuum has been observed between native and non-native speaker texts as well as between discourse produced in Anglophone and Polish academic discourse communities. Examined texts have been found to differ in terms of their linear organisation and the frequency of occurrence, recursiveness, sizes, hierarchical placement and the pervasiveness of digressive structures. Differences have also been recorded in the degree of explicitness in the signalling of digressions, with the native English speaker authors selecting the most explicit, and the non-native authors the least explicit signalling or no signalling. It is hypothesized that the similarities in the linearity and digressiveness across texts result from the shared stylistic conventions and traditions of the disciplinary research communities, while differences in the mode of employment of various digressive categories are attributed to cultural norms and conventions as well as educational systems prevailing within the discourse communities constituting the social contexts of the studied texts.

Stefan Goltzberg & Yisrael Ury

Rhetorical effects of visualization of legal argumentation. The case of the a fortiori argument (poster)

The semantics/pragmatics distinction can be - and has been - pinned down in several ways. One of the best candidates is the distinction between code and inference. Semantics studies encoded meaning and pragmatics studies inferences. It so happens that pictures are hardly ever made up of code-like units or encoded meaning in the strong (semantic) sense, although many authors use linguistic terminology (including "phonemes" or "morphemes") to account for visual meaning. If we are right that pictures have hardly any encoded meaning, it looks as if pictures and other non-verbal modes of communication are to be analyzed within the field of pragmatics. Still, the fact that there is no encoded meaning makes it very difficult to test the results of the inferences and to tell a correct inference from a wrong one.

Our poster aims at showing the *rhetorical*, pragmatic, effect of visualization of a legal argument, namely the a fortiori argument. Once the argument has been put within a specific diagram (devised by one of the speakers), the reader/viewer is nearly compelled to accept the conclusion of the a fortiori argument.

Interestingly, when no diagram is used, it is the common sense that supports the conclusion of the a fortiori argument. But once it is visualized in the diagram, the whole pictorial construction appeals to something less abstract than common sense. This visual presentation of the argument does not displace the common sense but is an additional component of the rhetorical force of the argument.

If we are correct, the technique of diagramming a fortiori argument can be a strong test of the validity of pragmatic inferences. Even though these inferences are not originally drawn from visual material, visual diagrams that "encode" the a fortiori argument conveys a power of persuasion that is hopefully stronger than the strictly verbal version of the a fortiori argument.

Santiago González-Fuente & Pilar Prieto

The role of emotional prosody and gestures in the development of verbal irony detection (poster)

This study aims to test the potential contribution of emotional prosody and gestures to the development of children's ability to detect a speaker's ironic intent. Development studies on irony comprehension have shown that appreciation of a speaker's intent (i.e. to understand the attitude and emotion of a speaker and the impact he/she intend the statement to have) requires the assessment and integration of cognitive and emotional information that entails sophisticated inference process that becomes more accurate as children grow up (from 5- to 12-years old) (e.g. Dews et al. 1996; Harris & Pexman 2003).

There is no consensus in the literature regarding the role of auditory cues in verbal irony detection by children. While some studies find evidence that children's irony appreciation is correlated with their understanding of emotional expressions conveyed by prosody (Pons et al. 2004; Nicholson et al. 2013) and that children rely on prosodic cues to detect the speaker's ironic intent (e.g., Nakassis & Snedeker 2002; Climie & Pexman 2008), other studies have reported no-facilitation effects of intonation in the ironic comprehension of even eight and ten years old (Winner et al. 1987). As far as we know, so far, no studies have tested the role of gestures in verbal irony detection by children. The main aim of this investigation is to test whether gestural and prosodic cues conveying emotions that contrast with the literal content of a sentence will be actively used by children to detect the ironic intention of the speaker, and, moreover, whether they use more actively these cues than contextual cues showing the contrast between propositional and contextual meaning.

Ninety 5- to 12-year old Catalan-dominant children will participate in a perception experiment in which they are audiovisually presented with 12 short stories that involve two characters and end in a target statement. These 12 target statements are presented in 5 different conditions obtained from a combination of three variables: (1) context (positive vs. negative); (2) sentence_evaluation (positive vs. negative) and (3) conveyed_emotion (positive vs. negative vs. emotionless). Children are asked to judge the speaker intent to be "nice" or "mean" through the selection of a response object: a "nice" duck or a "mean" shark (as in Nicholson et al. 2013). We assess (a) children's judgments of the speaker's intent to be mean or nice and (b) children's on-line processing of speaker intent (the time taken to judge the speaker's intent to be mean or nice through the selection of one of the response objects). As a control task, children complete an emotion detection task (i.e. Ruffman 2002).

Preliminary results of both judgments of the speaker intent and children's on-line processing of speaker intent seem to confirm that contrasts between literal content of the statement and the way the sentence is produced (e.g. a 'positive' sentence performed with a 'negative' emotion) is more important to early irony detection by children than contrasts between context and sentence content, as studies on verbal irony perception by adults have shown so far (e.g. Colston 2002).

Risa Goto

Irony in rhetorical questions: A cognitive-pragmatic analysis (lecture)

Will some ironical aspects of interrogative utterances give a crucial clue to rhetorical readings? This presentation will argue that it does. It will present the results of a study which discussed the causal interrelation between the rhetoricity and ironicalness of interrogative utterances, giving evidence that the ironical aspects of interrogative utterances can lead to rhetorical readings.

Theoretical frameworks that are supported in this study will be the relevance theoretic view of interrogative and ironical utterances (e.g. Sperber and Wilson 1995; Wilson and Sperber 1998), which assumes no clear-cut borderline between the *information-seeking* use and *rhetorical* use of interrogative utterances, as well as the cognitive model of irony given by Kawakami (1984), which assumes that the recognition of ironicalness should necessarily lead to the rhetorical reading. Combining their views, I will propose a new cognitive-pragmatic model of rhetorical questions.

Based on relevance theory, the scale of the information-seeking/rhetorical interrogative utterances will be shown as a continuum, where information-seeking ratings and rhetorical ratings are not dichotomic features but bipolar elements (Goto 2012).

As for the concept of *irony*, in his studies of ironical utterances, Grice (1975: 54) reanalyzed classical rhetoric and claims that the 'opposite of what is literally said' in irony is a figurative implication/implicature, e.g., *he is a fine friend* implies/implicates *he is not a fine friend*. Kawakami (1984: 195) claims that his cognitive account of verbal irony can cover not only 'blame-by-praise' types of verbal irony, such as Grice's example, but also a wide range of peripheral cases. According to his claim, the ironicalness of utterances can be recognized as a *discrepancy* between two cognitions, i.e. the speaker's *prior expectation or cognition* and their *posterior recognition* (ibid.: 217-8). His cognitive account can be well applied to interrogative cases of irony, or rhetorical questions, as in:

(1) [A and B are discussing volleyball rotation]

A: Don't make it too complicated.

B: It's like a circle. *Think you can handle a circle?* (Roy 1978; cited in Kawakami 1984; italics mine)

The fact that an interrogative utterance (1B) does not satisfy the felicitous conditions of *questioning* is directly linked to the lessened information-seeking rating. This view fits my continuum model, in which the less information-seeking rating is recognized, the more rhetorical reading is preferred. A question raised here is whether any ironical utterance is considered to be rhetorical because of the ironical aspect. Note that the cognition of ironicalness in example (1B) might be processed in two distinct ways: (a) the *primary process*, which involves the contextual information; and (b) the *secondary process*, which involves the assessment of rhetoricity. I will then take advantage of Sperber and Wilson's (1992) echoic interpretation of ironical utterances to explain how the human cognitive mechanism of understanding utterances links the two distinct processes to each other.

Mariko Goto

Emergence of the aspectual restriction on the progressive in grammars and the role of its social-linguistic context (lecture)

This paper discusses social and semantic-functional contexts in which the prescriptive rule for the English progressive construction emerged and propagated, focusing on Murray's discrepant accounts of the construction between the fourth and the fifth editions of his *English Grammar,* which was by far the most popular in the 19th century. He employs examples such as *I am loving* to illustrate the progressive in the former (1798: 81), but proscribes this example type, replacing the verb *love* with *teach,* in the latter (1799: 82).

As Murray self-describes himself as a grammar compiler, this startling change seems to be crucially connected with how the construction is explained in preceding grammars, including Lowth (1762), the most authoritative grammar in the 18th century, and Webster (1784) by the best-known American lexicographer, which use *I am loving* as an example of the construction on one hand, and Pickbourn (1789), a treatise by an expert of the English verb, and Knowles (1796), both of which powerfully prohibit the very sentence on the other hand. To reconcile these incompatible views and Murray's drastic revision requires understanding social roles of grammars in the 18th-century described in Watts (1999), Beal (2004) and Percy (2009) for instance.

The second half of the paper explores the intrinsic semantic-function of the progressive which has been unchanged over time. Examining actual usage of stative progressives in 18th century texts reveals that they function to confine the scope of predication. The characterization conforms to Webster's (1784: 23-26) account of the form, which substantiates Lowth's (1762: 56), as well as to Visser's (1973: 1924).

Moreover, it naturally explains not only the construction's prototypical usage contexts, its increase in frequency and sporadic occurrence of stative progressives, but also Murray's mutually contradictory treatments of the construction. While stative and non-stative progressives actually form a continuum and a search of COHA demonstrates (cf. Granath and Wherrity: 2013) that stative progressives have continuously been in actual use, interactions of the socio-historical context with the pragmatic as well as semantic properties of the progressive seem to have promoted the aspectual restriction in grammars.

Marie-Noelle Guillot

Twists in the pragmatic tale of cross-cultural (re)presentation in foreign language films: (lecture)

Research in the pragmatics of telecinematic discourse requires a multimodal/multisemiotic approach, paying heed to co-occurring modes of expression that collectively trigger pragmatic inferences. Verbal language is just one component in this interaction, with pragmatic specificities of its own all the same, in its narratively-driven representations of naturally occurring speech. In foreign films subtitled or dubbed into another language, interplays and their collective pragmatic ins-and-outs are (even) more complicated. Subtitling and dubbing are, among other things, subject to space/time/synchrony constraints and a shift from speech to writing (for subtitling) that have considerable bearing on linguistic choices and their pragmatic import. A further distinctive feature derives from the mismatch between what is seen on screen, as well as heard residually for subtitling, i.e. the foreign, and the pragmatic expectations/inferencing triggered by the language ascribed to characters by audiovisual translation. That, too, significantly affects the pragmatics of the overall telecinematic discourse. Audiovisual translation thus markedly increases the complexity and dynamic of telecinematic discourse, and by the same token may offer additional perspectives for its study.

The presentation will provide a review of issues of (re)presentation in audiovisual translation (AVT) from a (cross-cultural) pragmatics perspective, based on work in the field compiled to set up a database as a primary resource for research. There have been two types of AVT studies dealing cross-culturally with the pragmatics of interpersonal communication and filmic representation: studieswith an explicitly identified pragmatics focus and methodological framework (on politeness, speech acts, interpersonal address, implicature, conversational moves, for example; e.g. Bonsignori et al. 2011; Bruti 2009a/b; Desilla 2009; Greenall 2011; Guillot 2010, 2012; sb., Hatim and Mason 1997; Pavesi 2009a/b, 2014; Pinto 2010; Remael 2003), and studieswith an incidental pragmatics dimension, explicit or implicit (e.g. of dialects, non-standard varieties, humour; e.g. Forchini 2013; Longo 2009; Matalama 2009; Romero Fresco 2009; etc.). They are still relatively few in number, particularly instances of the first type. What has been emerging from both, however, and needs to be addressed in research into the pragmatics of subtitling and dubbing and telecinematic discourse, is their idiosyncratic nature and their creativity as makers of meaning, both in their own right and in their interaction with other semiotic sign systems.

Markku Haakana

It takes two (or more)? – Working as a team in business-to-business sales meetings (lecture)

What happens in those situations where representatives of one business meet the representatives of another business in order to sell their products or services? For the most part, this question has been answered by interviewing the sellers and buyers, the sellers mostly. However, in recent years there has been a call for more empirical, qualitative and interactionally oriented work on the topic (see e.g. Llewellyn 2008; Clark, Drew & Pinch 2003). An on-going research project on Finnish business-to-business sales meetings answers this call by analyzing not only interviews but also authentic videotaped sales encounters. The present database consists of some 14 hours of videotaped sales meetings. The method of the study is conversation analysis.

In some of the encounters there is only one representative of the seller organization, and in some there is a team of salespersons (2−4 people). The idea of the presentation is to compare these types of interaction, and discuss some benefits of working as a team. The following aspects will be discussed: 1) The division of labor and talk between the members of the team, e.g. not everybody has to be an expert of every aspect of the product, company etc. 2) The team members often construct their talk together − complete each other's turns collaboratively, add to the previous speaker's turn etc. - thereby performing as a unified voice of the seller organization. 3) In several of the meetings where there is only a singular salesperson, use of technical devices (e.g. Power Point) seems to be problematic for the actual interaction and the shared focus between the participants. With the teams, a good solution seems to be that they have one person who concentrates on really interacting with the customer, while others can write notes, show slides etc. when necessary.

Hartmut Haberland & Janus Mortensen

Transiency - a challenge to intercultural pragmatics? (lecture)

A key assumption in pragmatics has traditionally been that human interaction tends to proceed on the basis of some degree of common ground, or shared understanding of communicative norms, and this assumption has been accompanied by a methodological premise that a substantial reciprocity of expectations is a prerequisite for interaction in any given community. However, lately, various received notions of expected orderliness have been challenged in sociolinguistics, for instance by suggestions that languages are nothing but mere constructs or by the introduction of the notion of superdiversity as the basis of a new research paradigm. Pragmatic theory has been relatively undisturbed by these developments, but we want to suggest that the concept of transiency of speech communities (Mortensen 2013) might be useful not just for sociolinguistics but also for pragmatics.

Previous studies (both of transiency in sociology and sociolinguistics and of intercultural pragmatics) have often tacitly assumed a monolingual scenario, using the shared first language of the speakers or a lingua franca, even were speakers are acknowledged as multilingual outside such situations.

If the Victorian railway travelers described by de Sapio (2013) had had to use a lingua franca (probably French at that time), they would indeed have relied on *ad hoc* techniques, as Kecskés assumes for such intercultural encounters in general: "Such intercultures come and go, they are neither stable nor permanent." (Kecskés 2011: 376) But we claim that there are other transient communities whose communicative patterns are more than mere ad-hoc achievements. E.g. it is possible that these communities develop their own 'collective saliences'. We are thinking here of international teams of aid workers, construction workers, police officers, soldiers, researchers, IT specialists, engineers, etc. coming together to solve a particular task, of international music camps, theatre camps, refugee camps and international workplaces like theatre and opera companies or multinational businesses with a regular flow of transnational employees.

Our presentation explores the usefulness of the concept of transient, multilingual language community (as opposed to stable multilingual communities) for pragmatic theory, drawing on transiency as a sociological concept (Goebel 2010; de Sapio 2013), the study of multilingual student communities of practice (Kalocsai 2013; Mortensen 2014), and multilingual-multicultural situations alternatively described as manifestations of superdiversity (Blommaert 2013).

Janett Haid

"Ich bin ein Berliner!" Code switching as a strategic instrument in political speeches for creating togetherness with a foreign audience. (lecture)

"Ich bin ein Berliner!" Everybody knows these famous words that John F. Kennedy proclaimed on the 26 of june 1963 in front of the town-hall of Schöneberg in Western Berlin. After these statement the crowd was enthusiastically screaming and applauding. Why? What the people understood and should have understood was obviously: "I am solidary with you! I am one of you!", not only due to what Kennedy said - but also or first of all because he said it *in German*. He switched to the audience`s code.

In Germany and Austria a lot of research has been conducted on code switching (CS) between standard and dialectal varieties and its functions (e.g. Schwitalla 2006; Kaiser 2006; Unterholzner 2009; for code switching in political speeches see e.g. Holly 1990). However, CS between different languages in a political context has rather been disregarded by linguistic or politolinguistic research so far. This phenomenon of switching (at least for a few words) to the language of the audience can be found in almost every political speech for a foreign audience. Remarkably enough, CS is commonly observed in the beginning and at the end of such an official performance - even if the person is not a fluent speaker of this language.

By analyzing speeches of US-American and German politicians speaking in front of a foreign audience the aim of this paper is to focus on the function and the pragmatic use of CS in political contexts. Following the pragmatic/conversation analytic approach (e.g. Milroy and Gordon 2003; McCormick 2002) the means brought about by CS in conversations, e.g. organization of language preference will be identified and the use of CS as exploitation of contrastive connotations of two varieties (e.g. we-code/they-code) and as tactical instrument used in the same conversation will be shown (see Gardner-Chloros 2009: 10).

Based on the fact that CS is a communicative strategy to create a common bond and intimacy or to construe a private atmosphere in a medial-public context this paper wants to answer the question of how the communicative strategy, the functions, and the pragmatic use of CS into the language of the audience can be described and discovered.

Nicola Halenko

Innovating instruction in interlanguage pragmatics: The Computer-Animated Production Task (CAPT). (lecture)

Following trends to enhance learning and teaching environments with Computer-Mediated Communication (CMC) tools, this study aims to determine the efficacy of an interactive animation tool, known as a Computer Animated Production Task (CAPT) for assessing and improving the spoken communication skills of English as a Second Language (ESL) students during their UK study abroad experience. The motivation for this study was twofold. First, since many ESL students do not take advantage of the opportunities for language practice with native speakers in an ESL environment, focussed language practice in the classroom is still required (e.g. Martinez-Flor & Uso-Juan 2010). Secondly, given the trends for many learners to be involved in gaming and 3D worlds as a social activity outside of the classroom and calls for practitioners to embrace digital technologies inside it, the aim of the CAPT materials was to enhance learner engagement both during and following instruction. The intervention itself specifically focused on the speech act of apologies with a view to addressing the following research questions; i) what effect did explicit instruction have on learners' use of apology strategies and formulas? ii) to what extent did the CAPT materials aid long- term retention of these strategies and formulas?

The data were captured from 44 undergraduate Chinese learners of English studying at a British Higher Education institution and linguistically analysed to determine instructional effects. A pre, post and 6-week delayed-test design was employed to evaluate the CAPT as a learning tool. Each testing stage also included a revised version of Freed's (2004) Language Contact Profile to determine the influence of the L2 environment on language production. Results showed that explicit instruction was highly effective between pre and posttests. Data from the 6-week delayed test showed the learners retained a high proportion of the pragmalinguistic and sociopragmatic knowledge introduced during the six-week intervention. These results suggest some correlation between the interest shown in the CAPT, increased engagement in the L2 environment and long-term retention of competence.

Satoko Hamamoto

Politeness strategies transferred by Japanese university students in FTD (lecture)

The aim of this study is to verify how Japanese university students transfer politeness strategies into English in foreigner talk discourse (FTD). Brown & Levinson (1987) show in Politeness that some of the research on learning a second language has addressed the issue of the transfer of politeness strategies. Similarly, this study has examined non-native English speakers' strategies for facilitating mutual understanding between native speakers (NSs) and non-native speakers (NNSs). The fifty-five subjects in this study were EFL learners at a pre-intermediated level (approximately 300-450 on the TOEIC) taught by the researcher. The NSs for this study were an American woman and a British man, both were longtime residents of Japan, with a working proficiency of conversational Japanese. Each subject was given two or three pictures to describe. Without mentioning the object by name, the NNS gave hints to the NS. It was the NS's task to guess the object. This particular task was requiring both participants to actively interact in order to complete the task. Data collected from the subjects included a videotaped session consisting of conversational tasks in English, followed by a retrospective session in Japanese to verify if the NNS had actually comprehended the NS's input. The data analysis for this study was made from the complete set of transcripts; conversation and retrospective comments. One main finding from this project is that the NNSs made appropriate responses when they did not understand. One possible explanation is that the NNSs found it difficult to ask for repetition because they thought it would be impolite. In fact, the subjects were hesitant to say, "I don't understand." Even though the NNSs were not sure about the meaning of the NS's questions or answers, they pretended that they understood. In the observation of interaction between the subject 003 and the NS, for instance, the NNS lost confidence with her answer at the end of the conversation. Despite her lack of comprehension, she somehow managed to respond accurately. By the same token, the subject 011 did not know the answer, but she continued to talk with faulty comprehension to two questions. In another case, the subject 012 also repeated the answer without comprehension. As the subject mentioned in retrospection, she thought it would be rude to do nothing. Ultimately, the subjects were transferring Japanese patterns of interaction into English. Thus the speech styles of Japanese university students had unexpected effects on the conversational adjustments of a native English speaker.

Katariina Harjunpää

Ad hoc interpreting of tellings in Finnish–Brazilian Portuguese conversation: Front-loading and action ascription (lecture)

A growing number of scholars working on talk-in-interaction have become interested in how interpreting (or oral translation) is organized as interaction, both in professional and non-professional settings (see the seminal study by Wadensjö 1998). Conversation Analysis has been applied especially to dialogue interpreting and other institutional interaction involving translatory practices (Bolden 2000; Baraldi & Gavioli 2012; Merlino 2012; Merlino & Mondada 2014). Along with other interactional research on interpreting, these studies have dismantled the image of interpreters as mechanical sounding boxes by showing that interpreting involves active participation in the organization of interaction.

Despite the general interest in interpreting, research on translatory practices in ordinary conversation has been scarce (e.g. Del Torto 2008; Wilton 2009; Bolden 2012). This study aims to fill the gap by exploring translatory practices in everyday conversations among family and friends that involve both monolingual and bilingual speakers of Finnish and Brazilian Portuguese. The data consist of video recorded, naturally occurring interactions. One difference between mundane and institutional interpreting is that in the latter, the interaction may be based on a systematic 'translatory mode' (Müller 1989) and thus provide a contextual ground for translatory activities, whereas in ordinary conversation the translatory mode is usually temporary and only occasionally established. This raises questions with regard to action ascription: what cues does the recipient have for understanding a language-alternating turn as translating prior talk (instead of starting a new topic, for instance)?

In everyday conversation, *ad hoc* interpreting of prior talk can be regarded as engaging in a mediating or brokering activity (e.g. Bolden 2012). However, the translatory turns simultaneously constitute specific conversational actions such as asking or telling. This paper investigates translatory turns that provide a new telling of a telling that has occurred in just prior talk. Such tellings have unique properties in being layered with mediatory activities in a multilingual, multiparty situation. The tellings are analyzed from the point of view of how they constitute translatory interaction, and how the design of the translatory turns serves this purpose.

It has been suggested that speakers 'front-load' their turns in order to allow for the recipients' prompt recognition/ascription of the action underway (Levinson 2013). This paper shows that the speakers of translatory turns make use of such front-loading. The paper focuses on cases where the speakers begin a translation with a complex noun phrase detached from the following clausal structure. With the noun phrase the speaker retrieves some key element from prior talk to launch the new telling. At the level of turn-taking, the design (including prosody) works to project a multi-unit telling by virtue of the turn's incompleteness and by inviting displays of active recipiency. At the level of action formation/ascription, the position and design of the turn work as cues for the recipient to relate the turn to prior talk and understand it as a translation of prior turns.

Jessica Regina Haß, Sylvia Wächter & Margit Krause-Ono

Stereotypes in the mutual perception of Germans and Spaniards before and after the European debt crisis (lecture)

Our qualitative study investigates the auto- and hetero-stereotypes marking the mutual perception of German and Spanish students before and after the debt crisis in Europe. The study is carried out in two research periods. The first round of interviews was closed in 2009, i.e. before the serious break-out of the European debt crisis in Spain. Both groups, but especially the German students, tended to judge the respective out-group very positively; even more positively than the in-group. The second round of interviews in 2014/15 examines whether the events during the debt crisis and both countries' role in it have altered the mutual perception significantly.

Though considered as socially undesirable in our popular understanding, stereotypes certainly serve as unavoidable mechanisms to cope with the complex chaos of the unfamiliar outer world (cf. Lippmann 1997). Although Thomas (2006) implies that stereotypes contain *positive or negative* judgments (also cf. Quasthoff 1973; Fiske 1998; Hahn 2002), the six functions of stereotypes found by Thomas (2006) in consonance with the theory of social identity by Tajfel (1982) logically suggest that the perception of the in-group should be more positive than the perception of the out-group.

In 80 semi-standardized one-hour interviews university students in Spain and Germany are asked about their self-perception and the perception of the other culture's members. Despite the wide variety of opinions and different stereotypes detected, surprisingly, in the first round of interviews both groups show tendencies to judge their in-group rather critically. Especially the German perception of the Spanish reveals a distinctive exotism (cf. Erdheim 1994). The students describe a romantic image of the passionate and traditional Spaniard in contrast to their perception of the boring German suffering from

value decay. On the other hand Spanish students rather emphasize the leading role of Germany in the European Union as a positive example for their own country than mentioning Germany's National Socialist past, for example. It is certainly to be discussed whether the six functions (orientation, conformation, resistance, self-expression, identity, control/justification; cf. Thomas 2006) of stereotypes should be expanded by more functions, such as an exemplary function of the out-group for the in-group.
However, during the European debt crisis Spain had to search the help of the Euro rescue fund and suffered partly harsh criticism by German media, just as the other affected countries. On the other hand, Germany was often presented as miserly by the media of southern European countries.
Thus, in the second round of interviews, which will be closed in spring 2015, we examine the impact which the negative press might have caused in the mutual perception of Germans and Spaniards.

Ciler Hatipoglu

How well do L2 Turkish learners adapt to the requirements of the new social context?: Native speakers' evaluations (lecture)

Speakers of various languages grow up learning the pragmatic rules of their mother tongue. They know in which contexts which linguistic structures are expected and accepted. Therefore, when communicating in their own culture, their interactions usually proceed smoothly. When speakers start learning a foreign language, however, they are introduced to new sets of pragmatic rules and now they need to orient their language use toward the new sociocultural surrounding. How successful are they in adapting to the new context after spending 6-12 months in the target language culture? How are their utterances evaluated by native speakers?
The current study aims to answer those two research questions by focusing on three groups of L2 Turkish learners with different cultural and language backgrounds.
For this study, first, 60 native speakers of Arabic, Korean and Russian were asked to complete Discourse Completion Tests (DCTs) eliciting data related to the apology speech act. The informants were advanced level learners of Turkish as a second language, all of them were accepted to an undergraduate or graduate program at a Turkish university and this was their preparatory year. At the time of the data collection procedure, all of them had been living in Turkey for 6 to 12 months. In stage two of the study, the answers' elicited from the informants were grouped using the criteria gender and relative status of the interlocutor and the type of offence committed by the speaker. Then they were given to native speakers (NS) of Turkish for evaluation. NS of Turkish were asked to comment on the level of appropriateness of the apologies suggested by L2 Turkish learners (e.g., how they would feel about the student's response if they were the receiver of the apology in each of the situations) and when they thought that the apologies were not acceptable they were asked to comment using criteria such as inappropriate semantic formulae, strength of the remedial act and style.
The findings of this study, first, reveal information about how NS of Turkish connect specific linguistic structures with specific contexts. Then, the results show the degree to which non-native speakers of Turkish coming from different cultural and language backgrounds have been able to uncover and adopt to the requirements of the new context. Finally, the findings present clues related to when and how the background of the learners help, slow or prevent students' adaptation process.

Jamila Hattouti, Sandrine Gil & Virginie Laval

Assessment of pragmatic abilities in adolescents : A computerized system to investigate semantic and contextual inferences (poster)

The purpose of this study was to investigate the ability - from a developmental point of view - to use semantic analysis and inference from context in a situation of language comprehension (Gibbs 1991; Levorato & Cacciari 1999). To this aim, we elaborated an original computerized assessment system - stemming from experimental research - allowing simulating an ecological communication situation through small movies placing the participant at the center of interaction. We will present the first data obtained with this original tool.
The experimental design took the form of a comprehension task of idiomatic expressions (Cain, Towse & Knight 2009). Idioms are figurative expressions that frequently occur in spoken and written communication, and which can (usually) have both a literal and a figurative meaning, depending on the context. The use of idioms is thus an extremely interesting linguistic phenomenon because it provides the ideal material for operationalizing the difference between what is said and what is meant according to context. Moreover, a unique feature of this work was our use of idioms that were translations of European idioms for which no French equivalents were known (Cain, Oakhill, & Lemmon 2005). This characteristic enabled us to assess idiom processing without the confound of prior knowledge. We manipulated whether the idioms were transparent or opaque, and whether they were presented in a

supportive narrative context (i.e., which induced an idiomatic interpretation of the expression) or in a non-informative one.
The experimental materials consisted of twelve movies that end with one character talking to the participant and producing an idiomatic expression. The participant watched each movie, and then, an off-screen's voice asked him/her to tell what the speaker wanted to mean by answering the question: "what does she/he wanted you to understand ? "
Eighty-one native French-speaking adolescents participated in the experiment. They were divided into three groups on the basis of age (11, 13 and 15-year-olds). In addition, a control group of twenty-five adult participants was recruited from the student body of a French university. Our study demonstrated gradual improvement in idiom comprehension during adolescence. These results supported literature (Nippold & Martin 1989; Nippold et Rudzinski 1993; Cain Towse & Knight 2009), and went beyond as regards abilities to use both semantic analysis and inference from context to understand idioms. Adolescents were able to use semantic analysis to establish transparent idiomatic meanings; and done inference from context to support their comprehension of opaque idioms. Furthermore, the findings revealed a general facilitator effect of the context in adolescents' comprehension including for transparent idioms.
This assessment showed the dynamic interplay between semantic and contextual inferences in everyday practice of interactional language use.

Johannes Heim

Expertise, distribution, and intonation in German peripheral discourse particles

(lecture)

Discourse particles that modify speech acts have recently rekindled the interest of generative syntacticians in their formal properties. They indicate that the analysis of these particles needs to integrate rules of clause-internal syntax (Speas & Tenny 2003; Haegemann & Hill 2013). Research on this type of particles based on story-board elicitation suggests that they are employed to request confirmation from the addressee about the validity of the proposition and/or the validity of the assumption about the addressee's belief (Heim et al. forth.). We refer to these particles as confirmationals. With the inclusion of peripheral particles into the syntactic domain comes the question how pragmatic roles and the syntactic distribution of discourse particles are related. This paper specifically investigates the confirmational gell, a particle from Swabian (a German dialect). Gell can appear at the left and at theright periphery and is licenced for two different contexts of use:

(1) Context A: {At the tenant meeting, Ms. H. makes sure that everyone follows the cleaning order.}
Context B: {The M family, who just moved to a new place, inquires about the protocol of the cleaning order.}
a. Gell, am Samschdich wird hier d'Kehrwoch gmacht.
b. Am Samschdich wird hier d'Kehrwoch gmacht, gell.
(CONF) the sweep-cleaning [stereotypical Swabian activity] is to be done here on a Saturday (CONF)

The two contexts in (1) differ with respect to the expertise of speaker and addressee about the truth of the proposition. Three areas require further attention regarding the contribution of confirmationals to discourse management: licensing, distribution, and intonation. It is to be determined what licenses the two different contexts of use, whether a difference in prosody can encode this difference in function, and whether this functional difference is reflected in the linear order of the particle's distribution. Existing proposals for related phenomena link prosodic differences to contingent commitment (Gunlogson 2008) and to confirming vs. requesting functions (Portes & Beyssade 2013; Kaiser & Baumann 2013). Peripheral distribution of particles is sometimes related to a subjective vs. intersubjective meaning (Degand 2014).
This paper reports on a series of experiments that explore the licensing conditions, the distributional properties and the intonation of gell. Results from two forced-choice response studies will address the effect of a difference in expertise for gell at the left and at the right periphery. The different response choices in (2) target two different response levels, viz. the truth of the proposition and the expertise of the interlocutors:

(2) a. Ja, da hosch Recht.
'Yes, you're right.'
b. Noi, des schtimmt so net.
'No, that's not true.'
c. Okay, geht klar.
'Okay, no problem.'
d. Na und, was goht mih des ah?
'So what? How does that relate to me?'

At both peripheries, it is expected that gell targets the propositional level in a context where the addressee has the expertise on the truth of the proposition. For contexts where the speaker has the expertise on the truth of the proposition, gell is expected to target the level of expertise. A correlation of location of the

confirmational and the status of expertise is not expected. Moreover, the results from a small prosody elicitation study demonstrate that the prosodic signal is not mandatorily encoding the difference in expertise between speaker and addressee. A context-choice study addresses the question whether the prosodic signal can encode this difference optionally. This study presented sentences of type (1a) and (1b) with two different intonational contours. Participants were asked to choose between contexts of type A and B in (1) in order to relate the intonational contours with the specific function. It is expected that intonation can be used to unambiguously identify each specific context of use. The results of this series of studies will be presented together with a formal analysis of how the different components of confirmationals interact. Distributional and intonational properties reveal further details on how confirmationals contribute to speech act modification.

Panu Heimonen

Adaptability, contextualism, and musical performance (lecture)

This paper examines possible alternatives for those mechanisms that allow the context, be it temporal, topical or otherwise, to intrude music's formal and semantic content. We specifically examine the theoretical ground behind adaptability of syntactic and semantic properties in musical performance as a result of context driven modulation. Adaptability between structure and context needs to be taken as a precondition in both linguistic and musical interaction. Modality on the other hand can be located in both content and context (social, individual). How does modality then relate to the question of adaptability? When context is changed, there is a related change in modality and the beliefs held by an interlocutor. When two interlocutors, such as musical themes or utterances, have a respective change, a merged meaning is about to emerge. In such a situation it is presumed that a merger of contextual features is what essentially produces the content of an expression (Jaszczolt 2005). In this way the paper argues in favor of a strong contextual dependency of musical qualities in performance. In musical discourse modality, along with topics, can be taken as the reigning force in semantic representation (Tarasti 1994, 2000). Modalities give musical expressions their characteristic flavor and form the basis of interaction between phrases. When interpreted epistemically, modalities on the other hand provide the ground for temporal interpretation (Jaszczolt 2009).

The joint meaning that emerges as a result of the above merger is compositional under two possible conditions: While dialogue demands adaptability it may come about either as a pragmatic modulation of the logical form (Recanati 2012) i.e. musical form or as an end result of the above kind of merger (Jaszczolt 2005). Justification for musical application of adaptability and contextualism is discussed. Arguments in favor of or against the above stances are built and the possibility of a synthesis is evaluated. Evidence to support of refute the above positions is looked for in two musical situations. At first a case of joint modalities between interacting soloist and orchestra in Mozart's piano concerto KV 459 is examined (Heimonen 2010). Then an attempt is made to build a merger of dialogical qualities in Beethoven's song cycle An die Ferne Geliebte op. 98. In either case, it appears that contextual adaptability caused by pragmatic intrusion in either semantics of modality or syntax/form increasingly drives music theoretical meaning towards dependency on context thus paving the way for performance related qualities to emerge. No amount of multifarious temporal, topical or rhetorical features in musical performance can survive without a continuous sense of adaptation between structural demands of musical discourse and those demands set forth by pragmatics of artistic aspiration.

Tiit Hennoste

Polar questions in Estonian computer mediated communication: Towards "social economy" (lecture)

Polar questions have been popular topic in the last decade's linguistics (e.g. Freed & Ehrlich (ed.) 2010; De Ruiter (ed.) 2012). Most of the investigations have been concentrated on the spoken interaction. There are much less investigations on polar questions used in computer mediated communication (CMC). The topic of my presentation is the form variants and functions of Estonian polar questions in real-time dyadic CMC or instant messaging (IM) in comparison to spoken dialogues. My data come from Corpus of Estonian IM and from the Corpus of Spoken Estonian of the University of Tartu. I argue that (1) Estonian IM has adapted the polar question system from the Spoken Estonian and (2) has developed the system towards greater "social economy" in the terms of Levinson (2012). Stephen Levinson has argued that "questioners should be economical with their questions" and the speakers should "minimize the informational increment requested" (Levinson 2012: 23). Those strategic tendencies must be expressed in the frequency of the question forms. First I will compare form variants of the polar question used in IM and in spoken interaction. The forms of polar question in spoken Estonian and IM are similar: (a) sentence-initial question particles kas, ega (Kas sa tuled homme? 'KAS you come-SG2 tomorrow?); (b)

double-marked questions kas … või/vä (Kas sa tuled home vä? 'KAS you come-SG2 tomorrow VÄ?); (c) inversion (Tuled sa homme? 'Come-SG2 you tomorrow?); (d) sentence-final particles või/vä, jah (Sa tuled homme vä? 'You come-SG2 tomorrow VÄ?'); (e) declaratives (Sa tuled homme? 'You come-SG2 tomorrow?); (f) declaratives without grammatical subject (Tuled homme? 'Come-SG2 tomorrow'); (g) other possibilities which are rare. Analysis shows that (1) the frequency of sentence final question particles and declaratives has increased and (2) the frequency of sentence initial particles and inversion has decreased in IM. Then I will analyze the changes in the stance-expressing by the different question forms in IM using Conversation Analysis as a method. Different form variants of the polar questions express different epistemic stance in spoken interaction (Heritage 2012). The analysis of spoken Estonian has shown that form variants (a), (b) and (c) express 82% „unknowing" epistemic stance where the positive and negative responses are equally likely; and variants (d), (e) and (f) express 95% the „knowing" stance and invite 'confirmation' or 'agreement' with the variant suggested by the questioner (Hennoste 2012). I will show that või/vä questions and declaratives are used much more to express the "unknowing" epistemic stance in IM than in spoken Estonian.

Annette Herkenrath

Turkish-Kurdish-German multilingual language use in an intergenerational comparison (poster)

This study investigates multilingual language use in a corpus of autobiographical conversations including three generations of immigrants. Its main aim is to set up an inventory of a repertoire of means of expression spanning typologically diverse constructions in Turkish, Kurmanji Kurdish, and German. The data show a variety of constellations of multilingualism, from Turkish as an L1 and German as an L2 via a variety of types of successive bilingualism to simultaneous bi- and trilingualism. In addition, informants have a history of adult multilingualism involving further languages, talked about albeit not used in the conversations. Based on qualitative analyses of the narratives, the categories for a typology are established in a data-driven approach.

The study relates language-biographical information retrievable from the narratives (about growing up bilingual, school experiences or – in the older generation – the lack thereof, memories of a situation of migration, memories of L2 acquisition, incipient bilingualism, other – highly individual – ways of becoming multilingual etc.) to formal characteristics. The latter are operationalized in the functional domain of referent tracking, as linguistically realized through personal actant representations (Johanson 1990) as well as uses of deictic and phoric expressions in discourse (Ehlich 1979 etc.).

The data are presented in HIAT format in the original languages with a translation and annotation. Grammatical phenomena are analysed in their functional contribution to the narrative. The typological characteristics range from morphologically free versus bound subjects (German versus Turkish) to nominative-accusative (German and Turkish) versus ergative (Kurmanji). The data show how these typologically diverse linguistic constructions are employed in reference-tracking functions by multilingual speakers in their narratives. They also show intergenerational differences with respect to the weighting of individual languages, both in the choice of language and in formal ways.

Janni Berthou Hermansen

Researching use of texts in collaborative processes (poster)

This poster presents preliminary steps in a research project concerning the use of texts in collaborative processes. A main part of the research project is to analyze and discuss the structuring elements documents and documentation adds to the process when many different participants collaborate on a joint venture of construction. The focus of the poster is the methodical implications of connecting theoretical traditions of pragmatics, ecolinguistics and functional language theory with critical social psychology and activity theory. Keywords for this cross-disciplinary base of theory and method are cooperative action - e.g. language, shared activity and relations of materiality to structure in use of language. The theoretical groundwork for connecting these terms and the development of a research design is presented for the debate.

The research project is an empirical study of the collaboration on a construction site. The development of an architechtural idea and the process of engineering and constructing a building are entangled with use of documents and documentation. These texts are tools for structuring and coordinating the many different participants with different knowledge and perspectives on the project of construction. This however does not mean that the texts are absolute entities. Instead they become part of different perspectives and orientations and become part of possibilities and constraints of communicating these between the participants, which is central for the project to succeed. Following this I view the texts as part of the processes of collaboration - as part of activities. This entails a cooperative and functional

understanding of language and leads to an understanding of meaning as dynamic, situated and structured by immediate environment.

These points of departure have certain implications for the qualitative exploration of the use of documents and documentation as part of praxis:

Analyzing texts as part of activities means researching the activities they are part of. By combining linguistic and pragmatic analysis of the documents and documentation in use with understandings of concrete dilemmas and negotiations between the participants during the process, it is the ambition to explore the possibilities for varied use of texts. By taking part in the process over a long period of time doing participartory observations and conversational interviews it is my intent to develop a "perspective of participation" and hereby discuss how the shared use of texts seems to guide a common understanding of the project and at the same time accommodate variations in and even conflictual understandings of the overall aim of the construction project. By relating to and exploring participants' perceptions of the project at hand and having the opportunity to witness changes it could become an option to discuss the ongoing research with the participants making it a shared development of knowledge about the project including the language users' accounts of the unfolding use of spoken and written language. It is also the intent to shed light on how the concrete material development on the construction site structures and enforces varied use and understandings of the texts in the collaboration.

Mie Hiramoto & Cherise Teo

"Fear does not exist in this dojo": Language and adaptability of Asian masculinity in Hollywood action films (lecture)

Films frame their characters within the story's time and space; this framing works to maintain ideologized mediatizations as suggested by scholars like Jaworski (2007). Portrayals of authenticity are often used as a tool of Othering in such framing (e.g., Jaffe 2011; Bucholtz 2011). This study examines how Asian martial arts masculinity is naturalized and commodified in Hollywood action films through depictions of non-Asian (Western) characters — a topic that builds on recent work on mediatized representations of race and gender (e.g., Bucholtz 2011).

Asian martial arts films started its global circulation in the 1960s. They became sources of iconic information about idealized images of Asian masculinity to international audiences. The mediatization of Asian masculinity in mainstream Hollywood action films relies heavily on essentialism adapted from these films. Such iconicity includes Asian martial artists' speech styles, e.g., philosophical or formulaic utterances, reticence, and non-native English accents. These linguistic performances along with visual representations construct a naturalized familiarity and constitute an essential part of the pleasure provided by Hollywood films for audiences who do not necessarily understand traditional Asian cultures.

The data for this paper come out of a larger project on martial arts films in which over 250 films have been examined. For this study, we focused on films from a broad range of release dates and genres featuring non-Asians learning martial arts, including Japanese *karate* and *bushidô* and Chinese *kungfu* or *wushu*. The films include: *Enter the Dragon* (1973), *The Karate Kid* (1984), *Teenage Mutant Turtles* (1987), *Beverly Hills Ninja* (1997), *The Last Samurai* (2003), *Black Dynamite* (2009), and *47 Ronin* (2014).

We investigate non-Asian characters' appropriation of Asian martial artists' speech styles and mannerisms in popular Hollywood action films. This observation encapsulates precisely how Western hegemonies co-opt and commodify Asian-ness. Such appropriation, accomplished through the use of intertextuality, not only allows Western viewers to easily access a simplified model of Asian masculinity, but also allows them to reference earlier works to further facilitate the mediation and mediatization of Asian masculinity.

One example of such a non-Asian character is Daniel, from *The Karate Kid* (1984). In the film, he learns to behave respectfully, as an Asian student would, towards his *karate* teacher, Miyagi, as his lessons progress. This reflects his change of attitude from entitlement to humility.

1. Before

Daniel : I'm *what*? I'm bein' your goddamn *slave* is what I'm bein' here man, now c"mon we made a deal here!

Miyagi : So?

Daniel : So? So, you're supposed to teach and I'm supposed to learn! For 4 days I've been bustin' my ass, and haven't learned a goddamn thing!

2. After

Daniel : [after seeing Miyagi practice the crane technique] Could you teach me?

Miyagi : First learn stand, then learn fly. Nature rule, Daniel-san, not mine.

We conclude that adaptation of Asian masculinity in Hollywood action films is a process which continues to Other and exoticize Asian identities, even as it ostensibly carves out a niche for Asian bodies and identities in the institution of the film industry.

Galia Hirsch

Who is the Victim? When the addresser of the echoed utterance and the target of the irony differ (lecture)

This presentation explores the relationship between the targets of certain ironic instances and the source of their echoic-mentions (Sperber & Wilson 1981; Wilson & Sperber 1992); discussing specific cases in which the originators of the ironic utterances or opinions echoed could not be conceived as victims of the irony.

Our account relies on the analysis of occurrences in context, presenting examples in several languages, extracted from both literary and media texts. The textual analysis is based on an existing model for the interpretation of indirect speaker's meanings (Dascal & Weizman 1987; Weizman & Dascal 1991, 2005), and on the concepts "cues" and "clues" as perceived in that model.

As most accounts of irony claim, it necessarily involves criticism; and as such it has a victim or a target. Sperber and Wilson's Echoic Mention Theory suggests that "an ironical remark will have as natural target the originators, real or imagined, of the utterances or opinions being echoed" (1981: 314).

Wilson and Sperber (1992) later admitted that the thought or utterance echoed may sometimes be attributable merely to a type of person or a norm, and further developed and incorporated their conception of irony into a wider perception of inferential mechanisms represented by the Relevance Theory (Wilson & Sperber 2004). Be that as it may, following their account, "the target of the irony is always the (real or imagined) addresser of the echoed utterance, thought or interpretation" (Weizman 2008: 87).

Nonetheless, in our corpus we have found ironic occurrences, which seemed to express at least some sort of criticism, where the echoic source would not make a plausible target for the irony. It may be suggested that the reason for these discrepancies is that the utterances in question also present cues for humor, or traces of parody and possibly of satire.

Florian Hiss

Order out of chaos. Developing business ideas in linguistic collaboration (lecture)

A weekend in 2014, around fifty young people gathered for a startup event in the Norwegian town of Tromsö. The goal of the event was to work in small groups and develop project ideas into product prototypes and business concepts.

The paper focuses on the interactive collaboration of the six members of one project group through several phases of the process. The groups had fifty hours of time to constitute a team, explore the problem they were facing, negotiate and agree on a solution, find a common strategy, develop, and finally present their product.

In this dynamic process of discussing and developing ideas, language is the most important tool to get things done - with respect to various tasks: exchanging information, negotiating positions and identities, organizing and evaluating the process, etc. Importantly, none of the participants could prepare anything in advance. Everybody needed to adapt spontaneously to the situation, individually and in collaboration with the fellow group members.

The analysis is based on ethnographic data and recordings of approximately twenty hours of verbal interaction. Focusing on a number of critical moments during the process, the analysis describes how the group members collaboratively handle the complex challenges they are confronted with, how they approach their goal successively and, in doing so, shape order out of chaos.

Findings highlight the complexity of the process, recognizing that the process comprises mostly orderly as well as mostly disorderly phenomena. These interact with each other in a dynamic way. The institutional frame set by the organizers of the event determines some of the group members' choices in an orderly way, e.g., the use of Norwegian and English when discussing with fellow group members and organizers, respectively. Many discussions between the group members can be described as disorderly. Order arises first through the participants' linguistic collaboration and their pursuit of a common goal.

All single discursive events are analyzed with respect to how they make sense as part of the overall process. Following the development of the process from a confusing multitude of idea proposals, challenges, and individual perceptions to a concrete solution strategy, the study highlights the role of language in handling complex challenges in work situations.

Elliott Hoey

A lapse management device for discontinuous conversational interaction (lecture)

Lapses are a regular occurrence in talk, and in certain situations are experienced by participants as unpleasant periods of 'awkward silence'. Almost invariably, however, these lapses in conversation are resolved, and talk proceeds along its course. Precisely how such lapses are managed by participants in situated interaction is addressed in this talk. The data come from a collection of 300+ lapses identified in

audio/video recordings of natural interactions in English. These are analyzed using conversation analytic methods (Sidnell and Stivers 2013).

In settings organized for continuously sustained talk (telephone conversations, dinner parties, etc.), lapses rupture what should be an unbroken procession of talk. They violate the one-at-a-time distribution of turns (Sacks et al. 1974), and as such embody a problem for conversationalists. Specifically, participants dealing with a lapse face a 'less-than-one' problem: no speaker appears in the space normatively reserved for one (cf. overlapping talk and the 'more-than-one' problem [Schegloff 2000]). The range of practices and resources brought to bear in the management of lapses in these settings constitute a 'lapse management device'.

Participants' confronting a lapse must isolate a speaker from the set of possible next speakers. Several operations on the set of possible next speakers are available, as shown below. Here, three friends – Lex, Marie, and Rachel – are chatting about Lex's job. This topic comes to completion via shared laughter (Holt 2010), after which a lapse emerges (arrowed).

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1      LEX:   right now I'm getting five fifty,
2             and then..when she comes back, I hope t'get six fifty.
3      RAC:   Wo:w, that's like twenty perce:nt=hhhhh[h °hihihih°
4      MAR:                                          [↑Ye[::ah.
5      LEX:                                               [hhh
6      MAR:   Movin u[p the la:dder.
7      LEX:          [fyou look at it tha:t way.
8      RAC:   huh-hunh-hih- [huh-hunh-hih-
9      MAR:                 [heh hn hn
→      10          (3.0)
11     LEX:   °Y:ea::[h. ((while gazing down))
12     MAR:          [°Hm. ((while facing Lex))
13            (1.4) ((Marie turns to face forward))
14                  ((Rachel lifts head from resting on elbow))
15     RAC:   .hh[h
16               [((Marie turns toward Rachel, who is settling into a different posture))
17     RAC:   HHh[hhh ((sighs with closed lips while not meeting Rachel's gaze))
18     LEX:      [I think I'll get Chelle something=she stuck with me
19            what my whole shift last time. (.) yesterday.
```

Lex orients to the lapse first by reappreciating the just-completed sequence with *Yeah* (line 11). This targets the less-than-one problem by furnishing another transition-relevance place (Sacks et al. 1974), which provides an opportunity for the others to self-select while absolving Lex of that same obligation in the moment. It works by delaying the appearance of a 'next thing' while still orienting to relevance of something coming next.

Marie then issues a soft *Hm,* which registers Lex's *Yeah* and broadcasts continued recipiency (Jefferson 1985). This is reinforced in her bodily behavior. By turning away from Lex, and then to Rachel (lines 12-15), she displays her understanding that Lex won't speak at that moment, and conversely that Rachel is only remaining possible next speaker. Further, by gazing to Rachel, Marie displays her availability as a recipient to whatever talk Rachel might produce (Heath 1984). Thus, her claim to 'non-next speaker' status is exhibited, which is another way to passively arrange speakership.

Rachel treats Marie's gaze as potential selection mechanism (Lerner 2003). While avoiding meeting her gaze, she lifts her head, settles into a different posture, and sighs (lines 14-17) (Hoey 2014). As a kind of 'creature release' (Goffman 1963), sighing betrays a measure of situational absence. This builds a display of disengagement (Goodwin 1981) that lets Rachel treats the interaction and its interactants as not relevantly present, thereby diminishing her availability to speak.

By addressing an underspecification of the Sacks et al. turn-taking system – what happens when all parties to an ongoing conversation elect to not speak – this work explicates the workings of a previously unrecognized (yet fairly common) interactional problem.

Christiane Hohenstein & Adriana Sabatino

Emerging alliances in multi-party lingua franca team interaction (lecture)

Alignments can be described as "collaborative completion and repetition of the elements of the prior turn" (Kangasharju 2002, 1447). Oppositional alliances can then be understood as a specific form of alignment in disagreement. In particular these are alignments of a third party speaker with a disagreement expressed by a previous (second) speaker with regard to a preceding leading argument or a proposal uttered by a first speaker. A closer look at our data of multi-party, lingua franca-English team work within a multinational enterprise reveals that at least three different types of alignment emerge, forming different alliances: a) positive alignment, affirmative to a preceding proposal; b) negative alignment or alignment in disagreement with a former proposal; and c) partial alignment, where a preceding proposal is not openly contested, but taken up, being modified, or adjoined by alternative proposals. The recurrence of the latter type in our data points in the direction of a pattern or possibly a discursive strategy. The data

used in this study have been collected within the project "Linguistic diversity in working processes" (cf. Hohenstein/Manchen Spoerri 2012; Manchen Spoerri/Hohenstein 2012; Studer/Hohenstein 2011; http://p3.snf.ch/project-130170). The empirical treatment of the data is based on Functional Pragmatics methodology, and analysis focuses on the interplay of patterns in communicative structure with linguistic realisations of interaction (cf. Redder 2008). All collected audio and video data have been pre-analysed by paraphrastic descriptions and were transcribed selectively according to HIAT conventions (cf. Rehbein et al. 2004). These transcriptions were analysed with regard to speech acts, interactional sequencing, propositional uptakes within the team interaction, and interpreted in terms of action patterns and smaller devices vital to discourse. From a functional pragmatic vantage point, these specific forms of emerging, not openly oppositional alliances based on partial alignment, in our multi-party team work data, may serve several purposes: (i) they render possible the participation of potentially all team members in the exchanges, and enable them to contribute towards the task, thus serving as a device stabilizing team cooperation; (ii) they may serve as a complex steering device in team discussions, when no chair or head of the group is determined; (iii) they contribute to the overall function of the multi-party discourse at hand, that is exchanging experiences and knowledge in ELF, within a community of practice; and (iv) they may present an alternative discursive practice vis-a-vis an argumentation of critique (cf. Redder et al. 2014). However, an array of constellational factors are molding the speech situation under observation, including i) the cross-cultural influence of many different languages being spoken as first languages by the team members, ii) the need to use ELF, in order to assure a common linguistic device for participation in the exchanges (cf. Seidlhofer 2011), iii) and the fact that the team members are united as a community of practice within an overarching corporate culture. These will have to be considered as well, when determining the function(s) of emerging alliances in multi-party team work.

Judith Holler & Kobin H. Kendrick

Gesture, gaze and the body in the organisation of turn-taking for conversation (poster)

The primordial site of conversation is face-to-face social interaction where participants make use of visual modalities, as well as talk, in the coordination of collaborative action (Clark 1996). This observation leads to a fundamental question: what is the place of multimodal resources such as these in the organisation of turn-taking for conversation? To answer this question, we collected a corpus of triadic face-to-face interactions between adult native English speakers, with the aim to build on existing observations of the use of visual bodily modalities in conversation (e.g., Duncan 1972; Goodwin 1981; Kendon 1967; Lerner 2003; Mondada 2007; Oloff 2013; Rossano 2012; Sacks & Schegloff 2002; Schegloff 1998). The corpus retains much of the spontaneity and naturalness of everyday talk while combining it with state-of-the-art technology to allow for exact, detailed analyses of verbal and visual conversational behaviours. Each participant (1) was filmed by three high definition video cameras (providing a frontal plus two lateral views) allowing for fine-grained, frame-by-frame analyses of bodily conduct, as well as the precise measurement of how individual bodily behaviours are timed with respect to each other, and with respect to speech; (2) wore a head-mounted microphone providing high quality recordings of the audio signal suitable for determining on- and off-sets of speaking turns, as well as inter-turn gaps, with high precision, (3) wore head-mounted eye-tracking glasses to monitor eye movements and fixations overlaid onto a video recording of the visual scene the participant was viewing at any given moment (including the other [two] participant[s] and the surroundings in which the conversation took place). The HD video recordings of body behaviour, the eye-tracking video recordings, and the audio recordings from all 3 participants engaged in each conversation were then synchronized and integrated into a single video file for subsequent analysis in ELAN. All data have been transcribed, coded for co-speech gestures and gaze fixations on a frame-by-frame basis. The large amount of data obtained from this corpus is currently being analysed both qualitatively and quantitatively. Our analyses focus on the relative timing of gaze shifts, different types of body movements and turns at talk, as well as on the extent to which bodily cues may be guiding the projection of upcoming turn boundaries as well as current and next actions. Our preliminary analyses of manual gestures show that almost a quarter of gestures accompanying questions begin before any vocalisation has occurred, and that they retract before the turn ends in more than a third of all cases. This provides quantitative evidence from a large sample to the notion that gestures may indeed have projective potential (Schegloff 1984; Streeck & Hartge 1992; Mondada 2007), and our eye gaze data for both momentarily unaddressed and addressed recipients further corroborate this point. We are currently in the process of investigating the temporal interplay of these manual gestures with head and eye movements. In all, this project elucidates the role of multi-modality in the organisation of turns at talk and in the cognitive processes that underlie this organisation.

Suvi Honkanen & Esa Lehtinen

Foregrounding future solutions: Organization-internal memos as a means of recontextualising meeting talk (lecture)

Memos (memoranda) have been characterized as one of the main genres used for storing and transmitting information within the large bureaucratic structures organizing modern work (Guillory 2004).Within these structures, they have been considered to constitute an organizational memory, storing what has been considered as worth remembering in different kinds of documents (Guillory 2004; Yates 1989).

This study investigates a group of organization-internal memos from a Finnish city that is conducting a large-scale organizational change in its service sector. More specifically, it aims at illuminating from an intertextual point of view how the memory of the organization is constituted in and through these memos. Importantly, the memos are used in the organization for storing and transmitting information about particular kinds of meeting encounters. In the meetings, the employees and project management aim at a shared understanding of the goals of the project, as well as actions through which the goals could be reached.

The data for the study consists of six memos and six videotaped meetings on the basis of which the memos have been written. Drawing on the methods of conversation analysis and dialogically oriented discourse analysis, the study contributes to previous research on recontextualization (Linell 1998; Aggerholm et al. 2012). This is accomplished by investigating 1) the kinds of transformations that take place on the level of meaning when some elements of the meeting talk are transferred into the memos (and some are not), and 2) the role of these transformations in managing the organizational change in question.

The preliminary results demonstrate that the memos summarizing the meeting discussions typically foreground directive meanings concerning the future actions of the organization. What is more, the directive meanings are often transferred into the memos from conversational contexts in the meetings in which problems concerning the organizational change are described and potential solutions for the problems are formulated. Interestingly, the directive meaning potential deployed in thememos is realized differently depending on what kinds of conversational actions in the meetings are being recontextualized. In short, conversational turns focusing on problem description in the meeting are often recontextualized in the memos by generalized statements expressing that certain courses of action have been evaluated in a meeting as particularly *important* or *essential*. In turn, recontextualizations of turns offering solutions to the problems rather take the form of modalized declaratives expressing meanings of necessity and obligation. As problems are typically described in the meetings by the employees while solutions are often offered by project management, the memory of the organization is suggested to obscure the problem-orientedness of the employees' turns while foregrounding a managerial, future-oriented perspective. In this way, the memos are suggested to adapt to the requirements of a developmental discourse in which the focus is moved from problems to their future solutions.

Yuri Hosoda & David Aline

Interviewing "Losers": Questions to vanquished in after-game interviews (lecture)

This conversation analytic study examines how interviewers construct initial questions to non-winning players in post-game interviews. In recent conversation analysis (CA) studies, interaction in news interviews with public officials, experts, and those connected to current events are well investigated (e.g., Clayman 2002; Clayman & Heritage 2002; Heritage 2002; Heritage & Clayman 2010, 2013; Romaniuk 2013). These studies demonstrate how organizational structures of mundane conversation are adapted to the specialized task of news interviews. Discussing journalists' construction of questions, Clayman and Heritage list two professional norms of journalistic questioning: objectivity and adversarialness. However, except for Emmison (1987), who investigated post-game interviews and examined how victory and defeat are linguistically and sequentially handled by victors, vanquished, interviewers, and audience, CA has not been applied to analysis of sports broadcast interviews, especially in terms of objectivity and adversarialness.

This study builds on Emmison's research (1987) and explores how interviewers initiate interviews with non-winners of sports events, specifically figure skating competitions. In sports event interviews, unlike news interviews, interviewers need not challenge the interviewees, and thus they are never perceived as being adversarial. However, the very act of interviewing losers brings the athletes' failure to the table, and is thus face-threatening. The question then is, how do interviewers initiate such face-threatening interviews and how do these differ from winners' interviews?

The data come from 52 recorded post-performance interviews in major domestic and international figure skating competitions conducted in Japanese. In both types of interviews, the interviewers oriented to asking questions for the sake of the (TV) audience and as representatives of the general public. Such an

orientation was demonstrated through their introduction of the skater's name at the very beginning of the interviews. The other noticeable common feature of the interviews is that the interviewers' initial questions almost always inquired as to the skaters' feelings or impressions about their own performance. Conversely, there were also noticeable features of non-winners' interviews. First, although skaters' names are introduced to the audience at the beginning in both types of the interviews, the results of the athlete"s performance are introduced along with the skaters' names in winners" interviews, while no result was mentioned in non-winners" interviews. Second, in turns inquiring about the skaters' impression of their own performances, whereas interviewers often produced positive assessments in winners" interviews, they refrained from producing any kind of evaluation and just employed the Japanese equivalent of wh-questions (e.g., *dou, donna*), thereby maintaining their neutrality in non-winners' interviews. Another noticeable feature of non-winners' interviews is that interviewers occasionally produced accounts for the skaters" failures, the failures often being attributed to the atmosphere of the competition venue. Thus, while interviewers maintained objectivity by avoiding mention of results and by deploying wh-interrogatives to let the athletes evaluate their own performances openly, mentioning of the account revealed the interviewers' presuppositions that (a) the skaters indeed failed somehow, and (b) the failure resulted from the atmosphere of the venue. Thus, the non-winners' interviews revealed the interviewers" struggle between maintenance of neutrality and imposition of their own presuppositions.

Hiromichi Hosoma

Managing the ambiguity of the rule interactively - multimodal interaction in a card game - **(lecture)**

Recent human interaction studies have focused how the organization of language and body is achieved in the material world (Streeck et al. 2011). In this presentation, we focus on the interaction of card game "baba-nuki" (a Japanese version of "Old Maid") to show how the players use the materiality of the cards to project the next action and to manage the ambiguity of the rule of the game.

The rule of "baba-nuki" is the almost same as the one of "Old maid": the player X offers his/her hand to the next player Y, and Y selects a card from X's hand to find any pair with Y's hand to discard. Although the rule seems to be simple enough to understand even for children, adults can lose the rule especially in 2 moments of the game: when the game starts, and when one player discards all of his/her card to leave the game.

We observed and analyzed the process of 4 players' baba-nuki in 11 groups to analyze the interactive process in which the players found trouble. Most parties discussed about 3 aspects of the rule: which direction (clockwise or counterclockwise) the game to be progressed, with which player (left or right of the focal player) to interact, and which role (offering or selecting the card) the focal player should play. Baba-nuki itself has the ambiguity of the rule in these 3 aspects, which seemed to cause the discussions.

In these discussion process, the players expressed their interpretation each other, not only with their utterances but also with their body movements: the slight change of the posture, gaze shifts, and the hand movements on cards, which sometimes projected the opposite actions (e.g. the utterance said "You can do either way" but the body movements on cards showed "You draw"). The players used the micro time structure of the utterance and body movements to show which modality should be selected to organize the interaction. We will discuss the detail of the process to show how they organized their multimodal action to manage the rule with the ambiguity.

Noël Houck, Seiko Fujii & Donna Tatsuki

Beyond pro-forma agreement: Three types of pre-disagreement agreement **(lecture)**

Descriptions of the interactional characteristics of dispreferred responses such as disagreements have revealed extensive use of delaying devices such as inter-turn gap, minimal vocalization, anticipatory account, repair initiation, and pro-forma agreement (Mori 1999; Pomerantz 1984; Schegloff 2007). This paper focuses on a delaying device that includes and goes beyond pro-forma agreement, which we refer to as pre-disagreement agreement. While pre-disagreement agreement has been researched, particularly as a measure of learner acquisition of disagreement strategies (Bardovi-Harlig & Salsbury 2004; Dippold 2011; Fujimoto 2010, 2012; Doehler & Pochon-Berger 2011), little research has focused on the diversity of the formulations themselves. Using a conversation analytic framework, this paper investigates the forms and uses of pre-disagreement agreements produced by pairs comprising a) two speakers of English as a first language (EE) or b) one EE and one speaker of Japanese as a first language who is also a near-native speaker of English, speaking English (JE). Participants were 18 pairs of graduate students, speaking English, at an American university in Japan. 12 EE-JE pairs and 6 EE-EE pairs discussed claims regarding features of L1 acquisition, L2 acquisition, and general skill learning. Examination of the data revealed three types of pre-disagreement agreement: 1. pro-forma or token agreement – minimal

indication of agreement with prior speaker's claim(e.g., "yes but…" or "I agree with you but…") 2. display of receipt – modified repeats or reformulations of the prior speaker's claim (e.g.,"so you're saying X, but I think…") 3. substantive display of understanding – independent support for the prior speaker's claim (e.g., "formal instruction is important because you have to listen to someone and look at all their errors, but…"). EEs in particular often employed modified repeats or elaborate displays of understanding conveying a stance toward the prior claim before introducing a counterclaim or challenge. Forms of pre-disagreement agreements used by JEs speaking English, however, were not only more restricted, but occasionally inappropriate and consequentially misleading. Both the elaborate pre-disagreement agreements by the EEs and the sometimes inappropriate pre-disagreement agreements by the JEs occasionally led to instances of communication breakdown or inaccurate expectations of the upcoming talk.

Christine Howes, Patrick G.T. Healey, Pietro Panzarasa & Thomas Hills

Adaptation and interaction in collaborative problem solving (lecture)

Introduction

Much problem-solving research has investigated if and why 'two heads are better than one' (Hill 1982), but typically posits that it is exposure to the ideas provided by another person's attempted solutions that provides process gain, without investigating what the interaction itself contributes to joint problem solving. Early work found that individuals out-perform groups, but statistical pooling of individuals means this is not a fair comparison ('production blocking'; Kerr and Tindale 2004). In a non-interactive paradigm, using online methods so participants can contribute ideas simultaneously, Nijstad et al. (2002) found that individuals exposed to others' ideas performed better than those who were not. However, Ziegler et al. (2000) found no improvement for interacting groups, but noted that groups produce more 'irrelevant utterances'. The role and effect of these utterances, which allow conversational partners to coordinate with each other, is not investigated.

We hypothesise that there are pragmatic effects associated with the need to adapt to a conversational partner that affect task performance, independently of the informational content.

Method

We compared individual and dyadic performance on the Alternative Uses Task (AUT; Gilhooly et al. 2007) using a text chat interface (DiET chat tool; Healey et al. 2003). The AUT is a task for assessing creativity, in which participants are asked to come up with novel uses for a common item (e.g. brick). There were three conditions; i) interactive – participants came up with solutions together; ii) playback – participants came up with solutions on their own but saw the suggestions made by a previous participant; iii) individual – participants completed the task alone. Nominal pairs were created by interweaving the turns of two individuals. This allows us to independently vary the informational content and interactivity that participants were exposed to.

Results and Discussion

Participants in the interactive condition produced more turns per item (interactive = 33.29; playback = 22.25; individual = 17.58). However, only 59% of these were suggested uses – nearly half of their turns are used in managing the dialogue e.g. offering feedback. Despite this and the time limit, there was no difference in the average number of uses per dialogue between the conditions (interactive = 19.60; playback = 19.90; individual = 16.38 – for the playback condition, these include the replayed turns; for individuals these are constructed by combining the responses of two individuals).

Interactivity changes the nature of responses – interactive participants are more likely to build on a previous turn in the conversation than those in the playback condition, despite receiving identical information (figure 2). Interactive participants don't do significantly more complex ideas in general (figure 3), but do produce more complex ideas when a turn is linked to a previous turn (figure 4); following leads to more elaboration – but only if there is genuine interactivity. These results indicate that participants actively adapt to their conversational partner, and this influences their responses in joint problem solving tasks – in a way that is not explained by the informational content.

Tag	Value	Explanation	kappa
is-use	y/n	For all turns: is this turn a suggested use for the item?	0.86
continues	sentence ID	For turns where is-use = y: does this turn develop or repeat a previous suggestion? If so, which one?	0.68
complexity	1-5	For turns where is-use = y: how complicated/elaborate is the suggestion?	0.83

Table 1: Annotation Tags

Hsueh-min Hsu, I-wen Su & Ta-ching Chen

Types and functions of questions used by doctors in medical consultation (lecture)

In patient-centered communication, it is important for doctors to gain a full perspective of the patient's health problems so that an effective treatment can be devised according to the information gathered within a limited amount of time (McWhinney 1898). In addition, it is also crucial for doctors to show concern and be empathetic towards the patient's condition in order to increase the patient's trust in the effectiveness of the treatment and to build a harmonious doctor-patient relationship. Therefore, the verbal strategies used by doctors to inquire health information during clinical visits become critical factors for both the success of the treatment and the achievement of doctor-patient concordance.

Over the past decades, a growing number of researches have investigated doctor-patient discourse and clinical decision-making between doctors and patients (Roter & Hall 1992; Braddock et al. 1997, 1999). However, little attention has been paid to the specific verbal approaches for doctors to effectively inquire health information (Tsai, Lu, & Frankel 2013). Specifically, the study aims to examine (1) the types (i.e. Wh-Questions, Yes-no Questions, Indefinite Enumeration, Sentential Fragment, Statement, and Continuer Marker) and functions (i.e. seeking general information, inquiring biomedical information, and asking for psychosocial information) of questions asked by doctors in a clinical setting and (2) the different interrogative strategies used to form pleasant doctor-patient relationships with patients in urban and rural outpatient settings.

The data of the study consists of recordings between an ophthalmologist with 60 different patients during their first-time consultation at either the Taipei or JinShan branch of National Taiwan University Hospital (NTUH). The Taipei branch of NTUH is located in the center of the capital city of Taiwan whereas the JinShan branch is located in a more rural area. All the patients in the data are in informed consent that the dialogue in the clinic will be recorded, transcribed, and coded with their personal information delinked. With a view to provide thorough analysis on the interrogative strategies used by doctor during medical consultation, the data is examined under the framework of conversation analysis (CA).

Taiwan's healthcare system contains the highest national health coverage around the world, and Global Post ranked Taiwan's healthcare system the sixth globally. However, the low cost and convenience of access to medical resources has resulted in people abusing the system. Consequently, doctors and medical staffs often work overtime and would have to take care of an excessive amount of patients. It is thus, the goal of the current study to investigate and propose effective verbal strategies for Taiwanese doctors to ensure that not only good quality healthcare system is provided in Taiwan, but also a harmonious relationship can be maintained among doctors and patients.

Chiung-chih Huang

Information distribution and argument structures: An analysis of Mandarin child speech, caregiver speech, and adult speech (lecture)

Research on information distribution and argument structures has been greatly influenced by Du Bois' explication of Preferred Argument Structure (PAS) (1987, 2003). One important hypothesis of PAS is that the subject of a transitive verb (A) is often given and non-lexical, and that the subject of an intransitive verb (S) is aligned with the object of a transitive verb (O) for accommodating new mentions and lexical mentions. In other words, PAS suggests an ergative S/O alignment of referent distribution. PAS has been extensively tested for adult speech cross-linguistically. Evidence that child language also exhibits PAS has been documented for Korean (Clancy 2003), Venezuelan Spanish (Bentivoglio 1996), and Inuktitute (Allen & Schröder 2003). However, my earlier study of Mandarin child language showed that Mandarin child speech demonstrates an accusative A/S alignment, rather than an S/O alignment, casting doubt on the universality of PAS. In other to better understand the pattern observed in Mandarin child speech, this study investigated whether such grammatical alignment also characterizes Mandarin caregiver speech (the input) and adult speech (the target). In addition, this study also examined whether the three types of speech demonstrate differences in discourse pressure, a factor which may influence information distribution (Du Bois 1987; Kumpf 2003).

The data consisted of eight hours of mother-child (aged 2;2 to 3;1) conversation and one hour of adult-adult conversation. To examine PAS, the data were analyzed in terms of grammatical roles, referential forms, and information status. To examine discourse pressure, analyses were conducted to determine the values of Information Pressure Quotient (IPQ) and Lexical Referential Density (LRD).

The results showed that the three types of speech demonstrate a similar pattern of A/S alignment, revealing that Mandarin is characterized by an accusative alignment, and that children are sensitive to such pattern early on. Differences in IPQ and LRD, however, were observed in the three types of speech, reflecting how information management may be associated with children's developing linguistic ability, adults' mature competence, and caregivers' speech adjustments. By examining the characteristics of acquisition data, input data, and target data, this study has shed some light on our understanding of not only the universality issue of PAS but also the acquisition patterns of Mandarin.

Iris Hübscher, Núria Esteve-Gibert, Alfonso Igualada & Pilar Prieto

Young children decode the pragmatic meaning of uncertainty through prosody and gestures (poster)

Uncertainty can be encoded through various verbal and nonverbal means (lexicon, grammatical particles, prosody and gesture), which vary depending on the language. Studies focussing on the acquisition of the lexical encoding of the pragmatic meaning of uncertainty showed that children can distinguish between expressions of speaker certainty and uncertainty at age four (Moore et al. 1990; Matsui et al. 2003; Krahmer & Swerts 2005). Furthermore, children's ability to comprehend uncertainty has been shown to be correlated with their success in theory of mind tasks (i.e. the ability to attribute mental states, beliefs and desires to oneself and to others (e.g. Moore et al. 1990 / 1993; Matsui et al. 2009). The above-mentioned studies concentrated on the role of lexical cues in the understanding of uncertainty, while less is known about the role of prosody and gesture patterns. Studies on phonological development reported early infants' use of prosodic cues for pragmatic purposes before they are able to use lexical information (Esteve-Gibert & Prieto 2013; Papaeliou & Trevarthen 2006; Snow 2006). Furthermore, the role of facial gestures has been highlighted and shown to provide children with the scaffolding to linguistic meaning (Armstrong et al. 2014).

The aim of the present study is to assess the role of lexicon, intonation and facial gesture in the acquisition of preschoolers' understanding of uncertainty. The following research questions are addressed: (1) Can children detect uncertainty more easily through gestures or the lexicon? (2) Can children detect uncertainty more easily through gestures or prosody? We hypothesize that gesture in interaction with prosody plays a more important role than the lexical content when children discover uncertainty.

A total of 102 three-to-five-year-old Catalan-dominant children were tested in an experiment. Children watch a Powerpoint presentation in which two pairs of twins are guessing a third-character's favourite fruit/sport/instrument. One of the twins knows the answer and the other one is uncertain, and the child has to guess the latter. In the lexical condition, the uncertainty meaning is expressed through lexical cues (modal verbs), accompanied by a facial expression of uncertainty and neutral falling contour (L*L%), whereas in the intonation condition, it is expressed through a rising intonation contour (L*H% or L+H*H%) accompanied by an uncertain facial expression (conditions are manipulated between subjects). The Powerpoint contains the following trail types: audio-only, video-only and audio-visual (manipulated within subjects). Additionally, as a control task, a classical false-belief task is administered to the children (i.e. Sally-Ann task (Baron-Cohen et al. 1985) as well as an emotion detection task (i.e. Ruffman 2002)).

Our results indicate that both intonational and gestural features significantly help young children in detecting uncertainty and thus raise their performance substantially. Similarly, the ability to detect uncertainty at a young age relates to the development of theory of mind capacities. This suggests that the intonational and gestural features of communicative interactions act as a scaffolding mechanism for the understanding of uncertainty.

Elly Ifantidou

Pragmatic transfer and positive effects on L2 (lecture)

Evidence for pragmatic transfer has been systematically sought by examining L2 learners' use of fixed linguistic forms and functions with equivalents in L1 (Kasper 1992; see also Žegarac and Pennington 2000: 169; Eslami and Noora 2008: 303; Zufferey 2015: 186-188). Examples include conventionalized patterns of discourse found in speech acts (e.g. *I was wondering if you could*) or spoken interaction (e.g. *you know*). More recently, pragmatic transfer has been explored for possible effects on comprehending implied meaning in the L2 with a particular interest in figurative language and nonconventional implicatures (Charteris-Black 2002; Taguchi 2005; Littlemore 2010; Bromberek-Dyzman and Ewert 2010). In this direction, this study follows up on Ifantidou (2014b) to further investigate the effects of two variables, i.e. L1 and intervention, on pragmatic competence as an online ability (*pragmatic awareness*) and an offline ability (*metapragmatic awareness*) (defined in Ifantidou 2011, 2014a). In the context of newspaper editorials, a range of implicatures (e.g. metaphor, irony, evidential information) orient L2 learners towards the interpretation retrieved, i.e. the endorsing or dissociative attitude of the communicator. The mixed-proficiency sample of L2 participants provides variance, reliabilities, and scores for correlations which reveal tendencies depending on level of language proficiency and frequency of instructional intervention. A facilitative influence of L1 and instructional intervention on pragmatic and meta-pragmatic awareness is shown, particularly evident in B2 and C1 participants. Further analyses are administered to examine correlations between metaphor comprehension and level of language proficiency.

Maiko Ikeda

Bidirectional socialization of pragmatic competence through CMC (lecture)

Because classrooms are limited in their ability to provide opportunities for genuine social engagement, some instructors have recently turned to Computer-mediated communication (CMC) as a means of encouraging pragmatic development through more realistic interactions with native speakers (Belz 2003). A few studies which examine the effects of CMC on learners' pragmatic competence suggest that CMC is effective in expanding learners' discourse repertories and raising learners' awareness of pragmatic features. However, most studies analyze the function of pragmatic features based on one to one relationships between social meaning and pragmatic form without looking at various social meanings according to the context. Therefore, how learners' actual usage changes over time is still not clear. Further, these studies focus only on how learners alter language to match their native speaking partners, while less is known about the extent to which native speakers change their patterns in response. This is despite the fact that recent work on language socialization suggests that expert partners, not just novices, adjust to community norms over time. Thus, the question of how learners and their interlocutors negotiate, construct and (re)produce appropriate ways of communicating needs to be investigated further. Finally, to date, there are very few studies that examine targets other than European languages, e.g. Japanese.

Previous studies have indicated that Japanese language learners face difficulty in developing the competency to use speech styles, also known as 'formal' and 'informal' forms, in contextually appropriate ways, such as in study abroad (Cook 2001). These difficulties stem from the various indexical meanings associated with these styles (e.g., Okamoto 1999). While these studies demonstrate some development by comparing initial and final competencies, there is still a need to trace the precise pathways through which learners gradually develop over time and through interaction.

To address these issues, the present study incorporates the "indexical" function of language and a "bidirectional" perspective suggested by language socialization. This study will shed light on how learners' and their interlocutors' speech styles affect each other over time through a CMC classroom activity by using microanalysis. This will provide insight into how these patterns facilitate the development of competency in speech style. The data are 285 text-based, asynchronous online messages exchanged between 14 learners and 14 Japanese university students; each group was comprised of two advanced-level L2 learners of Japanese and two Japanese college students. Throughout 12 weeks, the participants exchanged opinions on topics assigned each week.

The analysis reveals that the way learners and their interlocutors use speech styles influences each other. Depending on the group, the usage of speech styles varies, and within some groups, participants use differing speech styles at the beginning of the activity, but gradually start to use similar speech styles over time. Both learners and interlocutors use speech styles to accomplish similar functions over time. The results show that through CMC activities, learners gain competence to negotiate and align appropriate speech styles with their interlocutors for communicating effectively in CMC. Pedagogical implications for the inclusion of CMC in classroom activities are discussed.

Shoko Ikuta

Crosslinguistic differences in speech act sequence organization: A possible factor for pragmatic transfer in interaction (lecture)

This paper explores the problem of pragmatic transfer in terms of speech act sequence organization. Problems in crosslinguistic communication are often caused by first language interference, or the sociolinguistic/pragmatic transfer, mainly attributed to inappropriate choice of speech act types in a second language (Kasper 1992 among others). On the other hand, speech acts are not performed separately from each other, but often performed in a set of sequence (Van Dijk 1997). Focusing on the structure of interaction, this paper reveals that the problem of transfer can also be caused by the different patterns of speech act sequences between the languages.

The analysis is primarily quantitative, based on the data collected through discourse completion task (DCT) in which Japanese college students learning English as a foreign language are asked to provide a type of negotiation sequence including a potentially face-threatening directive speech act in two different social situations in English (L2). The result is compared with the normative patterns of speech act sequence organization in English and Japanese studied previously by the author, in order to examine whether and how the difference between the two languages are reflected in the use of English (L2) by the Japanese learners.

The findings include that, as observed in the normative behavior by the native speakers of both languages, the learners try to employ the use of multiple speech acts accompanying the intended directive act, and

tend to use more speech acts in the situation they are supposed to interact with a socially distant interlocutor than with an intimate. On the other hand, instances of transfer are found, as well as in the selection of speech act types, in the organization of those acts, where the normative behavior differs between L1 and L2; for example, unlike English speakers who tend to distribute the multiple speech acts among different turns in a sequence, the Japanese learners are inclined to arrange those acts within a single turn when using English (L2), in much the same way as the normative pattern in Japanese (L1).

Akiko Imamura Dabney

Positive coparticipant assessments, responses, and the distribution of knowledge on assessed attributes: The case of Japanese ordinary conversation (lecture)

In everyday conversation, participants may proffer positive assessments of coparticipants' attributes such as one's ability, conduct, thought, and attitude. These positive coparticipant assessments have been studied as a predominant way to perform compliments. Previous studies have argued compliments are performed with a limited variety of lexical and syntactic components. It is also documented that compliments may receive a variety of responses, such as downgrades, denials, qualifications, and agreements. Among these responses, the downgrades are pervasive as compliment responses due to two contradicting preferences, i.e. agreeing with others' assessments and avoiding self-praise (Pomerantz 1978). While it has been investigated what grammatical elements are often used in compliment utterances, and how compliment responses are organized in relation to prior compliments, one aspect underexamined to the present is participants' states of knowledge concerning the assessed attributes in positive coparticipant assessments. To further our understanding on the organization of positive coparticipant assessment sequences, this study explores relative differences in participants' knowledge states concerning the assessed attributes, i.e. the distribution of knowledge.

With respect to the distribution of knowledge, conversation analytic studies on epistemics have demonstrated how the distribution of knowledge is not simply the psychological notion, but it is socially managed in ongoing interaction through participants' practices. These studies' interests include how parties access what they know, who has more knowledge and who has authority regarding the assessed objects. In shaping the assessment sequences in general, the distribution of knowledge becomes consequential (Heritage and Raymond 2005; Raymond and Heritage 2006; Stivers et al. 2011). However, my data suggest that the assessers and assessed parties also display various types of knowledge regarding the assessed attributes even in the particular assessment sequences: positive coparticipant assessments evaluating one's ability, conduct, thought, and attitude. For example, an assesser may evaluate an assessed party's professional performance based solely on the assessed party's telling. In other cases, the positive assessment is based on the assesser's own experience. Building on the studies on epistemics in interaction, the present study investigates how positive coparticipant assessment turns and the responses are organized in relation to the distribution of knowledge among participants indicated in ongoing interaction.

I argue that participants' displayed distribution of knowledge is consequential for shaping positive coparticipant assessment sequences. Adopting the framework of conversation analysis, the present study focuses on approximately 40 cases collected from 25 hours of video-recordings of Japanese ordinary conversation. The examination demonstrates that the assessed parties often provide agreements or disagreements when assessers indicate their incompleteness of knowledge concerning the assessed attributes. For instance, when the assesser, who has not played baseball, evaluates the assessed party's ability to play while diminishing the assertiveness of the assessment, the assessed party disagrees with the assessment by downgrading the positive evaluation. On the other hand, when assessers display independent knowledge concerning the assessed attributes, the assessed parties tend to employ accounts for or qualification of why they do not deserve the assessments. The assessed parties do not explicitly produce agreements or disagreements in these cases.

Makoto Imura

That's not the way we speak!—A new perspective on global English— (lecture)

For most Japanese people, acquiring English is difficult not only due to the linguistic distance between English and Japanese, but perhaps more so due to the pragmatic differences between the two languages. Pragmatic rules are deeply embedded in culture and govern the linguistic behavior of a speaker. As Ide points out in her book "The Pragmatics of *Wakimae*" (2006), communicative competence in Japanese language involves a mastery of a number of implicit rules, particularly about keeping harmony with the interlocutors or the audience. This virtuous requirement, however, can be a tough constraint for most Japanese people when they try to express themselves in English because it makes them too self-conscious and less self-assertive. So long as English upholds the present pragmatic norms where assertiveness is

highly valued, it can never become a global language at least for the Japanese people. Perhaps Japanese people's attitudes toward speech, as well as their perception of self, may be intrinsically different from those of English native speakers, which may influence the way Japanese people express themselves or the way they are persuaded in speech. This study attempts to exemplify some of those pragmatic gaps between the two languages by comparing some movie scenes and portray the mechanisms working behind Japanese rhetoric that may not be explained within the traditional framework of pragmatics. Based on the observation, the author claims that in order for English to be a truly global language, it needs to accommodate wider pragmatic variations embedded in various cultures. The author will also address the needs for including contrastive rhetoric instruction in teaching English as a global language.

Matthew Ingram & Madeline Maxwell

Clashing preference systems in a conflict mediation session: The complexity of working towards progressivity (lecture)

The notion preference organization as discussed in terms of "ordinary" conversation typically takes for granted solidarity and progressivity as two prime movers of interaction (Atkinson & Heritage 1984; Heritage 1984). Often referred to as the "taken-for-granted" (Hopper 1981) or "seen but unnoticed" (Boyle 2000) principles of conversation, preference is typically relegated to preferred actions or interactional sequences that accomplish affiliative moves that are done without delay, hesitation, or other perturbations to the talk-at-hand; whereas, dispreferred actions are typically marked implicitly or explicitly by an interlocutor's orientation to (e.g., extended accounts, delays, and/or prefaces) and/or sanction of, the previous action (Bilmes 2014; Boyle 2000; Dersley & Wootton 2000; Heritage 1984; Levinson 1983). Under this framework, 'preference' has been applied quite varyingly to demonstrate the way progressivity and "pro-social" behavior is exhibited and managed in conversational exchanges and across a diverse range of sequence types (see Pomerantz & Heritage 2013; Schegloff 2007; Schegloff, Jefferson, & Sacks 1977). In this paper we present a response to Pomerantz and Heritage's (2013) call for work that provides a deeper analysis of more complex situations.

Our analysis consists of a former couple (Nick and Amy) who experienced a painful break up but work in the same place and now find everyday interaction "practically unworkable." We examine the three-hour exchange involving Nick and Amy and two third-party mediators that takes place after they have been pressured by a supervisor to go to mediation and resolve their difficulties. Over the course of the session, Amy and Nick repeatedly demonstrate through talk and orientation that turn preferences are neglected or openly resisted by the other. Nick and Amy not only demonstrate that they are operating under and orienting to different preference principles, but also, the principles they bring to the interaction clash and are irreconcilable. Furthermore, the mediation structure and mediators introduce new preference principles that further complicate Amy and Nick's interactions (García 1991).

Analyzing the way that preferred actions and sequences are "seen but unnoticed" and how these "taken-for-granted" preferences are noticed, resisted, and even sanctioned, our study responds to three future directions called for by Pomerantz and Heritage (2013): 1) it demonstrates a very and tense complex interactional environment, 2) it demonstrates ways in which multiple preferences principles cannot concurrently be satisfied, and 3) it explores incompatible constraints of different systems and attempts people make to accommodate them.

In our analysis we have identified five shifting, overlapping, and inconsistent preference systems that operate with different constraints throughout the session. For instance, Nick repeatedly attempts a joint telling about their history, but instead of satisfying the couple preference system that Nick is operating on, Amy rejects and sanctions it through embodied means. In contrast, all participants orient to mediation's preference systems and by the end of the session, Nick and Amy abandon the competing approaches they brought to mediation and agree on future behavior. Thus, Nick and Amy prioritize the institutional structure of conflict mediation over other preference systems as a mean of restoring progressivity (Stivers & Robinson 2008).

Hiroyuki Ishizuka

The role of structured knowledge in interpreters' discourse processing (poster)

This study explores the mental process during simultaneous interpreting as a form of utterance comprehension. The objective of this study is to offer an explicit description of the construction of mental representations, which is assumed to correspond with the message intended by the speaker in a discourse. It is normally impossible to directly observe a hearer's meaning construction during discourse processing. Methods to trace what is happening in a hearer's mind are severely limited, but data taken from simultaneous interpreting performances can reveal certain parts of the cognitive process during discourse processing (e.g. Funayama 2007; Ishizuka 2012). The data to be analysed in this study have been

compiled from transcriptions of the source and target texts of an actual simultaneous interpreting performance. This interpreting performance is delivered by Japanese interpreters from English into Japanese for a Japanese TV programme. As communication is not just coding and decoding of linguistic signs, a hearer uses contextual information to recover a message of utterances as intended by the speaker (Sperber and Wilson 1986/1995). This is the same for an interpreter. Thus, interpreting is not simple code switching between two languages. This is clearly understood through observation of recorded performance of simultaneous interpreting: various forms of linguistic differences can be found between the source and target texts even though the interpreter delivered a successful performance and conveyed the correct message in the target language as intended by the source speaker in the source language. Such differences include, but are not limited to, syntactic features or lexical items. In utterance comprehension, linguistic information is not the only source to construct the speaker's message: the hearer uses other forms of cognitive resources such as frame (Fillmore 1982/2006), schema (Langacker 1987) or cognitive models (Evans 2009). In other words, a mental representation constructed through discourse processing is said to be an amalgam of linguistic and non-linguistic information. This study focuses on the interplay between such information in interpreters' discourse processing and analyses the structure of cognitive resources and when and how this particular interpreter employs such resources in her discourse processing. The analysis in this study aims to provide a brief sketch of the relation between linguistic and conceptual systems.

Yuko Iwata

Storytelling as social and cultural practice: Self-disclosure in English and Japanese first-encounter conversations (lecture)

Personal narrative is ubiquitous. People tell stories in a store, along the road, at work, at play, at home or in other community settings. Ochs and Capps (2001) state that "when people are together, they are inclined to talk about events - those they have heard or read about, those they have experienced directly, and those they imagine." Conversational narratives are neither planned in advance nor told only by the tellers. Storytelling "cannot be postulated *a priori* but emerge as a joint venture and as the outcome of negotiation by interlocutors" (Georgakopoulou 2007).

This study investigates how people tell stories and disclose about themselves through storytelling in English and Japanese first-encounter conversations. Since storytelling is a joint venture of the interlocutors, the analysis focuses on speakers' and listeners' roles in the three components of storytelling sequences: preface sequence, telling sequence and response sequence (Sacks 1974; Schegloff 1992). Forty three-male conversations were collected in Japan, the United Kingdom, the United States and Australia (ten conversations in each country) and analyzed.

Results reveal that English and Japanese participants tell stories in their first-encounter conversations. However, their narratives are told in a different way and to a different degree. English speakers tend to tell stories *with* the other participants while Japanese counterparts tend to tell stories *to* the other participants. Listeners in English conversations are more involved in storytelling and as a consequence, stories are jointly told by a speaker and listeners. As a result, the English-speaking participants disclosed more deeply and openly about themselves through joint-storytelling than the Japanese counterparts.

When English speakers tell stories about personal experiences and give personal information in the telling sequence, listeners not only give backchannels but also ask questions and give comments. They ask information-seeking questions. These listener-involvement strategies promote the narrators to disclose more about themselves. Moreover, the speakers express opinions and provide personal experiences to support their opinions, while listeners sometimes express opposing opinions. In the response sequence, the listeners take speakers' roles and give second stories relating to the speakers' first stories (Schegloff 1992). Consequently, the speakers and the listeners co-narrate stories. The listeners are co-authors (Duranti 1986) of storytelling. English speakers narrate stories as sense-making devices and construct social identities through joint storytelling.

On the other hand, speakers in the Japanese conversations tend to tell stories on their own and listeners tend to listen to the stories. The speakers give personal information or experiences less deeply and openly than the English counterparts. They seldom express their personal opinions. While the Japanese speakers tell stories, the listeners frequently give backchannels and ask questions to show their interest or clarify the stories, but rarely to seek further information. The listeners hardly tell second stories themselves. By giving backchannels and clarification questions, the listeners encourage the speakers to tell stories. In this sense, the Japanese interlocutors co-narrate stories.

In conclusion, the participants in both English and Japanese conversations interact in socially appropriate ways in first-encounter situations and co-narrate stories, but in different ways.

Dámaso Izquierdo-Alegría & Patrick Dendale

Challenging the classical conceptual definitions of evidentiality. A case study of French and Spanish visiblement/visiblemente and some related markers (lecture)

In our presentation we will start with a lexical analysis of the adverb *visiblement* in French and *visiblemente* in Spanish and with the surprising observation (see also Haßler 2005 and Santos Río 2003: s.v. *visiblemente*) that, in most of their occurrences, they combine with predicates (adjectives and verbs) denoting others' inner states of affairs (emotions, feelings, sensations or other mental, physical or psychological realities): i.e. *Il est visiblement fâché* / *Está visiblemente enfadado* 'He is visibly angry'. Epistemologically, inner states are accessible in a *direct* way only to the person experiencing them and moreover they cannot be directly perceived through vision (one does not *see* his/her own anger, but experiences it). Therefore, *visiblement(e)* cannot code *direct visual evidentiality* (contrarily to what was said e.g. by Dendale 1991, and more recently by Cuartero Sánchez 2011 and Hirschová 2013).

However, simply saying then that *visiblement(e)* is an evidential marker of *inference* (cfr. Guimier 1986, for English *visibly*) would imply ignoring the basic, literal meaning of its morphological root, the adjective *visible*,etymologically related to latin *videre*,'to see', prototypically used as a marker of visual perception. The question is how to account for the meaning component "vision" in the analysis of *visiblement(e)* if the adverb does not code direct visual evidence. To answer this question, we will propose and discuss two hypotheses concerning the (evidential) semantics of the adverb, which we will call the "visible clues hypothesis" and the "visible inferential relation hypothesis".

Any of these (empirical) hypotheses, combined with other elements of our analysis of *visiblement(e)* and with the analysis of some related evidential markers, could have far-reaching theoretical consequences, one of them even for the conceptual definition of the notion of evidentiality, as we would like to show in our communication. It could force to revisit and refine the commonly accepted conceptual definitions of evidentiality formulated in terms of indication of the "(type of) evidence", "(type of) source of information" or "(type of) access to the information" (see Anderson 1986; Kronning 2003; Aikhenvald 2004; Boye & Harder 2009; Dendale & Van Bogaert 2012, amongst many others). If markers like *visiblement(e)* (and some others) are to be considered real inferential evidentials and if it is linguistically important to take into account the lexical composition of the adverb (and that of other evidential markers) in their semantic description as evidentials, it seems necessary, in order to adequately describe them, (1) to disambiguate and redefine the terms *evidence* and *source* in the conceptual definitions of *evidentiality*, and (2) to introduce a theoretical distinction, inspired by previous dichotomies (Botne 1997; Bednarek 2006; Squartini 2008; see also Izquierdo Alegría to appear), between at least three different epistemological notions relevant for evidentiality : *source*, *base* and *mode of access*.

All this would not only be helpful for the analysis of *visiblement(e)* and other evidential markers, but could also provide interesting new perspectives for a more fine-grained cross-linguistic classification of evidential expressions.

Thomas Jacobs

Adapting the revolution: The framing of violence in the R.A.F.'s manifestos (lecture)

The study of terrorism has long been a divided field, in which security experts focus on combatting terrorism, discourse analysts on the political rhetoric surrounding terrorism and social scientists on the violence itself. However, terrorism is often treated as one conceptual unit, one global phenomenon, to be investigated on a global scale (Hoffman 1998). This lack of differentiation means that little scholarly attention is devoted to the worldview of particular terrorist organizations. In this paper I seek to move away from this idea by focusing on the framing efforts by specific terrorist groups themselves, in this way restoring their historic singularity (Beck 2008). In particular, analyzing publications by the *Rote Armee Fraktion* (R.A.F.) from their genesis to their abolition, I investigate the R.A.F.'s understanding of the violence they practiced in the context of their own political ideas (Snow 2000). The 'violence' frame is treated as embedded in and interacting with other frames, which often refer back to a Marxist master frame (Benford 2000; Holland 2014).

The analysis of the R.A.F.'s documents that I present in this paper demonstrates that there is no monolithic, unified attitude to violence in the R.A.F.'s mindset, and thus, that there is no single, ultimate reason for the use of violence. The way in which the R.A.F. perceives their own actions and wants them to be perceived by the public is multilayered and far from stable. The discursive context in which the violence is situated is adapted to the ideological needs of the R.A.F.

First of all, the R.A.F. want their violence to serve multiple purposes: they variously frame violence in the context of gaining recognition in a worldwide struggle, connecting to other communist guerrilla movements, drawing the public's attention to such issues as incomplete denazification, inciting general uprising, overthrowing the system and avenging fallen comrades. Depending on the frame invoked, we

are bound to understand the R.A.F.'s violent acts differently. Over time, we also see the influence of public perception appear in the R.A.F.'s discourse: changing political and media framing and police action force the R.A.F. to adapt the framing of their own actions. In other words, while the various ways in which the R.A.F. frame their own actions trigger a plurality of meanings, they also turn out to be engaged in a continuous discursive struggle with newspapers, politicians and other stakeholders over the interpretation of their actions. This struggle, in turn, impacts on the R.A.F.'s rhetoric, which implies that the multiple meanings attached to violence are themselves subject to change.
Iconclude that, unlike a strictly political approach, a discourse-oriented analytical approach combined with a diachronic, historic perspective has the potential of illustrating the diverse and dynamic ways in which violence is integrated in the ideology of a group. Following Debord, I concur that in order to resist the mainstream depiction of their actions (*récupération*) the R.A.F. ought to constantly reinterpret (*détournement*) all of these different meanings (Debord 1990; Scribner 2007).

Hui Jiang

Stance and engagement metadiscourse in Chinese and English research article abstracts (poster)

Metadiscourse is defined as the linguistic resources"which explicitly organize the discourse, engage the audience and signal the writer's attitude"(Hyland 1998: 437). It is assumed that the writer's metadiscursive linguistic choice fulfill complex roles in discourse by serving as capturing writer positioning such as *I think, I believe, what I mean is that... , frankly speaking,* and by describing audience positioning such as *If we compare, We can see that...* . The former is called stance metadiscourse which refers to the writer's expression of attitudes, feelings or judgments about a proposition in the text; the latter is called engagement metadiscourse which serve to express solidarity between the writer and audience. In this study I aim to examine the expressions of stance and engagement metadiscourse in Chinese and English academic discourse in order to find 1) if writers from different languages express stance and engagement in different ways 2) the distribution patterns of the metadiscourse markers realizing stance and engagement in different moves of the abstract in two languages. The data in this study consist of 30 Chinese and English research article abstracts in linguistics.

Andrew Jocuns, Ingrid de Saint-Georges & Nawasri Chonmahatrakul

Discourses of tourism in Thailand: The nexus of religion, commodification, tourism, and "other-ness" (lecture)

In addition to comprising roughly 10% of its economy, tourism in Thailand also provides a unique opportunity to investigate issues of discourse analytically. This paper reports on an on-going study of the discourse(s) of tourism in Thailand, using a geosemiotics framework (Scollon and Scollon 2003) to study the linguistic landscapes that are present within Buddhist temples and other historical sites in Thailand (e.g. Wat Pho, Wat Arun, Ayuthaya, Samut Sakorn, the 9 temple tour). The focus of this study is to examine the variety of commodity signs that are directed to different audiences: Thai, farang (Caucasian), and Asian tourists from other countries. The discourses in place that makeup the tourist landscape of Thailand comprise a variety of complex semiotic aggregates: signs indexing a foreign other, signs regulating tourist behavior, and signs that request donations. This complex aggregate of commodity signs at Thai tourist sites constitutes a nexus of practice that indexes a variety of recontextualized social practices and discourses. In this study we focus more specifically on the makeup of the linguistic landscape within Buddhist temples where tourists (both Asian and Farang) are asked to make donations: how are requests scripted? In what languages are they made? Which audience is being indexed by language choice? How are donations materially suggested or funneled? A first analysis shows that requests are occasionally verbal, but more commonly are materially signaled (Scollon & Scollon 2003) throughout a temple, for example through donation boxes. Often such donation boxes are written in the Thai Pali Sanskrit, suggesting a purely Thai audience. Yet many other signs throughout Thai land's temples and historical sites are directed towards other audiences; some specific, where Japanese/Chinese/or Korean emerges, some vague, where signs written in English are placed. Through this analysis we also discuss another issue immanent in Thai tourism, how elements of everyday Thai Buddhist religious practice (attending temple, prayer, making merit) become commodified in the tourist gaze. Finally, methodologically, we problematize the relevance of a multilingual and multicultural research team in studying tourism discourse.

Ayami Joh

The organization of overlapping talk in care conference at group home: Interactive achievement of social situated activity (lecture)

This paper focuses on some kinds of overlapping talk in monthly care conference at group home for the elderly with dementia in Japan. Ethnomethodological approach, namely conversation analysis shows that the simultaneous overlapping talk which is *apparently* seen as schisming (Goodwin 1987; Egbert 1997) can practically organize a relevant activity in the situation.

Group homes are one of the community-based services for the elderly with dementia. Group homes have a merit to diminish the progress of symptoms of dementia from progressing by cozy environment in the small institution like home. Care staffs at group homes treat residents as family or friends and aim at taking care of each of residents. To realize the such care for residents care staffs hold care conference which is the opportunity to share understandings and plans of each resident by using not only daily records of data about vital signs and behaviors of each residents but also their detailed experiences in their group home.

Observing care conferences, we can find the structure: (1)the single reporting phase that a care staff reports symptoms and behaviors of one resident in recent time by reading out the daily record, (2)the varying reporting phase that other care staffs talk their experience about topicalized symptom or behavior of the reported resident, (3)the decision phase by a leader or a sub leader of the group home such as offering the plan for topicalized symptom or behavior, or displaying of reserving decision for the time being, and (4)the transition phase to the single report phases about the next resident.

Interestingly, care staffs often overlap their utterances like schisming in the varying reporting phase. This paper investigates why this overlapping talk occurs frequently during the particular phase. Overlapping talk seems to be problematic from the point of view of both basic conversational rule that one participant speaks at a time and sharing the information.

Investigating video recordings of care conferences by conversation analysis, this paper suggests we can distinguish this phenomenon and schisming. Egbert mentioned schisming is induced when during a conversation one person introduces a turn oriented to a subset of co-participants who break away from the ongoing conversation and establish a new conversation while the rest of the group continues the prior conversation (Egbert 1997: 2). The phenomenon this paper investigated has more than two conversational clusters but nobody establish a new conversation: all care staffs orient to one conversation in perspective. Care staffs not only share the information and understandings of each resident but also may show a "team" stance to the leader who can not stay the group home for a long time because of his diplomatic business. That is, care staffs can demonstrate to the leader their relationships is so good that they permit each other to create informal atmosphere into a formal activity through a particular way of overlapping talk. This phenomenon can also represent cozy atmosphere which serves group homes' purpose.

Lennie Jones

Semantic adaptations of "diversity" in higher education institutions (lecture)

Semantic adaptations of "Diversity" in Higher Education ABSTRACT This study is a pragmatic-based discourse analysis of how language expressing "diversity" has adapted cross-culturally amongst Higher Education Institutions (HEIs) in five countries: Germany, Finland, Poland, United States and South Africa. In a cross-linguistic analysis of institutional webpages discussing "diversity", the language expressing "diversity" is shown to represent the commodification of diversity in an international marketplace for higher education (see Sauntson & Morrish 2013). Data from the websites of 15 representative universities, three institutions from each of the five countries, are examined. In a thematic structure analysis (see Tao 2006) of the 15 websites, applying both Gricean pragmatics (analyzing quality and relevance) and techniques in Game Theory (examining the socioeconomic implications of language selection and usage), the variant cross-cultural and cross-linguistic adaptations of standardized language expressing "diversity" are revealed to serve as tactics employed by HEIs to competitively brand and position themselves in an international marketplace. Two factors, formal linguistic constraints (e.g., limitations in the lexicon, morphological and syntactic discrepancies) and the variation of sociolinguistic primers (i.e., social contexts which condition the manifestation of particular language and/or the use thereof) are found to shape the language expressing "diversity". The socioeconomic standardization of "diversity" is argued to be the underlying factor motivating the institutional choices of language expressing "diversity". As language expressing "diversity" is demonstrated to adapt cross-culturally in HEIs around the world, and toward a goal of meeting socioeconomic demands, the semantic value of "diversity" is shown to adapt as well. Ultimately, the various semantic adaptations of language expressing "diversity" are found to compromise the semantic authenticity of "diversity" as standardized expressions of "diversity" are reanalyzed and re-entextualized (see Gumperz 1982; Buchholtz & Park 2009) across

different languages and cultures. Both processes of re-analysis and re-entextualization are argued to be in play as the semantic value of "diversity" is transformed across cultures. A variety of cross-cultural and cross-linguistic indexical meanings are revealed as the language expressing "diversity" adapts to the sociolinguistic contexts in which it is premised while preserving the socioeconomic force necessary for the HEIs to position themselves in the international academic marketplace. Findings from this study can serve to make academic institutions stronger players in the global marketplace, improve diversity initiatives of universities with respect to both students and faculty and enhance methods of adapting in intercultural communication in social, professional and academic settings.

Stéphane Jullien

Shared syntax and prosody in adult-child and adult-adult interactions. A new perspective on French syntactic configuration types : Presentational [y a NP] constructions (lecture)

Interactional Linguistics (Ochs et al. 1996; Ono & Thompson 1996; Helasvuo 2004) views grammar and linguistic structures as shaped step-by-step throughout the turn exchange and the activities interactants are accomplishing. In the same manner, this approach considers syntactic constructions as a resource for the accomplishment of these activities through interaction. This approach insists on the shared and collaborative nature of syntax (Lerner 1991, 1996; Helasvuo 2004; Pekarek Doehler 2011). The purpose of this contribution is to study how speakers can co-construct new syntactic trajectories and expand achieved preceding trajectories.

We first chose to study a type of syntactic configurations, the French presentational [*y a* NP]constructions, composed of a [*y a* NP] clause (*il y a NP* 'there is NP') followed or not by other clauses. Then, we analyzed prosodic contours of a collection of [*y a* NP] clause to observe whether prosody is involved in the negotiation between speakers about the continuity or closing of these syntactic configurations.

The [*y a* NP] clause can be embedded in a broad range of configurations. One of these configurations, the presentational *ya*-cleft construction (il y a un cygne qu'a mordu les fesses à mon grand papa\ literally "there's a swan which bit my grandfather in the buttock\") is well documented (Lambrecht 1988, 2001). Most of these descriptions rely on syntax, semantics or information structure (Cappeau, Deulofeu 2001; Berrendonner 2003) but little has been said about them in interaction.

Our data is composed of 9 hours of adult-adult natural interactions and 5 hours of adult-child interaction - story-telling and game situation. Our adult-child corpus is composed of 5 hours of transcribed recordings of 7 Normal-Speaking children aged from 4;09 to 6;04 years old and 5 hours of story-telling produced by 13 children with SLI (Leonard 2000) aged from 6 to 11;01 years old. A collection of 200 excerpts was analyzed through PRAAT (Boersma, Weenink 2002) and Merten's prosograph (Mertens 2004).

A sequential analysis of these configurations illustrates how interactants, depending on the ongoing activities they accomplish, orient themselves toward the realization of a one [*y a* NP] clause construction, a list-construction, a presentational *ya*-cleft construction or a broader sequence. Thus, the end of the [*y a* NP] clause is a sequential location in which other interactants can collaboratively participate to the shaping of these configurations producing continuers, completions or expansions. The [*y a* NP] clause, with a specific prosodic marking, allows for the expansion of the speaker's turn at talk, projecting the final part of a compound TCU (cf. Lerner 1991, 1996) or it may initiate a closing sequence.

Our analyses focuses on interactions between adults and between adults and children, with or without SLI. The study of children's data underlines the collaborative nature of language production through the scaffolding (Bruner 1983) adults propose to children and brings a distinct look to these syntactic configurations. In the same time, this type of analysis enables the observation of how children with impaired language deploy their productions through interaction.

Kyohei Kajiura & Yuji Nishiyama

Causal and inferential relations in the utterance interpretation process (lecture)

There have been many discussions on the difference between sentential conjunctions and juxtapositions. In the case of forward cause-consequence relation as shown in (1), we can understand (1a) and (1b) in a similar way. In the case of backward relation as shown in (2), we naturally interpret (2a) as the second sentence offering a causal explanation for the first sentence. On the other hand, if we use *and*-conjunction as in (2b), that interpretation is no longer available.

(1) a. John slipped on a banana skin. He broke his leg.
b. John slipped on a banana skin and he broke his leg.

(2) a. John broke his leg. He slipped on a banana skin.
b. John broke his leg and he slipped on a banana skin

Carston (1993, 2002) and Blakemore (1987) offer a relevance theoretic analysis for these data. When we hear a juxtaposed utterance 'S1. S2', the newly presented information S1 readily prompts the question 'Why S1?' in our minds. Then S2 is naturally understood as answering this implicit *why* question. This type of relation is not possible in conjoined utterances, because an *and*-conjunction is treated as a single processing unit and questions and answers, by their nature, must be treated as separate units. Carston suggests that this explanation can be extended to the inferential relation in (3). In (3a), S2 plays a causal role in the speaker's having the belief that S1, i.e. S2 offers an answer to the question 'Why does the speaker believe that S1?' while this interpretation is not possible in (3b).

(3) a. Jim has a new girl friend. He goes to New York every weekend.

b. Jim has a new girl friend and he goes to New York every weekend.

We argue that this explanation is problematic in that it conflates the causal relations between state of affairs and the inferential relations between premises and conclusions. If the relevant interpretation of (3a) is accounted for by considering S2 as a cause and the higher level explicature of S1 as a causal consequence, it is predicted that if the order of utterances are reversed as in (4), we can interpret (4a) and (4b) in a similar way, because this time the relation becomes a forward causal relation. But this prediction is clearly not born out. We can interpret S2 as a conclusion following from S1 in (4a), but (4b) cannot be understood in this way.

(4) a. Jim goes to New York every weekend. He has a new girl friend.

b. Jim goes to New York every weekend and he has a new girl friend.

Although Carston (1993), Blakemore and Carston (2005) notice this problem, we argue that their treatment is inadequate and inferential relations cannot be reduced to higher level causal relations. We also argue that the distinction between predication and specification in copular sentences put forward in Nishiyama (2003) sheds some light on this issue and supports the position advocated here.

Zohar Kampf & Tamar Katriel

Political condemnations: Public speech acts and the construction of moral communities (lecture)

Combining rhetorical analysis and speech act theory, this paper analyzes the role of political condemnations - evaluative speech acts designed to publicize an actor's disapproval of an alleged transgression (Searle and Vanderveken, 1985) - in foregrounding moral discourse in both national and global arenas. Our analysis will take the example of condemnations concerning the maltreatment of Palestinians by the Israeli state as voiced by a variety of institutional actors both within and outside Israel (e.g., B'Tselem, BDS, UN, and EU). Examining their discourses of condemnation, we ask: How are condemnations linked to both culture-sensitive modes of speaking and institutional discourse? How do public manifestations of disapproval construct national and global moral scripts? And, how do condemnations serve to form moral coalitions and oppositions around transgressions of norms in times of conflict?:

The interest in the study of condemnations, whether realized through the use of performative markers or not, stems from their relation to the moral dimensions of political discourse and their role in constituting moral communities. Condemnations reveal political actors' particular perspectives on the unfairness of policies and actions, emphasize specific moral scripts, and prioritize them over all other alternatives (Chouliaraki 2000). The performance of condemnations invokes fundamental cultural values and defines the moral relationships between the condemning agent and the subject of disapproval. As public speech acts, they put pressure on condemned actors to justify their actions, and thus may instill norms of accountability, thwart future transgression, and contribute to the adoption of a specific moral trajectory. In sum, studying condemnations allows us to understand what are regarded as morally acceptable actions in a specific time and place and to map moral affiliations in the national and international arenas.

Empirically, we will focus on the discourse of organizations with an anti-occupation agenda, particularly on their mission statements, as well as address cases in which the disclosure of human rights violations has given rise to condemnation both domestically and in the global arena. In so doing, we will try to identify similarities and differences in the ways in which condemnations are realized, interpreted and evaluated by various institutional and non-institutional actors, trace the political processes these public speech acts trigger, and consider their implications for the construction of moral communities. We will also analyze the similarities and differences between the scripts of moral conduct that inform the use of condemnations. We hope our analysis will provide a framework for cross-cultural investigations of political condemnations, contributing to the study of the rhetoric of blame across times and places.

Anastasia Karlsson, David House & Jan-Olof Svantesson

Prosodic signaling of information and discourse structure from a typological perspective (lecture)

This study investigates the relationship between prosody and information/discourse structure in spontaneous spoken folk narratives in Kammu (a Mon-Khmer language having both tonal and non-tonal dialects). The speech material consists of five male speakers recording a folk tale Àay Cét Réey 'Mr Seven Rice-cookers'. The tales are told as monologues for a small audience, and the speakers show a high level of engagement and are very animated in some parts of the story. Prosodic typology divides languages into intonation, phrase and tone languages [1][2] . In intonation languages with both pitch accents and boundary tones, signaling of information structure (IS) is spread between the two and new information is often marked by the addition of a pitch accent on the focused word. Such IS signaling by intonation is suppressed in phrase-languages and may instead be achieved by enhancing an available boundary tone and/or by a syntactic movement. Prosody thus gets a role equivalent to syntax and morphology, constraining the way of expressing information structure. Kammu behaves as a typical phrase language despite the occurrence of lexical tones. Based on elicited speech we have previously shown that prosodic boundaries in Kammu have three functions: they mark prosodic phrases, focus and speaker engagement [3]. Phrase boundaries occur at the right edge of each prosodic phrase and are realized by a high (or high falling) pitch. New information is by default placed at the end of an utterance coinciding with the place of the boundary tone, and the pitch of the phrase boundary tone is raised. There is thus no additional tonal gesture for focal accent, but rather available boundaries are enhanced to mark infor:<mation structuring. Topic is always placed before Comment, and we find that syntactic movement is used to move a unit from its default position in order to place it in Topic position. Our results have several typological implications. We show how a phrase language with lexical tones marks information structure. Similar to what was proposed for other phrase languages, Kammu uses available tonal boundaries to mark two kinds of events, boundary between Topic and Comment and borders between larger Discourse Units. Topic always precedes Comment, and Kammu word order reflects this structure by using syntactic movement of units to the Topic when necessary. We also find prosodic evidence for the earlier proposed semantic schema for tales which presupposes structuring of folk tales into events that constitute episodes [4]. We find that prosodic boundaries in Kammu tales indicate a hierarchic structuring of events grouped into episodes.

Hiroko Kasuya, Kayoko Uemura & Chinatsu Yoshizawa

The development of a child's language use during mealtimes and while playing "kitchen": Language socialization through mother-child interactions (poster)

It has been recognized that the speech children produce is affected by the conversational context in which it occurs. Hoff (2010) found that 2-year-olds used a richer vocabulary and produced more topic-continuing contributions in book reading than in mealtime and toy play. Children are also socialized to use language in context in socially and culturally appropriate ways (Blum-Kulka 1997). Playing "kitchen" can be a form of playing where young children symbolically engage in the cultural and social activity of "eating". Family mealtimes can be powerful sites for actualizing or affecting such eating behavior. Toyama and Muto (1990) suggested that mothers of young children seemed to try to incorporate the physiological activity of 'eating' into a culturally determined script of 'dining'. The goal of this study was to explore how a child becomes socialized in the activity of "eating" by examining developmental changes of language use in the interactions between a mother and her daughter while playing "kitchen" and during meals.

Conversation between the mother and her child at home was recorded while they played together with a set of wooden kitchen utensils and foods at 8 time points from the child's age of 12 to 36 months. The mother was asked to videotape a typical mealtime within two weeks after the toy session. All utterances in 10 minutes of each session were coded into Function and Content categories. The findings show that the child engaged in the response function more than the other functions throughout times (Table 1), while the content of the child's talk changed from the Objects category to Eating(e.g., "Mom, would you like cheese?") and Cooking (e.g., "I need a ladle to mix") (Table 3). In the play context, the child would learn culturally appropriate ways to carry out procedures before eating a meal such as cutting food and setting tables. At mealtimes (Tables 2 and 4), the child concentrated on eating at the earlier times, while the child's utterances appeared longer (Table 5) and more conversational at the later times. The Chi square analysis reveals that there is a significant difference between two contexts ($\chi^2_{(4)}$=19.11, p<.01) when the child was 27 months. The child seemed to talk with her mother more actively using Question and Request at the mealtime compared with play times. The category of Manners (e.g., "I'm cleaning my plate") was used in the mealtimes nearly 4 times more than in the play sessions. As the child grew older,

she also became more competent when relating episodes to the mother (e.g., "Today we walked, read books, and did a lot."). This kind of conversation wouldn't occur during playing kitchen. A mealtime table may become an opportunity to share the highlights of the day with family members. In such a context, the child has to learn how to choose and introduce topics for talk, respond appropriately, or tell a story. These findings demonstrated that the kind of talk that routinely occurs in the two contexts for the eating/dining activity provides a wealth of information to children about language socialization.

Stavroula Katsiki

Les insultes en grec moderne (poster)

Cette communication, qui s'inscrit dans le champ de la pragmatique interactionnelle, part de l'hypothèse que les échanges communicatifs grecs, loin de constituer des moments paisibles et chaleureux d'équilibre conversationnel entre les interlocuteurs, semblent souvent caractérisés d'un aspect fortement dysfonctionnel et conflictuel, que cela concerne les conversations familières, les discours politiques et médiatiques, ou encore la communication médiatisée par ordinateur, lieu particulièrement favorable à tout type de comportements agressifs, voire haineux, facilités par l'anonymat.

Dans le paysage artistique grec, et notamment cinématographique, de ces dernières années, on observe également une place de plus en plus importante dans la représentation de la violence verbale et de rapports conversationnels polémiques, les spectateurs devenant à leur tour les destinataires indirects de l'agressivité communicative entre les personnages.

Plus précisément, sera abordée ici une des manifestations verbales les plus explicites du discours conflictuel, l'*insulte*, acte de langage qui vise à blesser l'allocutaire en le désignant au moyen d'un terme d'adresse péjoratif en langue ou employé comme tel en discours. À partir d'un corpus cinématographique composé de films grecs récents, différentes facettes de cette activité communicative seront examinées, à savoir : sa réalisation morphosyntaxique et lexicale, ainsi que son fonctionnement pragmatique et conversationnel au sein des interactions grecques, et notamment familiales.

L'étude de l'insulte révèle un phénomène pragmatique extrêmement complexe, plurifonctionnel, voire ambivalent, et culturellement révélateur. Peu étudié en grec moderne, cet acte de langage mérite davantage d'attention dans un contexte actuel assez tendu, qui favorise la prolifération des discours de haine : non seulement il interroge la norme de la politesse linguistique dans les interactions sociales — ainsi que l'universalité de celle-ci, comme le suggère sa comparaison interculturelle avec le français —, mais invite à repenser la performativité du langage, tant sur le plan affectif que politique.

Chie Kawashima

Analysis of discourse markers occurring in dialogues in beginner-level ELT textbooks (poster)

To develop leaners' pragmatic competence is one of the most important goals of foreign language education. Proper use of discourse markers in interpersonal interactions is closely related to pragmatic competence, which can be defined as the ability to use language effectively in interpersonal relationship (Kasper 1997). One of the causes of learners' divergence from pragmatic norms may be the effect of instruction or instructional materials, and a textbook is a primary source of input and practice especially for learners of English as a foreign language. Although discourse markers frequently occur in dialogues in ELT textbooks, most of them are not explicitly introduced or practiced. Therefore, learners may end up not knowing how to use them in authentic interactions in their target language. This study looks at discourse markers presented in beginner-level ELT textbooks. The data analysed are types of discourse markers occurring in each dialogue and the functions of those based on Brinton's (1996) classification system including textual functions (e.g. opening frame marker, closing frame marker, turntakers, etc.) and interpersonal functions (e.g. back-channel signals, cooperation/agreement marker, response/reaction marker, etc.). The relevant linguistic information for discourse markers, if provided, is also analysed. The analysis reveals the range of discourse markers and functions in all the selected textbooks as well as how un/evenly they are distributed across textbooks. At the same time, whether these discourse markers are presented with the use of meta-language and guided practices is examined. In the end, characteristics of presenting discourse markers in ELT textbooks and common weakness are discussed. In addition, some practical suggestions are made as to how teachers supplement these materials and compensate for their insufficiencies.

Michie Kawashima

Conversation analysis on triage conversation during an emergency drill in Japan (lecture)

This study focuses on triage conversation between doctors and patients during an emergency drill. Encouraged by recent incidence of mega-earthquake in Tohoku, people became keen about preparation for disaster in Japan. 。。 One of the preparation efforts include increased number of emergency drills which medical professionals and lay people in a community gather to receive a training for medical emergency. During an emergency drill, it is crucial to have smooth communication in order to accurately estimate severity of patients' conditions. However, in areas of medicine, there is not much interests paid toward how the conversation itself should be done at the triage.
In studies of conversation analysis, emergency talks including 911 calls and other emergency telephone services are one of primary topics (Zimmerman 1992). The method has revealed how these calls are organized and what kinds of conversational resources are used to collect information and decide a further treatment or assistance plan. Within such previous literature, this study attempts to clarify the triage conversation at the emergency drill.
We have collected recordings of conversations between medical doctors and patients during the emergency drill in 2013. Mock emergency drill presupposed a situation that a mega-earthquake hits a metropolitan city. This emergency drill especially focused on the medical triage process. Three doctors and 15 mock patients participated. We have about 15 sets of triage conversations for analysis.
Our analysis reveals two main ways through which the doctors effectively conduct the triage in the emergency drill. First, the doctors use a specific order of questions to process patients' problems quickly. For example, the doctor often start asking a specific Yes/no questions like "Can you breath?" instead of asking open-ended question such as "What is your problem?". This order allows the doctor to confirm necessary information for triage before getting into the patient's particular problem. That is because there is a sequential projection after the open-ended question which follow-up questions should be done about the patient's particular problem.
Second, the question design is also a key aspect for an effective triage. After the first triage, the doctors are often encouraged to walk around to find a sudden change of a patient's situation. This process is called re-triage or second triage. At this stage, the doctor often use optimized question design such as "You are okay, right?" or "No sudden change?". This question presupposes no-problem situation and gives doctors chances to deal with as many patients as possible.
The details of utterance and its organization have influence on how effective triage conversation is done. Such minute conversational aspects of emergency drill actually decide accuracy and effectiveness of the entire triage process.

Roland Kehrein

Pragmatic base units as correlates of prosodic units – how to gain empirical evidence

(lecture)

One of the problems in prosody research still unresolved is identifying the segmental correlates of prosodic units covering more than one syllable. The largest of these are generally named tone-groups or intonation-groups. Although many researchers have worked with such units in the past, exact criteria for their definition are still missing. Hence, Cruttenden's summarising and in a way disenchanted statement may be called valid even nowadays: "The assignment of intonation-group boundaries is [...] something of a circular business" (Cruttenden 1997, 29). With this statement Cruttenden points out that internal (i.e., syntactic, semantic or pragmatic) criteria and external criteria (i.e., phonetic cues) are often specified interdependently. In addition, Cruttenden states that many authors do not explicitly explain their strategies for delimiting intonation-groups.
In my talk I will present a model for the description of German prosody based on the analysis of the . "Lego corpus" described in Kehrein 2002a and 2002b. In this model prosodic units are identified in such a way that the above mentioned problem of circular argumentation is avoided. In the first step of the analysis the basic units of communication are being identified disregarding prosodic information entirely. These chunks of speech turned out to be pragmatic base units which, in a given linguistic and situational context, (a) form potentially independent communicative acts and (b) are semantically complete. Structurally, these chunks do not necessarily need to be complete however. Although firstly ignored, in the second step of the analysis the prosody of these pragmatic base units was taken into consideration. Among other results this analysis led to the finding of two global prosodic units: a globally falling and a globally rising intonation contour of which the most important functions are the integration of pragmatic base units and their simultaneous delimitation from adjacent ones. This means that prosody at this level of description functions as a syntactic means for spoken communication turning pragmatic into syntactic base units. Thus, speakers are enabled to act with - at least on the syntactic surface level - structurally incomplete utterances.
In separate study the previous analysis results were checked by conducting segmentation experiments using different groups of native speakers of German. All participants in these experiments were asked to

structure continuous speech into meaningful (parts of) utterances. One group had to rely on just the lexical and syntactic information from the transcript, whereas the other group could rely on auditive information from the sound sample as well. Comparing the results a high degree of agreement was found, not only between the two groups but also between the groups and the results from the analysis method proposed earlier. An explanation was found for the (few) differences that did occur.

Kobin Kendrick & Judith Holler

Response queueing in multiperson interaction (lecture)

The organization of turn-taking both constrains and enables participation in interaction. Although participation by other than current speaker can occur within a turn (see, e.g., Iwasaki 2009), the possible completion of a turn is a special site for participation as it constitutes an opportunity for a transition between speakers. A current turn can be constructed through multimodal practices to constrain the opportunity to participate in next turn to a single participant, using resources of language (e.g., address terms, pronouns) and the body (e.g., gaze-direction, gestures). But so too can a current turn be constructed to enable participation by multiple participants in next turn(s). Building on previous research (Sacks et al. 1974; Lerner 1993; Lerner 2003; Mondada 2007), we present an analysis of a method of turn allocation in which current speaker uses gaze alternation to address a question to multiple participants and thereby establish the relevance of multiple responses. The investigation draws on a novel corpus of interactions involving three ratified participants (Goffman 1979), each wearing eye-tracking glasses providing direct measures of eye-movements on the visual scene observed by each participant. The interactions were also recorded by three high-definition video cameras and three individual microphones, allowing for detailed analysis of both verbal and bodily behavior. 281 question-response sequences were identified across seven interactions between English-speaking friends. The core collection consists of the 30 sequences in which first speakers directed their gaze to multiple participants, as well as parallel data from more naturalistic settings. The results show that gaze alternation during questions selects multiple next speakers: at the completion of the first response, a second response is conditionally relevant, thus establishing a response queue, as it were. Evidence for this comes from redirections of gaze to next next-speakers after first responses and from verbal pursuits in the absence of second responses.

Alexandra Kent & Carly Guest

"Is that your main concern?": Practices for managing misaligned priorities during calls to a child protection helpline (lecture)

This paper will outline recurrent practices used during calls to the UK's National Society for the Prevention of Cruelty to Children (NSPCC) for recognising and resolving caller/call-taker misalignment regarding their priorities and goals for the interaction. This project uses conversation analysis to analyse recordings of actual calls made to the NSPCC. The callers raised concerns about a range of issues including violence in the home, drug use, self-harm and neglect.

The NSPCC has an institutionally mandated concern with child protection issues. The whole helpline operation is organised around identifying, assessing and responding to potential risks to a child. This concern is made explicit right from the start of any interaction with a member of the public. For example, when a member of public calls the helpline the call is answered with "Hello caller, you're through to the NSPCC Helpline, are you calling because you're worried about a child?" If the caller says that they are concerned for a child the call will then be transferred through to a practitioner who can provide "help, advice and support" regarding their concerns.

The priority of the NSPCC call-taker is always to identify whether a child is at risk and to decide what the resulting appropriate action on behalf of the NSPCC should be. In calls where the caller is seeking support and advice, the institutional commitment to safeguarding children is prioritised over these other functions. Members of the public often call the helpline with a particular desired outcome in mind. Their reasons for calling are not always straightforwardly aligned with protecting a child from harm. For example:

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1 CALLER:     I just want to know how we can go about
2             >puttin" "im< ca:re, That"s what we want
3             to know because (.) [>other<]wi:se=
4 NSPCC:                          [ °okay° ]
5 CALLER:     =we are going t"leave him.
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Where caller's requests and reasons for the call are misaligned with the institutional priorities of the NSPCC both parties have to collectively recognise and resolve the misalignment during the call. The analysis reported in this paper is based on a subset of calls in which it becomes apparent that the caller and the NSPCC call taker are working towards different objectives within the call. The paper outlines recurrent practices used by participants to a) recognise and draw attention to misaligned priorities during

the interaction, and b) reach a shared understanding about what the reason (and outcome) of the interaction should be.

Katherine Kerschen

Accepting ELF pragmatics in the EFL classroom: A longitudinal study on translating beliefs into teaching practice (poster)

Among ELF researchers, ELF has come to be regarded as a "phenomenon *sui generis*" (House 2009, 141) and not as a 'deficient' variety of English. ELF shows distinctive features on phonological, lexicogrammatical and pragmatic levels (ibid.). In this context it makes little sense to hold up native speakers of English as the only models for learners, and so it is the belief of this researcher that a pluricentric approach to English teaching is needed, including in the area of pragmatics, as this is a crucial component of communicative ability (cf. Bachman 1990).

However, no changes in pedagogy can come about if the beliefs and practices of English teachers exclude or reject ELF. The current study focuses on German teachers of English both pre- and in-service. The research question guiding the project is: if EFL teachers believe that their future pupils will communicate frequently in ELF contexts, that they should prepare them for this, and that native speakers are not the only models of good English use, do these teachers actually accept 'non-native' pragmatic features of ELF discourse? And do they model this acceptance (or non-acceptance) to their pupils? Accordingly, the research project adopts a longitudinal, mixed-methods approach, which can be broken down into three stages. Stage I, which has already been completed, collected quantitative data via a survey regarding the pre-service teachers' beliefs about the appropriateness of the native-speaker model for ELT and the awareness of the potential effect of ELF on language teaching. Stage II will focus more narrowly on pragmatics and make use of modified Discourse Elicitation Tests (DETs) to measure how pre-service teachers judge the appropriateness of actual examples of discourse featuring pragmatic features that are characteristic of ELF discourse. In stage III the focus will shift from beliefs to practice; in this stage the researcher will observe several study participants who are now in-service teachers. Using observation schedules and qualitative interviews, data will be collected on the instances in which the teachers correct pragmatic aspects of their students' utterances and their rationales for their corrections.

The poster presentation will focus on the first two stages of the research project. The results from stage I will be presented in detail as well as the items developed for the DETs in stage II and preliminary results from pilot testing of these items. Briefly, the results of the stage I survey showed overall agreement with the items stating that ELF needs to be incorporated in the classroom, an encouraging result compared to the ambivalent attitudes found in previous research (cf. Jenkins 2007). For stage II discourse examples will need to be created. ELF is not a monolithic variety, and indeed one of its defining characteristics is its 'inherent variability' (Jenkins et al. 2011); nevertheless, some relatively consistent features have been pinpointed, such as speech act modifiers and signals of misunderstanding, that differ from the pragmatics of native-speaker discourse. Receiving feedback on these items before progressing to final data collection would be a major goal of the poster presentation.

Sangki Kim

Unframing a second-language formula and epistemic status in service encounters (lecture)

Formulas (Coulmas 1981; Bardovi-Harlig 2012) have received considerable attention in pragmatics and second language acquisition (SLA) because of how they appear to facilitate the development of second language (L2) (Bardovi-Harlig 2006; Ellis 2002; Eskildsen & Cadierno 2007; Wray 2002). The importance of formulas is emphasized in Ellis's developmental path: from formulas, through low-scope patterns, to constructions. In this model, unframing a formula—that is, analyzing a formula into its component parts—is considered the catalyst for L2 development and occurs in the process of "frequency-biased abstraction of regularities within constructions" (Ellis 2002, p. 144; Eskildsen 2009). This model, however, seems to consider mainly memorized formulas. Fused formulas, which often appear to be idiosyncratic and have been treated as an indicator of lack of grammatical development (Peters 1983; Schmidt 1983; Schmidt & Frota 1986; Wray 2002), have not been investigated in relation to L2 development. In addition, the model only acknowledges the frequency-oriented process in L2 learning, although the productive use of formulas is driven by the pursuit of situated interactional goals (Eskildsen 2012; Hauser 2013).

To address these research gaps, this study examines the participant's recurrent use of an idiosyncratically fused formula and traces how it changes over time. I use a multi-modal conversation-analytic approach to examine turn construction practices focusing on the use of the formula (Goodwin 2007; Sacks, Schegloff, & Jefferson 1974; Schegloff 1996). The data are based on 85.5 hours of video-recorded service-

encounters at a Honolulu convenience store over a 30-month period. The focal participant is the store owner, who emigrated from South Korea a year prior to the start of the data collection. For this study, I selected particular insertion sequences in which the owner implements an in-store rule about customers' credit card use during the payment phase in service encounters. The findings demonstrate that the unframing of the formula systematically occurs as the participant constructs expeditious payment sequences in service encounters in orientation to the customers" epistemic status of the in-store payment rule (Heritage 2012). The findings help to explain how epistemics contributes to the unframing of a formula. This in turn leads to further understanding of the usage-based L2 developmental process besides the frequency-based account.

Kyu-hyun Kim & Kyung-Hee Suh

Formulating practices in Korean TV talk shows: The host's category work as morally-ordered action (lecture)

From a conversation-analytic perspective, this paper analyzes host-guest interactions in Korean celebrity talk shows with special reference to the host's formulating practices, which is organized through the sequence of question-answer-formulation-decision (i.e., confirmation or disconfirmation) (Heritage & Watson 1979). The importance of formulating practices, as oriented to by the participants, lies in selecting a particular characterization of the guest's personal/moral character embodied in different versions of reality negotiated through the sequence that they generate (cf. Pollner 1974). Contingent upon the guest's confirmation, the host's formulations lead the sequence forward to bring an episode to the point of "collective stance-sharing" (Thornborrow 2007) and doing "laughing together" (Glenn 2003). This in turn warrants a smooth transition to the next stage of the talk, or closure with cathartic effects. The host's formulating practices involve the shifting of the relationship categories proposed by the guest (cf. Pomerantz & Mandelbaum 2005; Sacks 1992), invoking a range of "culturally-loaded" category-sets such as individual/family, child/parent, elite/non-elite, or unrefined/refined. The guest's individually-oriented self-characterization (e.g. "a penny-pinching business woman"), for instance, may be formulated and reframed by the host from a familial or parental perspective (e.g. "a top-choice prospective daughter-in-law"). With the guest's report of first-hand experience being selectively formulated on the shifted category-based terms as such, the host engages in 'doing being a TV talk show host' (cf. Sacks 1984), guiding the overhearing audience on the same terms.

The category work delicately engaged in by the host (vis-à-vis their guest) through formulating practices is analyzed in terms of the "safe/unsafe" work. This is revealed by the host who orients to whether/how the guest's response to their question is "safe" (cf. Sacks 1992); the host constantly orients to "saving" the guest by passing over their "unsafe" response, framing it simply as a momentary lapse or light-heartedly committed faux pas for which the guest may be taunted humorously. The host's formulations work to contain any "deviant" aspects of the guest's description within the boundaries of a "socially appropriate" moral order, predominantly taking the form of casually-produced empathetic responses (cf. Heritage 2011) or of wisecracks of corrective imports. It is variably organized to invoke a 'cover' category (e.g. "top-choice prospective daughter-in-law") geared to managing an "unsafe" feature (e.g. "being a penny-pinching business woman") being attributed to the guest (Sacks 1992). The host's category-based role is thereby analyzed in terms of their orientation to the category-set "formulator/formulatee" as an omni-relevant device (Fitzgerald, Housley, & Butler 2009; Sacks 1992), which is mapped onto the category set "host/guest". Identifying the moral boundaries being oriented by the participants furnishes us with an insight into how social norms, layered on the category-based norms, are organized through a talk show as a morally-ordered event (Fitzgerald, p.c.; Reynolds 2013). A comparison is made with the TV news talk show, where the host's formulating practices are often implemented in the service of tacitly supporting or commiserating with the "public" opinion (vis-à-vis that of the guest) under the veneer (or "cover") of maintaining "neutrality" (cf. Heritage & Clayman 2010).

Ditte Kimps

The use of tag questions to negotiate common ground in spontaneous British English dialogue (lecture)

It is generally recognized that interrogative tags signal illocutionary force or speech function, but McGregor (1997: 244) has rightly pointed out that they also "modif[y] the way in which the anchor relates to presuppositions, expectations and attitudes of speaker and hearer". Similar ideas are found in the contrastive literature where English tags have been analysed as functional equivalents of modal particles (e.g. Fischer 2000, 2007), relating "to different aspects of utterance meaning like […] presuppositions, speakers's expectations, matters of politeness" (König & Gast 2012: 307). Rather than listing a set of modal particle equivalents, I will develop a theoretical-descriptive framework to account

for this semantic-pragmatic dimension of tag questions (TQs), which I will show at work in a qualitative and quantitative analysis of the intonationally transcribed TQs in COLT and LLC.

The general *theoretical* angle is a stance taking approach, where speakers align or disalign with each other's inferences, stances and presuppositions. The first issue to consider is whether or not the Speaker assumes shared beliefs or knowledge with the Hearer. I will argue that TQs may signal either a *breach* in the common ground or may *establish* common ground. These general functions contextualize in different rhetorical strategies and affective effects.

The Speaker may signal a breach in the common ground with the intention either (i) to *exacerbate* the differences or (ii) to *mend* the breach. If the differences are exacerbated, the TQ uses may contextualize in challenging (1) or even aggressive overtones (2). Different uses also hinge on the origin of the breach. If the breach is on the *Speaker*'s end, s/he may signal counter-expectation (3) or uncertainty, wanting the Hearer to help out. The breach may also be on the end of the *Hearer*, who is acknowledged not to share the same stance or inference. With the TQ the Speaker puts forth the proposition as being the case, but the stance is open for discussion (4). At this end we also find TQs which are hedging, i.e. pretending there is a breach on the Speaker's end for face-saving reasons (5).

(1) *^if it had "been the* "!s\un# I ^mean the !sailors "wouldn`t have :g\ot it :{^w\ould they#}# (LLC)
(2) what do you th\ink it is#, it"s a bl\oody microphone# \isn"t it#. (COLT)
(3) oh ^that`s _how you "set it to _z\ero /is it# (LLC)
(4) but you ^see !that`ll be "capital gains "\and "death "duties#"^w\on`t it# (LLC)
(5) ^or . [@:m] - ((it`d ^mean one would have to ext=end#)) and ^say it`s very worthwh\ile#((^w/ouldn`t it#)) (LLC)

The Speaker checks or establishes common ground in such uses as assessments (6), approximations (7) and jokes (8). The speaker assumes shared stance, and the use of the TQ (if not contradicted) will strengthen the common ground.

(6) very impr\essive# \isn"t it# (COLT)
(7) A: but ^Edrich of course had a *^he ((added)) :one or :tw\o b/alls#^d\idn`t he#*
B: ^oh y\es# ^Edrich d\id# (LLC)
(8) A: it was "^J\/ohnny that "stole her [@m] m\oney# ^while we were a!{w\ay} in !Fr\ance *I th/ink# ((^w\asn`t it#))*
B: *^[/m]#;-*; - (. giggles) ^ch\arming# ^\isn`t ((it))# (LLC)

Sources:
COLT: Bergen Corpus of London Teenage Language (From the ICAME CD-ROM)
LLC: London Lund Corpus (From the ICAME CD-ROM)

Julia Kolkmann, Tine Breban & John Payne

Is the Ghana problem Ghana's problem?: Differing interpretations of two English NP constructions (lecture)

Our study is concerned with pairs such as *Ghana's problem* and *the Ghana problem* . In both examples, a proper name, *Ghana*, determines the reference of the noun phrase (NP). The salient relation between the proper name and the referent is not explicitly coded, but has to be inferred. Possible interpretations of both, however, are clearly different. For example, *the Ghana problem* could refer to a financial problem the Belgian government has when it doesn't have the funds promised to Ghana as developmental aid. This is not a possible interpretation for *Ghana's problem*, where interpretations seem restricted to problems incurred by Ghana, and not by other countries. There is a long-standing tradition of research into the inferential relations expressed by determining s-genitives (e.g. Shumaker 1975; Payne and Huddleston 2002; Vikner & Jensen 2002; Stefanowitsch 2003; Storto 2005; Payne et al. 2013), but so far there is no definite account. On the contrary, if we believe Recanati (2004: 63), "[t]here is no other way to determine contextually a value for the genitive, than by appeal to a speaker's meaning". The relations conveyed by the identifying proper name construction have received no attention beyond Rosenbach's (2007, 2010) observation that they are wider than those expressed by determining genitives.

The aim of this study is to use experimental data to examine how the two constructions contribute differently to the inferential process. This will not only further our understanding of the proper name construction but also allow us to pinpoint some of the limitations on the relations determining s-genitives can express, and hopefully in that way contribute to the understanding the interpretational import of the s-genitive construction.

The data for the study will be collected in the form of an online questionnaire. Participants are presented with a series of contexts, e.g. the Belgian government's possible withdrawal of promised funding to Ghana, and asked whether they would refer to this problem as *the Ghana problem*, *Ghana's problem* or both. In this way, we will collect data for 30 contexts. Participant responses will give us an accurate idea of contexts in which either or both constructions can be used and will serve as the basis for us to isolate the specific contributions of the two constructions to the inferential process. For the present purpose, our study is restricted to NPs that, in theory, allow construal with a proper name modifier or with a genitive. This set-up rules out proper name modifiers that occur in indefinite NPs, e.g. *a Mozart sonata*, as well as proper name modifiers that have a classifying function, e.g. *the Yorkshire terrier*, or a descriptive function, e.g. *a Mona Lisa smile*, where the referent is ascribed salient features of the smile of the Mona

Lisa such as the feature enigmatic (Breban 2013; Koptjevskaja-Tamm 2013). We will control the data for other factors cited in the literature that could trigger or impede genitive construal, such as length and complexity of the modifiers, proper names with a final sibilant.

Tetsuta Komatsubara

Active zones in action: A metonymic basis of contextual ambiguity (poster)

A word in a sentence often just gives us a rough sketch of the precise meaning in the context. Langacker (1984, 1993) shows how often there is a discrepancy between the literal meaning and the contextual meaning of a nominal expression.

(1) a. *The spacecraft is now approaching Venus.*
b. *The dog bit the cat.* (Langacker 1993: 31)

In (1b), we usually suppose the dog bit some part of the cat's body while *the cat* literally designates the cat's whole body. The same thing can be said about the dog because we understand the dog bit the cat with his teeth. By contrast, we interpret the subject and object as undifferentiated wholes in (1a). The literally designated entities are called **profiles**, and the most relevant parts in the context are called **active zones** (az; Langacker 1984). Though Langacker himself basically confines this notion of active zones to nominal expressions (e.g. *the cat*), this paper shows that there is a verbal counterpart of nominal active zones like (2b), and suggests that there is a parallelism between nominal and verbal active zones.

(2) a. *Birds built a nest in our window.*
b. *Henry II built the spacious new royal apartments in the 12th century.*

In (2a), the verb *built* means making some physical effort to make a nest. By contrast, we can understand the same verb in (2b) as ordering his carpenters to build the apartments, as Henry II himself did not make a physical effort. The verb *built* literally designates a transitive event related to the subject and object. In the context of (2b), however, it means just a causation of building (i.e. the order of Henry II). Therefore, in (2b) the verb *built* does not designate the whole event but the causative relationship between Henry II and his carpenters, which should be called the active zone in the action.

Verbal active zone phenomena like (2b) parallels nominal ones like (1b) with respect to their cognitive motivations. First, in (1b), the part-whole (i.e. **metonymic**) relationship of physical entities (e.g. $[[\text{TEETH}]_{\text{BODY-PART}}$ ---$\text{BODY}]_{\text{WHOLE-BODY}}$) is the central motivation, while in (2b), the part-whole relationship of events (e.g. $[[\text{CAUSER} > \text{AGENT}]_{\text{PARTIAL-EVENT}} > \text{PATIENT}]_{\text{WHOLE-EVENT}}$) motivates our understanding of the active zone. In addition, the two kinds of active zones are alike in that they presuppose our encyclopedic knowledge. In (1b) the profile and the active zone relate to the knowledge on the body structure of animals, and in (2b), they relate to the knowledge on the scenario structure of building events.

This paper shows that there are two types of active zone phenomena, and they have parallel mechanisms at the different linguistic and cognitive levels. All linguistic expressions are context-dependent to some degree. Therefore, linguistic structures are not separable from the context of usage. A word cannot have a precise meaning without a context, and the description of this paper illustrated this general principle.

Mayu Konakahara

The dynamic process of face negotiation in third-party complaint sequences: An analysis English as a lingua franca conversation among friends (lecture)

This paper investigates third-party complaints, which are complaints made about something or someone else who is absent at the time of complaining (Laforest 2009), in English as a lingua franca (ELF) interactions. The data consist of ten sets of casual conversation among international students studying at British universities, where English is extensively used as a lingua franca. The data were analyzed by using a technique of single case analysis of conversation analysis (Hutchby & Wooffitt 2008) and politeness theory (Brown & Levinson 1987; see also Locher & Watts 2005).

Complaining is a pervasive and important form of social communication (Alicke et al. 1992). Third-party complaining, which involves three individuals, namely a complainer, a complaint recipient, and a complainee , serves several social functions. It provides the complainers with opportunities for “an emotional release from frustration”, thereby mollifying the negative affective stance towards the targets (ibid.). It also strengthens solidarity between complainers and recipients because it highlights common interests and values between them (Günthner 1997). Yet complaining is inherently face-threatening because it threatens thepositive face of the three individuals involved in the act (Brown & Levinson 1987). Therefore, the process of face negotiation during third-party complaining is inevitably complex and thus usually develops into a longer sequence in a step-wise manner (Traverso 2009). Despite the important social functions of complaining, little is known about this aspect in ELF interactions. This

paper, therefore, investigates it by scrutinizing how face is negotiated during third-party complaint sequences in ELF casual conversation among friends.
Although the dynamic development of third-party complaints makes it somewhat complex to draw a clear line between developmental phases, two types of sequence were identified. One is a *disattended complaint sequence*, and the other, a *negotiated complaint sequence*. Due to time constraints, this paper will focus on the latter type. Through the detailed analysis of the sequence, I will present and discuss how the complainer and the recipients tactically utilize a range of conversational devices and strategies to claim common ground and mitigate the degree of the FTA of responding to the complaint in ELF casual conversation.

Soichi Kozai

Image schema and pragmatic filter: A note on language production and understanding (lecture)

In this study, I will introduce a cognitive model that can account for how a specific sentence construction is produced. I will, further, apply this cognitive model to illustrate how (mis)communication takes place between interlocutors. The main theoretical framework used is Mental Space theory (Fauconnier 1985, 1997) and its extended notion of conceptual blending (Fauconnier and Turner 2002, 2003).
As Fillmore (1977) states that meanings are relative to scenes, language works only with a context in which it is used. Consider example sentences below, which all describe the same event. (All the English sentences are literal translations of the original Japanese counterparts.)
[After a wife has left for good, her husband makes a short comment on it (in Japanese).]
a. My wife has gone.
b. I was gone by my wife.
c. My wife gave me her having gone.
All of these sentences depict one single act of the wife's leaving. However, what is communicated, other than the propositional content, varies in each sentence. Although the first sentence does not imply anything special but the proposition, the second indicates the adversity, which negatively affects the husband, in an indirect passive construction, while the third implies the gratitude, which is granted to the husband, with the use of an auxiliary giving verb.
These sentences have varying connotations with the same event. To account for the differences, I will propose a new cognitive model, largely inspired by the conceptual blending of Mental Space theory, however, equipped with spaces incorporating cognitive notions outside the theory. One such a notion is image schema (Johnson 1987; Lakoff 1987), and another is pragmatic filter, where pragmatic orientations of a cognizer are encapsulated.
The default sentence to describe a person's leaving a place should be simple intransitive. Conceptually, with an image schema, the traveler is moving out of a source to an unspelled goal in (a). When this image is realized linguistically, the actor is viewed as trajector (Langacker 1987, 1991) and assigned a grammatical subject to produce the simple intransitive sentence as in (a).
However, what has happened in the other examples is that a special signal from the pragmatic filter space is communicated to the image schema space. It is a negative value of a conceptual category, [benefaction], in (b) and a positive value in (c). They cancel the default image schema and alter it to another schema of Source-to-Goal with some kind of transferred 'power'. Such a 'power' is an adversative effect from the wife to the husband in (b), while granting a relieving moment in (c). By blending the spaces of the image schema and the pragmatic filter, Source-to-Goal with [-benefaction] produces the indirect passive and Source-to-Goal with [+benefaction] creates the auxiliary use of a giving verb.
I will further show, extending this cognitive model, that a conversation partner also has a similar mechanism, and they all together build up collaborative spaces in which (mis)communication takes place.

Svenja Kranich & Sarina Schramm

Changes in communicative style in recent German: More interactional, less direct (lecture)

Contrastive work on English and German communicative styles has highlighted that German discourse tends towards more direct, content-oriented and transactional styles whereas English (both British and American English) discourse has a tendency to favor indirect, addressee-oriented and interactional strategies (cf. e.g. House 1996, 2006, 2010).
Various contrasts in language use supporting the robustness of these tendencies were pointed out, both for written and for spoken discourse, such as the German preference for direct strategies when performing

requests, e.g. commonly using the imperative, which is disfavored by English speakers (cf. Blum-Kulka 1987; Blum-Kulka & House 1989).
The present paper will show that the discourse norms in Germany, however, seem to be changing, both in written and spoken discourse.
For the study of written discourse, we used a corpus-based approach and complemented our own results with findings of previous corpus-based studies, comparing data of popular scientific writing from 1978-1982 with data from 1999-2002 (cf. Kranich, Becher and House 2012). The results of these case studies showed that we can observe an increasing interactionality with respect to various features, such as an increasing use of sentence-initial conjunctions like *Und* 'And', simulating spoken interaction (cf. Baumgarten 2007), and an increasing use of epistemic modal markers as hedges, which makes a text both more interactional (cf. White and Sano 2006) and more indirect.
For the study of spoken interaction, we used the method of discourse completion tests (DCTs), a method which was also used in the influential contrastive studies by Blum-Kulka, House and Kasper (eds.) (1989). Our subjects were 30 German and 30 British university students that were asked to fill in contextualized situations of requests, with the parameters of Power [+/-P] and Weight [+/- W] being varied (cf. Scollon and Scollon 2001 on the impact of P and W on request behavior). The contrastive results of this study show that German students behave much more like their British counterparts in our study conducted in 2014 than they did when House and colleagues collected their data in the 1970s and 1980s.
Most importantly, German students clearly favored conventionalized indirect strategies to perform requests, behaving very much like the British students who also chose conventionalized indirect strategies in the majority of cases. In both groups, imperatives were a much more marginal choice.
Our results suggest that German discourse norms are changing. Both the growing interactionality of popular science texts and the increasing indirectness in request behavior can be interpreted as as a tendency to pay more attention to the addressee's needs . We will suggest that these recent changes can be understood as an adaptation of linguistic habits to a cluster of ongoing changes in cultural norms and values, for instance, the increasing democraticization and decreasing overt attention to hierarchy in Western societies in the last decades, which is making imperatives less acceptable, even when used by the speaker with more power in a [+P] situation.

Dipti Kulkarni

Forestalling trouble through self-repair in instant messaging interactions (lecture)

This paper adapts conversation analytic insights to study repair in instant messaging (IM) interactions (see also Meredith and Stokoe 2013; Schonfeldt and Golato 2003). The two-party, online, textual IM interactions make it particularly interesting to study the management of intersubjectivity through repair because the medium simultaneously affords its users interactivity (typical of oral conversations) and the possibility of private message composition (typical of written communication). The research follows the approach adopted by Drew et al. (2013) who compare the initial and subsequent versions of speakers' self-repaired turns to see the interactional work done by speakers to construct turns that are best suited for the interactional needs and the social actions the turns are designed to perform. The data for the current research comprises of 15 IM interactions between 30 participants. Software that maintains a complete record of all the keystrokes hit by a user was installed at one computer terminal. A total of 671 messages were analyzed and the initial version (as shown by the keystroke report) and final versions (as shown by the chat log) of these messages were compared to identify all instances of correction and repair. In IM unlike oral conversations neither the trouble source nor the repair is available to the recipient; nevertheless, observing message construction repair in IM brings to light the significant amount of interactional work done by participants through self-repair to forestall trouble. Analysis suggests that participants use message construction space to (i) repair turn design, (ii) to moderate the interactional placement of their turns and (iii) to correct textual errors. Private composition gives IM participants far more latitude in constructing their turns and repairing turn design than oral conversations. Turn design repair in the initial, medial and terminal parts of message construction was found to be directed at deciding "what", "how" and "how much" to say. Given that in IM both the participants can contribute messages simultaneously it is possible that an incoming message from the co-participant changes the situation or the "here and now" of the interaction even as the other is composing a message. IM participants used the message construction space to deal with such an intervening message they either repaired their ongoing turn to accommodate a response to the newest message or continued with their turn and responded to the intervening message later (or never). Participants also used the message construction space to correct textual errors. This analysis brings to light the significant interactional work done by IM participants by way of self-repair towards the management of intersubjectivity in IM interactions.

Shuya Kushida & Yuriko Yamakawa

Psychiatrists' uses of reformulation of patients' problem presentations (lecture)

Literature on psychiatry has reported a potential conflict between psychiatrists and patients regarding the significance of psychotropic medication. While psychiatrists basically agree upon the importance of medication as a primary method of treatment (Seale et al. 2006), patients feel that there is an over-reliance on drugs in psychiatry and that psychiatrists do not listen to patients' views and problems (Rogers et al. 1993). On the other hand, a recent body of CA research on outpatient psychiatric consultations has shown that psychiatrists today tend to use a "diplomatic" rather than paternalistic approach in making decisions about treatment (Quirk et al. 2009, 2012, 2013; Kushida & Yamakawa 2015). Against such backgrounds, this study explores how psychiatrists diplomatically steer the interaction toward decision-making of medication. It contributes to a better understanding of the ways in which psychiatrists manage the dilemma of respecting their patients' perspectives and yet arriving at a medically valid decision. The data for this study is approximately 90 video-recordings of ongoing outpatient psychiatric consultations at a clinic associated with a private mental hospital in Japan.

Past research on medical consultations has shown that the phase of physical examination is a strategic locus for managing the dilemma. Heritage & Stivers (1999) have shown that doctors can shape the patients' expectations by describing and evaluating what they see, feel, or hear during the physical examination. However, psychiatrists rarely use physical examinations. They largely rely upon patients' own descriptions of experience to obtain information about the patients' conditions. How then do psychiatrists steer the interaction toward a medically valid treatment decision while respecting their patients' views?

To answer this question, this study focuses on psychiatrists' uses of reformulation of their patients' problem presentations. The reformulation is an utterance that is designed to summarize, paraphrase, or redescribe the problem the patient has reported. Though it is not designed as psychiatrists' diagnosis or evaluation of their patients' conditions, it can implicitly convey psychiatrists' stances toward the presented problems. We compare two types of reformulations in this respect. One is the *problem-attentive* reformulation. It reformulates the patient's description of a problem in a way that clarifies or highlights the problem and thereby foreshadows that the psychiatrist is going to propose a change in medication to cope with the problem. The other is the *problem-resistant* reformulation. It reformulates the patient's description of a problem in such a way as to undermine its seriousness and thereby foreshadows that the psychiatrist is not going to propose a change in medication addressed to that particular problem. Both types of reformulation make the patient's confirmation or disconfirmation relevant, and thereby provide the participants an opportunity to implicitly negotiate over treatment before the psychiatrist officially initiates decision-making. In conclusion, we argue that these formulations are one of psychiatrists' resources for managing the dilemma of respecting their patients' perspectives and arriving at a medically valid decision.

Temur Kutsia & Nino Amiridze

Word search sequences in scientific discussions: Giving talks in Georgian (lecture)

We discuss how word search is organized during self-initiated forward-oriented repair in scientific discussions on the example of Georgian. Originally, research on the problem of organization of repair in conversation was initiated by Schegloff, Jefferson, and Sacks in [4]. In the forward-oriented case, the trouble source is yet to be produced: The speaker is still searching for a word. Greer in [2, 3] gives a four-step prototypical form of word search sequences in bilingual interaction. We argue that a similar form is maintained in the context of scientific discussions, even in monolingual cases.

The cases we analyze are quite common in discussions about research, when the trouble source in the turn-in-progress appears either due to its complexity, or due to a borrowed item without an adequate representation in the current language. The examples below are taken from the following context: A researcher *A* gives a presentation about some results in Unification Theory [1] (a subfield in the intersection of mathematics and computer science). Not everybody in the audience is an expert in this field. Therefore, *A* presents the results carefully, trying to avoid specific jargon and use more general, conventional mathematical terminology. It leads to certain situations when instead of using a specific term *T*, *A* has to use a longer sentence that either recalls the definition of the term, or gives its intuitive explanation, or provides its translation when *T* is in a different language. However, *A* has troubles to immediately come up with such a long explanation/translation. Therefore, he starts specifying the trouble source in the form of *T*, even if it does not tell much the audience. It may be accompanied with some placeholders, to indicate that the speaker is in the process of word search. It may also be accompanied with an eye contact or gaze to somebody in the audience, say, to a person *B* who, from the point of view of the speaker, is more familiar with the topic than the others. (Such a bodily conduct is more likely when

A tries to find/recall a translation of *T*.) Then *B* might either indicate (e.g., by nodding) that she understood what *A* means by *T*, or might even provide a repair, especially if the trouble source is related to a translation of *T*. After that, *A* returns to the discussion about *T*, providing the explanation in his own words or reusing the repair provided from the audience.

Example 1 below illustrates the case when the specification of the trouble source is in the current language. Although the example is in Georgian, such a pattern can be observed in presentations in other languages as well. The filler *əmm* marks the start of the word search, and *egret c'odebuli* ('so called') indicates the beginning of the specification of the trouble source: *usasrulo t'ipis* ('of infinitary type'). With *anu šegvi ʒ lia vačvenot* the speaker returns to the prior discussion, explaining what kind of equational theory he is talking about.

Example 2 shows forward-oriented repair when the trouble is caused by an attempt of translating the term 'matching' from English into Georgian. It is a tradition in Georgia to use Georgian terminology in academic discourse, or, at least, Latin or Greek versions if there is a problem with an adequate translation: For instance, the term 'projection' (in geometry) is translated as *gegmili* , 'line' becomes *c'rpe* , 'unifier' is *unipik'at'ori* , 'bijection' is *biekcia* , and 'prism' translates into *p'rizma*. Professors encourage their students to use such translations in their presentations. However, in the working process researchers might still use (mostly) English terms if they are shorter than their Georgian counterparts, or if the proper Georgian translation does not exist.

In Example 2, A wants to use a Georgian word for 'matching', but can not immediately recall it. He uses codeswitching with *mečing*-, strengthens the impression of word searching by the placeholder *rakvia*, and directs gaze to a colleague in the audience hoping to mobilize help from her. After getting in response the Georgian term *šetanadeba*, he continues to speak, using the response to produce the repair solution *šetanadebis p'roblemaze*.

Example 1 cannot be shown due to lack of space

'This equational theory..., hmm, it is of so called infinitary type... which means that we can prove the existence of the minimal complete set of unifiers for all its solvable unification problems and show that this set is infinite for some of those problems, e.g., for the one on the slide.'

Example 2 cannot be shown due to lack of space

Kirsi Laanesoo & Leelo Keevallik

'Who'-questions as indirect reproaches (lecture)

Questions, their formats and functions have been a central topic in mainstream pragmatics for several decades. Recently a more specific focus of interest has emerged on their functioning in conversational sequences (Koshik 2005). This paper looks at a question involving the pronoun *kes* 'who' in Estonian and shows that this format can convey a reproach, such as in "Who said earlier today that he would do his homework before coming home?". We deploy the multimodal conversation analytic method to scrutinize the pragmatic function of the 'who'-question and its interactional consequences.

In its literal usage the 'who'-question asks for information about the agent. When used for reproaching, however, the agent is either clear from the context, from the actions thus far, or from the speaker's embodied behavior. The question does not make relevant a straightforward answer to who the agent is/was. Instead, the question assigns responsibility for the formulated misconduct and conveys critique.

In our tape- and videorecorded data we find the reproach usage in asymmetric settings, such as between teachers and students, parents and children, petowners and pets. 'Who'-questions are always asked by the person who locally controls the social order. The authority and entitlement of the asker can also be reflected in her current embodied behavior. She may, for example, invade the close physical space of the recipient. By asking a 'who'-question the speaker defines the recipient as having breached some kind of social contract and the asker as having legitimate rights to pass judgements on that. The expected response is correcting the mistake or remedying misconduct rather than literally answering the question. The 'who'-question enables the speaker to formulate the problem but simultaneously avoid addressing critique directly to the breachers.

The 'who'-questions in our data are always formatted in positive form, while the message conveyed is lack of some behavior by the recipient, thus rendering the message essentially negative. For example, the question by a dance teacher "Who moves the shoulders?" implies that the dance students have not moved their shoulders, i.e. "You didn't move your shoulders." Considering the facts that these 'who'-questions express assertions via the opposite grammatical polarity and that the agent is jointly known for the participants, the question marginally qualifies as a "reversed polarity question" defined by Koshik (2005). Unlike information seeking questions, reversed polarity questions are asked from a knowing position and have a challenging force. We will argue that the Estonian 'who'-question is yet another grammatical format that has become routinized in the service of a very specific social-interactional aim, more broadly illustrating the possible form-function relations in a language.

Krisztina Laczkó & Szilárd Tátrai

Joint attention, construal, and the referential interpretation of computer-mediated narratives (lecture)

The presentation explores the referential interpretation of narratives (Herman 2009; Georgakopoulou 2011) through a case study of computer-mediated narrative discourse, a thread of Hungarian stories on an online discussion site. In particular, we are looking to find out what directs the addressee's attention and how as she attempts to interpret such stories, and what implications this may have for the adaptive satisfaction of the communicative needs of discourse participants (cf. Verschueren–Brisard 2009).

Adopting the perspective of social cognitive linguistics (cf. Croft 2009; Tomasello 1999, 2003; Sinha 2005, 2009), we interpret narrative discourses as joint attentional scenes whose interacting participants contribute to the intersubjective construal of referential scenes (including narrative ones) by directing and following each other's attention. More specifically, we attach special significance to cases in which the referential scene in the focus of the participants' attention is not in direct (perceptual) contact with the physical world of the joint attentional scene. Our key questions concern the functioning of context-dependent vantage points assumed by storytellers, including:

a) From where and how is the conceived physical world of the stories being construed (along with its spatial and temporal relations)?

b) From where and how is the conceived social world of the stories being construed (along with its interpersonal relations)?

c) From where and how is the conceived mental world of narrative characters being construed (with regard to mental states such as intentions, desires, beliefs and emotions)?

Under these assumptions, the schematic organization of referential scenes construed as narratives is modeled analogously to Verschueren's (1999) account of the intersubjective context of joint attentional scenes. Both the speech event and the narrated events are analysed in terms of the physical, social and mental worlds of their participants (see also Bruner 1986). This parallel is motivated by both theoretical and methodological considerations. In particular, it is worth exploiting the possibility of analysing the joint attentional scene on a par with the referential scene in the sense that both feature agents performing goal-oriented actions bounded in space and time. The joint attentional scenes (linguistic interactions) in which narrative discourse unfolds may themselves be interpreted as narrative constructs.

The data of our empirical study was provided by an internet-mediated genre called thematic thread, more specifically a discourse inviting participants to produce narratives. (At the time of writing, the thread includes 26.276 posts.) From this body of data, we selected 200 posts from the same period of time, by a variety of contributors, adding up to 228 narratives in total. The narratives were numbered chronologically and saved in a separate file. In the subsequent analysis, we annotated the corpus for i. context-dependent vantage points in the construal of the story's physical, social and mental worlds, and ii. meta-pragmatic markers reflecting on the act of storytelling. The main results of the investigation are as follows.

a) In the construal of the physical, social and mental worlds of these stories, a key role is played by the deictic relation based on spatial and temporal contiguity which connects the world of the story to the world of the narrative discourse, interpreted as a joint attentional scene.

b) These narrative discourses frequently objectivize (cf. Langacker 2002, 2008), in the form of metapragmatic reflections, both the situatedness of the referential centre (which lies with the storyteller), and the narrator's subjective attitude to the narrated events (vö. Verschueren 1999).

Mena Lafkioui

Dealing with super-diversity and multilingualism in Flanders: The case of French-speaking minorities in Ghent. (lecture)

The present paper aims at studying from a user-based poststructuralist perspective the different formal and structural connections between language use and representation, social inscription and spatial anchoring of the "old" French-speaking people of Ghent ("Gantois francophones", once the French-speaking bourgeoisie with Flemish roots), in contrast to the evidence provided by the relatively "new" French speakers of Ghent, whose multilingual repertoires result from their heterogenic socio-historical situations and migration trajectories. It is in the context of super-diversity (Vertovec 2007), which characterises the city of Ghent, that the paper addresses how French – imagined or practiced – contributes to the construction and consolidation of collective "minority" identities of francophone groups formed by both African immigrants (especially North Africans, but also Congolese and Senegalese groups) and the "old" Gantois francophones by analysing their language use in mainly non-institutional contexts (e.g. family context, cultural associations, cybercafés), the data collection for which began in 2002 by

employing the ethnography method. In doing so, the study demonstrates how French contributes to the phenomenon of "vernacular globalisation" (Appadurai 1996: 10; Blommaert 2010: 75). Special focus is put on the role of French in the artistic creativity of the current young generation of multilingual francophones, who show a keen interest in the production of "interethnic" theatre and music. Light is also shed on the nature and function(s) of multilingualism in these interethnic cultural creations and hence on the way their creators and users jointly create language and cultural norms and accommodations. Moreover, the paper examines French's function in the (re)construction of certain social classes in connection with specific local spatial inscriptions in Ghent. In doing so, it answers the following two questions: does French support the perpetuation and consolidation of the ruling class by the prestige that is still allocated to its command? And, paradoxically, its use by the working class of African immigrants, does it really reflect their inability to integrate into Belgian society and hence does it signify the failure of the diversity and inclusion discourse, as is often sustained by certain nationalist Flemish movements?

Sofia Lampropoulou & Greg Myers

Time and catastrophe in oral history interviews (lecture)

Oral history interviews are a complex genre that involves extended narratives of personal experience, asides, and references forwards and back in time, all within the 'now' of the interview event. We are interested in the ways different time frames are cued by such features as tense and aspect, adverbials, reported speech, and place references. These cues have a practical function, in keeping the interviewer and interviewee in the same frame for interpretation. They also suggest complex implicit interpretations of time in relation to daily life. We particularly focus on stories which involve accounts of catastrophic events. We explore how temporal and aspectual markers are employed by interviewees in Oral History interviews to signal constancy and/ or change for the interviewee and/ or the community. Our data are thirty transcripts from the ESDS Qualidata Archive of UK research interviews, drawing on projects in oral history, health research, and environmental issues. Our aim is to show how interviewees navigate the dilemma between constancy and change in relation to catastrophic events, namely how situations, practices and people remain the same and/or how they gradually and/or abruptly change across a certain span of time. We argue that the recounting of catastrophic events through the navigation between past and present contributes to stance-taking that relates to the interviewee's positioning as a person and as a member of the community.

Juliet Langman & Holly Hansen-Thomas

When superdiversity goes to school: Developing communicative competence in the multilingual classroom (lecture)

In an era of increased globalization, public schools emerge as one site where a consideration of communicative competence in the face of superdiversity can be fruitfully examined. Increasingly, in the US context, students are placed in schools with few if any policies on how to address diversity. To a certain extent, a consideration of superdiversity (Blommaert & Rampton 2011) is more problematic in contexts, such as Texas where data for this paper are drawn, with a tradition of considering bilingual Spanish and English needs in the classroom. Extending beyond the *bilingual* context - often inadequately conceptualized as diverse - this paper considers how students and teachers in diverse secondary classrooms understand and respond to the task of 'doing school' a fundamental task tied to the study of understanding communicative competence in multilingual everyday life.

We draw on ethnographic and discourse data from secondary math and science classrooms made up of both monolingual English speaking students and teachers, as well as newcomers with diverse language backgrounds. We examine how teachers and students conceptualize communicative competence for both academic and social activities and come together to negotiate an understanding of the complex and multiply interpretable task of 'doing American schooling.'

We focus in particular on pragmatic moves that students employ to 'do school' effectively, and the ways in which students and teacher establish, negotiate, and interpret such ways of doing school. As such, we ground our analysis in an engaged language policy perspective (Davis 2014) that takes power into consideration in how various students' moves are perceived within the classroom community. Data are drawn from transcripts of classroom discourse, together with informal interviews with students and teachers on how newcomers to school come to participate in the pragmatics of everyday language in ways that allow them to display growing communicative competence in the ways of doing school.

In this paper the broad questions we address are

1. "How do individual speakers' repertoires interact with changing social, spatial, and temporal circumstances in the case of newcomers entering the US secondary school system as adolescents?"

2. What effect do teacher's stances towards superdiversity as well as teacher's interpretations of language policies focusing on developing academic competence in English play on the creation of a classroom climate that allows for the expression and negotiation of pragmatic choices related to engaging effectively and appropriately in everyday classroom interactions?
We focus particular attention in this paper on how students move to becoming participating members of classrooms and explore implications for teacher training that suggest ways of easing recent immigrant students' entry into complex multilingual communities.

Erin Lavin

Managing rapport and competence during intercultural judicial proceedings (poster)

The study of pragmatic meaning in courtroom interaction has mainly been explored in the context of adversarial hearings, commonly in jury trials (Cotterill 2003; Eades 2008; Jacquemet 1996; Matoesian 1993, 2001). However, cases in the U.S. legal system are rarely resolved by jury trial; the vast majority of lay participants in judicial matters will take part in due process-oriented hearings that make up most of the daily work of courtroom professionals. Since the institutional goals of these hearings are quite different than those of jury trials, there is a significant gap in our understanding of legal actors' face wants in these speech activities (Spencer-Oatey 2002, 2005), the linguistic and pragmatic strategies employed to negotiate them, and the degree to which the align with previous studies (e.g. Archer 2011; Tracy 2008; Penman 1990). More specifically, variations in face wants in monolingual and bilingual judicial proceedings has been given limited attention, and have focused mainly on interpreters (Angermeyer 2008; Hale 2004; Innes 2001). As the U.S. undergoes rapid demographic changes, representatives of public institutions must accommodate their language practices to effectively out their functions when interacting with interlocutors of (at times) unfamiliar sociocultural and linguistic backgrounds. Thus, this study examines facework between legal professionals and English-speaking and Spanish-speaking defendants in one relatively homogenous state in the Midwest that is experiencing unprecedented growth of its Hispanic community.
Data for the study include the researcher's transcriptions of audio recordings on public record of English-monolingual and Spanish-English bilingual criminal hearings (n = 200; 100 bilingual, 100 monolingual). A qualitative analysis based on Spencer-Oatey's (2005, 2007) rapport management model highlights the centrality of competence as an identity face want for judges. When the progressivity of a hearing breaks down, judges employed overt and covert strategies for protecting their own competence-based face need to claim interactional and communicative skill. Covert claims were observed in both monolingual and bilingual hearings, and are characterized by explicit face threats to the defendant which blame his or her non-compliant behavior for the interactional breakdown. Overt claims were only observed in bilingual hearings, and involved judges making explicit remarks asserting their communicative skill while also assigning blame for the interactional breakdown on defendants' non-comprehension. This analysis suggests that judges' face needs surrounding interactional competence necessary to successfully carry out their institutional duty are uniquely threatened in bilingual, intercultural hearings.

Aurélia Leal Lima Lyrio

The performance of complaints by Brazilian learners of English as a foreign language (lecture)

Research has shown that advanced English learners do not use linguistic politeness appropriately. Sometimes they do not use it at all, which leads to unfavorable judgment and unsuccessful interaction. (Piirainen-Marsh 1995; T. Nikula 1996; Lyrio 2009). And, since pragmatic competence is considered highly necessary, either for the native speakers of a language, or for those of a foreign language (FL) (Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan, and Reynolds 1991; Kasper 1997) it is imperative and desirable that learners acquire this competence. Complaints for example, are by their own nature highly face-threatening speech acts, and, as such, "designed to cause offence" (Trosborg 1995) especially when performed by foreign learners who many times do not know how to express themselves appropriately. It's based on these facts that this work analyzes the use/lack of use of polite strategies in the performance of complaints by Brazilian learners of English as a foreign language. Therefore, we raised the following research questions: Do advanced English learners know how to complain politely? What strategies do they use in order to keep or save their own face, and their interlocutors' as well ? The research which is in progress, is based on Brown and Levinson's (1978, 1987) theory of politeness, Lakoff's (1972), Leech's (1983), and Trosborg's categorization of complaint strategies as well. To collect the data we used discourse completion tasks (DCTs) which were applied to advanced learners from a language institution, during their normal classes. We aim at using the results to implement the teaching of polite strategies in

case they are not used or used inappropriately, and make learners aware of the importance of linguistic politeness in order not to sound rude as it is the case most times.

Doina Lecca

Adapted: 'with traces of Ovid's complex'. (poster)

(Negotiating between L1 and L2 cultures- a pilot project)

The concepts of adaptability and adaptation are central to immigration. The present pilot study focuses on Eastern European immigrants who lived most of their youth behind the Iron Curtain, and who consider themselves fairly well adapted in Canada. However, when these immigrants are exposed to certain L2 pragmatic triggers as actors or as bystanders, a process of re-negotiation between their L1 and L2 languages and cultures may occur.

***Research question*:** Starting from the idea of an existing tension in intercultural communication between culture related assumptions and what is actually said (Verschueren 2008) and how this is eventually perceived by L2 immigrant speakers, the present pilot project attempts to identify several categories of pragmatic triggers that create such tensions. In the present study the source of pragmatic triggers is the immigration socio - cultural environment and its L1 speakers of English, while the L2 immigrant speakers of English may be interlocutors or just observers.

Subjects *:* 20 male and female Eastern European immigrants to Canada; *Length of stay in Canada*: 15-20 years or more; *Country of origin*: Romania, Bulgaria, Serbia; *Level of English proficiency*: good to very good.

Data collection is based on a questionnaire eliciting self -assessment on language and culture adaptation and on reactions to specific stimuli triggering L1 –L2 language and culture comparisons.

Preliminary Results: The tensions mentioned above set off L1- L2 *comparative cultural scripts* (Goddard, Cliff 2010) leading to an ongoing negotiation process.This pilot project is also an attempt to document through the collected data that a bilingual mind's adaptive system continues its initial'patchwork' or 'bricolage' (term used by Levi Strauss for evolution)2 even when one might think there is a harmonious blending between L1 and L2 languages and cultures, and there are seemingly no more 'traces of Ovid's complex' .

Amanda LeCouteur & Stefanie Lopriore

Men's calls to a government-funded national health helpline (lecture)

This paper reports a conversation analytic investigation of men's calls to a government-funded national health helpline, Healthdirect Australia. Using a corpus of 200 calls, it extends Pooler's (2010) analysis of 56 calls to the British service, NHS Direct. Here, we explore the situated practical actions through which nurses and callers coordinate interaction that involves computer-based activity (computer-decision support software) and talk in the accomplishment of medical help-seeking and advice provision. Analysis focuses on the overall structural organisation of calls and, in particular, on instances of routine interactional trouble. In this regard, we focus on findings from two phases of the calls: problem presentation sequences (the design of problem identification questions, and the presentation of reason for call), as well as disposition sequences (advice or suggested course of action, and its receipt). Callers ring Healthdirect Australia with their health concerns (e.g., a pain, dizziness or swelling) and nurses provide a disposition, based on clinical assessment software, designed to direct them to one of several courses of action within a specific timeframe, such as contacting a GP within 48 hours, going to the emergency department of their nearest hospital, or engaging in homecare. As was the case for the British helpline, callers never stated their reason for calling in terms of who they might see about their concern. However, this is the action that the system is designed to offer. Indeed, it is institutionally mandated that nurses should not provide diagnosis, even though this was what most callers seemed to be seeking. We look at the routine work that nurses and callers do to reconcile the organizational constraints of the helpline with the contingencies and specific circumstances of each call, and how apparently different expectations about the nature of the service are either brought successfully into alignment, or create ongoing interactional trouble.

Per Ledin & David Machin

The discourse of steering in university administrative documents in Sweden: How it re-contextualizes scholarly practices and why it is hard to challenge (lecture)

Studies in CDA have revealed the nature of the marketized language that now infuses universities and other public institutions, but there is no comprehensive study as to how this language enters the everyday practices of the university, through different levels of steering documents and meetings. In this paper,

taking one example from a corpus of data from a larger project on management steering in Sweden, supported by interviews with senior staff, we show how successively more detailed documents are created by professional administrators in order to present vision statements, first into strategies and then into more concrete 'activities' for the subject level that are related to bundles of performance indicators. These documents re-contextualize practices of teaching and research in line with marketized goals, yet do so through consistent lack of clear agency, causality and process. A number of linguistic and multimodal resources are deployed in legitimizing this process as one made by careful, technical, management expertise. We show that such language has a particular force in the Swedish context as it is presented as being developed through open and democratic processes.

Cynthia Lee

Structure, strategies and redressive actions in face-to-face English writing consultations: A study on native and non-native English tutor suggestions in Hong Kong universities (lecture)

Suggesting is a common speech act in daily interactions and has received attention in interlanguage and cross-cultural research, resulting in some identified semantic formulae and coding taxonomies. In language education, suggesting is a form of feedback that can be provided by teachers to language learners inside the classroom or in writing tutorials outside the classroom, to support learning. There has been research on how language teachers or tutors provide suggestions in writing tutorials, mainly in the US context, focussing on diverse issues, including but not limited to tutorial structure, factors affecting the success of a writing tutorial, quality of tutor talk to learners of different proficiency levels, tutoring and tutees' revision to advising sequence organizations. The findings that are related to language tutor suggestions concern the use of more direct imperatives and modals by non-native and native English tutors when they advise learners of English, and the two sequence organizations, namely a problem-then-advice or a direct proposal approach. Research that investigates the structure, strategies or redressive actions of language tutor suggestions in other socio-cultural contexts is relatively uncommon. This paper studies how native English speaking (NS) language tutors and non-native English-speaking (NNS) language tutors perform the speech act of suggesting in English writing services in two Hong Kong universities. Adopting the suggestion taxonomies of interlanguage and cross-cultural research and drawing on the conversation analysis method, the study analyzes the structure, strategies, and internal and external redressive actions from a new perspective based on examination of approximately 550 minutes of transcribed discourse. Results show that the language tutors, regardless of different socio-cultural backgrounds and teaching experiences, structure and make suggestions in a similar fashion in order to increase and mitigate the illocutionary force and level of directness. The use of both direct and indirect suggestion strategies by the tutors is in contrast to the direct approach previously found in writing tutorial research. The structure of suggestions is found to be more complex, encompassing a variety of components that form different orders. The study, though small in scale, allows us to understand more fully about the various aspects of tutor suggestions in writing tutorials in an Asian context. The integrated method and the findings contribute to the study of language advice discourse.

Hye-Kyung Lee

Representations of Korea in American English: A corpus-driven analysis of collocates of the words Korea and Korean in COHA (lecture)

This paper explores how the representations of Korea have changed in American English utilizing methods of corpus linguistics (e.g., Davies 2014; Sinclair 1991) and critical discourse analysis (e.g., Fairclough 1995). For the analysis, this paper uses the Corpus of the Historical American English (COHA, http://corpus.byu.edu/coca) developed by Mark Davies. Using the querying and sorting functions offered by the corpus website, this paper first extracts the top 100 common collocates of the words *Korea/Korean* during two time periods: during 1960s and during 2000s. The reason to choose the two time periods is two-fold; first, the frequencies of the words are almost similar (1,293 vs. 1,225), and second an enough time span appears to be guaranteed to explore the changes. First the collocates of the words *Korea* and *Korean* during the two time periods are culled and compared. The common collocates of the two lists are then classified according to the revised categories suggested by Baker et al (2013). The common collocates belong to a small number of categories such as War, Politics/Ideology, and Nation/Area Names. This finding suggests that Korea is mostly discussed in the context of wars, political ideologies and relations with other nations regardless of time. The comparison of collocates also shows the changes of the representations of Korea, which was conducted via the comparison searching function in COHA. The collocates which prevail during the first time period compared to the second time period include the words concerning other nations' intervention on Korean politics, the independence of Korea,

and Korean elections. The collocates which prominently appear during the second time period include missile/nuclear weapons and the "rogue states". Hence, Korea has changed from a country struggling to acquire independence and intervened by other countries to a nation threatened by the missiles/nuclear weapons, while being exposed to the wars, political conflicts and relations with other nations.

Maarten Michiel Leezenberg

The governmentalization of language: Rethinking power (lecture)

The question of exactly how power is articulated in language and language use remains undertheorized. Many approaches assume that communication essentially is, or ideally should be, power-free (e.g., Habermas's theory of communicative action), or that power in speech actions is normally legitimate (e.g., Austin's and Searle's Speech Act Theory). Authors who do take power seriously, as in Discourse Analysis, have tended to reduce the power involved in language use to class power; likewise, what Bourdieu (1991) calls 'symbolic power' boils down to a transmuted and misrecognized form of social or economic power (cf. Leezenberg 2013).

Against such reductions, I would like to explore the genealogical hypothesis that there may be inherently or irreducibly linguistic forms of power. Foucault argued that power need not be merely repressive or negative, but may also be productive or constitutive of both knowlegde and subjects, and that power relations are historically highly variable; he did not, however, apply these genealogical insights to language or the language sciences. Hence, I will focus on the novel concern with spoken vernaculars that emerged with the rise of modern nationalism, a concern that became virtually worldwide with the rise of the nation-state in the nineteenth and twentieth centuries. Modern philology and linguistic science were deeply, indeed inherently, bound to modern nationalism (cf. Leerssen 2010); but, as I will argue, they also reflect a new modality of power. The modern language sciences not only turned spoken vernaculars into objects of knowledge, but also saw them as possessing a grammar of which had to be codified, regimented, and standardized, and spread to the entire population through education and the media.

It is tempting to view the power involved in this new regimentation of spoken language as a kind of state-based sovereignty that is articulated in the form of laws; but I will argue that one should rather treat it in terms of *governmentality*: it reflects a novel, and specifically modern, concern with language as an object of knowledge and power, which is articulated in the form of rules rather than laws, and which sees speakers as members of a linguistic community rather than a sovereign body of citizens. I will illustrate these suggestions by briefly tracing the grammaticalization and nationalization of a number of Central and Eastern European languages in the nineteenth century, like, German, Modern Greek, and Slavic languages like Russian and Bulgarian.

Esa Lehtinen & Suvi Honkanen

Reporting as part of spoken and written genres in organizational discourse (lecture)

Reports are a regular part of organizational meetings. They are extended turns of talk that are, at the same time, oriented towards informing other meetings participants as well as taking positions on the issues reported on (Boden 1994). Also, they are part of a certain kind of sequence. In the sequence, the report is first solicited by the chair. After the report has been presented, it is then followed by feedback by the chair and possibly other participants (Svennevig 2011). Interestingly, however, organizations may also require that the same issues be reported in written form as well, e.g. in the form of memos.

The goal of this presentation is to compare reporting in two different kinds of genres often used in organizations:meetings and memos. We will look at the design of the reports as well as their sequential and textual contexts. Also, on the basis of our analysis we will discuss the role of meetings and memos in organizational practice, and thus contribute to earlier literature on written and spoken genres in organizations (e.g. Karlsson 2009). The methodology is based on conversation analysis and dialogically oriented discourse analysis.

Our presentation is based on data collected during a strategic planning project in a city organization. The database consists of video-recordings of the meetings of the project group as well as a large amount of different written documents produced and used in the project. In this presentation, an analysis of the video-recordings concentrates on sequences where participants of the project group meetings give reports of smaller work group meetings. Secondly, we use as data memos of the same work group meetings. Thus, in our data, we have two kinds of reports of the same events, spoken ones in meetings, and written ones in memos.

The study has revealed the following kinds of differences between reporting in meetings and memos: Firstly, in the meetings, the reporters display their attention to what has happened previously in the meetings and what will potentially happen afterwards. For example, they may explicitly state that a certain issue has already been discussed and adjust their report accordingly. Secondly, the reporting in the

memos is more openly directive than in the meetings. In the meetings issues may be treated as more delicate. This delicacy may display an orientation to who is present in the meetings. Thirdly, in comparison to the memos, the reports in the meetings include more extended and detailed descriptions of what has transpired in the work group meetings, as well as more detailed accounts for the issues discussed and recommendations given.
In conclusion, we argue that the differences between reporting in meetings and memos have to do with the different participation frameworks of the genres in question. Also, we discuss the implications of our study vis-à-vis the role of meetings and memos in organizations.

Cheung-shing Sam Leung & Lornita Y.F. Wong

Expressing requests in Cantonese by young children (poster)

Use of language appropriately is one of the major functions in communication. It takes time for children to develop this critical ability. Recent research on the pragmatic and discourse abilities of children in different languages and ethnic groups has grown rapidly. A number of studies (Berman & Slobin 1994; Ninio &Snow 1996; Blum-Kulka & Snow 2002) provide important information on narrative and pragmatic development in children. However, research on the pragmatic development of Cantonese-speaking children is scarce. Request is one of the most commonly found conversational acts in children's daily life and it forms an important domain in children's communicative competence. In making a request, the child needs to know the grammatical form and its function, and uses it in the appropriate context. In this study, we reported an investigation of the use of request strategies by young children in Hong Kong. A total of 40 (age 3, and 5) pre-school Cantonese-speaking children (20 per group, half boys and half girls) were recruited from local kindergartens. All children selected were normally developing and were born in Hong Kong with parents speaking Cantonese at home. Following the suggestion of using puppets in role-play (Andersen 2000; Ervin-Tripp 2000), we asked the children to help the puppet to make requests to other puppets in different scenarios with contextual variation in (i) age of addressee, (ii) social status of the addressee, and (iii) setting. Adopting the coding and analysis by Blum-Kulka and her associates in the Cross Cultural Speech Act Realization Project (CCSARP), our study showed that these factors have different effects on the use of strategies by children. Major findings of the study showed that (a) there is a development trend in the use of request strategies in Head Act or preschool children; younger children used more direct than indirect strategies; (b) Girls produced requests with more external modifications of the Head Act than boys. In our presentation, we will discuss our findings in relation to previous work on the request development in the literature. Keywords: request strategies, child Cantonese, pragmatic development.

Magdalène Lévy

End of "euphoria for metrics" in social media? Importance of an interdisciplinary analysis of community building in social media recruiting (lecture)

Due to the rarity of highly-qualified employees such as Engineers and IT-specialists, it is becoming increasingly more crucial for companies to develop an attractive Employer Brand. A presence on social media sites is one method which is currently emerging through which HR and Marketing departments hope to achieve this goal. In the last few years, the difficulty in predicting the behavior of these target groups and the growing pressure to calculate the Return-on-Investment (ROI) to HR- and Marketing-Departments has lead to the development of very sophisticated quantitative analysis tools for the study of the behavior of consumers in social media networks in the Practice. Now we can observe a slowdown in the "Euphoria for quantitative Metrics" due to abuse in practice. On the other hand, for the analysis of the computer-Mediated Communication we have already a mature and dynamic academic research field active since the 1990s with a broad set of analytical tools. Disciplines or Approaches such as the Social Semiotics (i.e. Kress/Van Leeuwen 2006), Linguistics (Herring et al. 2013) can also bring new insights in the analysis of "modes" and the dynamic of multicultural communities in social networks.
Based on a collection of posts and comments (including links, graphics, and metadata) of visitors on ten German companies career facebook pages in the mechanical engineering sectors in a period of three months and on a interdisciplinary literature review, the aim of this lecture is to ask in what way these different tools of analysis (quantitative and qualitative) in Social Media Recruiting could be integrated in the "organization-specific framework for holistic control of corporate communications" from Pfannenberg/Zerfaß (2010) in order to bridge the gap between the current academic quantitative and qualitative approaches and the online analysis tools used by the economic actors.
In this lecture, I will first present the "framework for holistic control of corporate communications" that could help us to differentiate the evaluation of companies's career facebook pages from the starting point of the planning to the analyse of the economic and image impact of the social communication with job

seekers. Due to time, the core of this lecture will be only dedicated to the analysis of pragmatic aspects of jobseekers's comments like the constitution of "Ambient Affiliation" (Zappavigna 2011), the Analysis of "Stancetaking" (Thurlow/Jaworski 2011), Use of code-switching (Androutsopoulos 2013) and the Concept of "Imagined Audience" (Marwick/boyd 2011) as important factors in this new form of communication.

Xiutao Li

Exploring approximation to Australian culture: The case of complimenting behaviours among Chinese speakers of English (lecture)

Cross-cultural miscommunications may arise when speakers transfer their pragmatic knowledge and social-cultural norms from L1 to L2 (Möllering 2004; Thomas 1983). To date, **approximation** toward the target culture in **social-cultural values** and **social-psychological concerns** has not been clearly measured (c.f. Kasper & Schmidt 1996). This study sits in the field of cross-cultural and interlanguage pragmatics and fills research gaps by investigating how Chinese speakers of English **approximate** to Australian culture in their compliment responses (CRs). It sheds light on their **linguistic strategies, social-cultural values and psychological concerns**. **Gender** and **compliment topic** are the main variables considered.

Integrating theories of **pragmatic transfer** (Takahashi 1996), **acculturation** (Schumann 1978), **accommodation** (Beebe & Giles 1984), politeness (Brown & Levinson 1987) and **implicature** (Grice 1975), and being aware of the **multifunctionality** of speech acts, an **approximation** model is proposed as the conceptual framework for this study. Discourse Completion Task, audiotaped semi-structured interview, and videotaped role play were employed to collect data from three groups of participants (Chinese in China, Chinese in Australia, and monolingual Australian speakers of English) - a total of 180 students.

Major findings derived from different sources of data analysis clarify that Chinese speakers of English **approximate** to Australian culture in their choice of **CR strategies** (formulaity, formality, length of response, tone of voice, linguistic variety, capability in making appropriate comments in CRs, use of pronouns, and consideration of different variables), **social-cultural values** (modesty and frequency of giving and accepting compliments), and **social-psychological concerns**. (a) frequency of expressing gratitude; b) overt facial expressions and emotions in appearance-related complimenting behaviours; c) pragmatic awareness; d) improved ability to distinguish nuanced meanings of CRs, and e) value of straightforwardness, honesty, and truth). Both the complimenter's and the complimentee's **gender** types influence CR strategies across groups. Specific **compliment topic** has prompted certain types of CRs. **Gender** (of the complimenter and the complimentee) and **compliment topics** interact with other social and contextual variables in constraining interlocutors' CRs. It is also salient that Chinese in China, especially females in China have demonstrated the most conspicuous tendency for strategies that are likely to be phatic communication; Chinese in Australia **approximated** to the target norm in utilising specific elements in their CRs that reflect speech accommodation or over-accommodation from the target culture.

The strength of this research project lies in its theoretical framework addressing **social-cultural** and **social-psychological** issues, research design as well as data analysis based on functions of utterances, triangulation of results, and elimination of issues such as translation between L1 and L2. It measures Chinese ESL learners' **approximation** to target norms by systematic quantitative and qualitative data analysis. This study has also addressed key issues in the research agenda raised by previous scholars (Kasper & Schmidt 1996), provided empirical evidence for attempted claims from other researchers, and opened new windows for future research (e.g. phatic communication).

Xinfang Li

The (non-)acceptance of right hemisphere damage related tangential speech in clinical interviews (lecture)

This study explores the communicational effects of right hemisphere damage (RHD) associated tangential speech on the recipient in clinical interviews. The pragmatic impairment of tangential speech, often noticed among RHD patients, is generally characterized by deviation from an ongoing conversational topic and shifts of focus onto barely related or irrelevant details (Glosser et al. 1993; Lehman Blake 2006). Its role in language use is widely acknowledged to be a disruptive one that blocks the direction of conversations or slows down their progress (e.g. Chantraine et al. 1998; Rehak et al. 1992). Existing literature relating to RHD associated tangential speech mostly draws on discourse samples induced under experimental conditions and focuses only on the deficit itself. Little attention has been paid to its specific communication effects in authentic interactions. In light of this need, the following research questions are discussed in the present study: What are the potential patterns of RHD associated tangential utterances?

How are they accepted by recipients (i.e. clinical interviewers in this research)? The data comprises roughly 15 hours of conversations between four interviewers (clinical psychologists) and 30 RHD subjects in the context of clinical interviews. The RHD individuals range from 18 to 49 years old and the interviews were audio recorded during a period of one year in a Chinese hospital. First, a taxonomy of tangential speech is built based on my data which consists of four major types — *rupturing, prior topic recurring, association and branching off* . Then the responses to the different types of tangential speech are examined. The results show that the interviewers are more acceptive of the *association* and the *branching off* types than the *rupturing* type. It is argued in this research that the (non-)acceptance patterns of the tangential types are underlain by the different levels of difficulty for a recipient to integrate the types of tangential utterances into the ongoing conversational topic. The discussion draws on Reichman's (1978) notions of "context space" and "focus level" to account for the integration difficulties. The results would contribute to the diagnosis of tangential speech and the assessment of its severity degree.

Meizhen Liao

Metaphors we construct & organize our text and talk by (lecture)

Metaphor has long been a topic of great interest for philosophers, linguists and rhetoricians and there is an imposingly great amount of literature on metaphor. However, traditionally it seems that nearly all the attention was exclusively directed to identification, comprehension, and in pedagogy, the stylistic or rhetorical function of metaphor. Little effort was made to address metaphor in the framework of texts or discourse, that is, the function of metaphor in the creation of texture or construction and organization of texts or talks. Recent years have witnessed a growing awareness of and attention to discourse functions of metaphor. Based on the assumption that human language and conceptual system are fundamentally metaphorical in nature (Lakoff & Johnson 1980) and on the present author's previous research on the textual function of metaphors (1992, 1999, 2005, 2007, and 2010), the present paper continues to explore how metaphor is exploited to organize our texts or talks, but the focus is on the construction of a practical and workable model for metaphorical discourse analysis based on a (re)classification of metaphors into textual and textural ones and further reclassifications of the latter in terms of discourse levels and also the surface and deep structures of texts or talks. Examples from a corpus of Chinese and English metaphorical discourse are used to illustrate the model. However, in this paper, the model is exclusively applied to written texts analysis. It is hoped that the present model will be a useful addition to the existing repertory of discourse models which, among others, include CA, DA and RST so as to contribute to the metaphorical turn in discourse studies and also the discourse turn in metaphorical studies. It is also hoped that being interdisciplinary in nature the study might provide some useful implications for writing teaching, reading comprehension, literature appreciation or study of literature from a linguistic perspective.

Jenny Liontou & Elly Ifantidou

Pragmatic competence & reading comprehension difficulty: Impact on exam perception and performance (lecture)

This presentation builds on the assumption that comprehension of pragmatic meaning is more demanding than comprehension of linguistic meaning, in the sense that the latter is schematic, minimal sentence meaning which needs to undergo extensive pragmatic enrichment before it can mean anything of use to the addressee (c.f. Carston 2012; Carston & Hall 2012). Therefore, the ability to engage in pragmatic inference is an important factor in text understanding, albeit relatively ignored in EFL pragmatics, with the exception of speech acts, routines or strategies which figure in face-to-face interaction (c.f. Martínez-Flor & Usó-Juan 2010). By making use of a variety of Computational Linguistics and Machine Learning tools, the present study turns to a range of pragmatic-cognitive markers which may raise the amount of, or may facilitate pragmatic inference in on-line comprehension of intermediate and advanced EFL test-takers sitting for the Greek State Certificate of English Language Proficiency exam. Pragmatic features examined include propositional density (Kintsch 1998), text abstractness (Paivio 2006), lexical domains, opaque idioms (Fernando 1996), as well as psycholinguistic indices of positive/negative emotions, mental states (such as un/certainty, insight, etc.) and evidentiality (source of evidence referring to sight, hearing, touch). Results from the across- and within-level (B2, C1) analysis of pragmatic features in authentic reading comprehension exam papers are presented and cross-related to test-takers' perceptions of text difficulty but also to their actual scores in exams administered under standard operational conditions. Finally, implications of the study for more pragmatic-oriented research in the context of FL assessment are considered.

Donghong Liu

Moves and wrap-up sentences in conclusions of EFL students' argumentations

(lecture)

Since the conclusion of an argumentative essay usually reminds the readers of its central point and ends the essay gracefully and naturally, the concluding part has been stressed both in writing instruction and examination. Much research has been conducted on the moves and discourse markers in the conclusions of academic papers (Dong 1998; Paltridge 2002; Yang and Allison 2003; Brunton 2005). But there's a lack of published research on the conclusions of ESL essays. And fewer studies in ESL argumentative essays have addressed such aspects as moves, L1 rhetorical mode transfer and proficiency level. Thus the goal of this study is to fill the gap. Hyland (1990) divides conclusion into four moves: Discourse Marker, Consolidation, Affirmation and Close. In this study Consolidation and Affirmation are regarded as Wrap-up sentences which summarize the whole essay. This paper focuses on moves and quality of wrap-up sentences in essay conclusions, exploring the factors affecting the production of the two aspects. One hundred and fifty participants were selected according to their scores in a composition examination and were classified into three groups at three writing proficiency levels. They were asked to write within 40 minutes two essays with the prompts modeled on standardized tests. One essay had a restricted topic and the other had an open topic. The research results show that the frequency of Consolidation is much lower than that of the other moves, especially in the middle group and the low group. The three groups only displayed significant difference in Discourse Marker, with the other moves approximating in number. Declining tendencies were found in Discourse Marker and Close moves while an increasing tendency in Consolidation, with the proficiency level improving. But the students at all proficiency levels preferred to use Affirmation move. The use of certain linking adverbials in Discourse Marker move can be attributed to the L1 rhetorical transfer at lexical level, while the production of Affirmation, Consolidation and Close may be ascribed to it at text level. This paper also analyzes the reasons why the Chinese teachers and book writers select certain linking adverbials and why the Chinese students prefer fewer linking adverbials. Another finding is that the quality of the wrap-up sentences was in line with the writing proficiency. Consolidation move which played a key role in the efficacy evaluation was underused by the less proficient writers as a result of L1 transfer while the more proficient writers excelled at text summarization. The results have some implication for teaching. First, Consolidation as an obligatory move should be reinforced in writing instruction. Second, topic type is a factor worthy of our attention when we push the students to a higher level.

Si Liu & Liu Huangmei

A test of standardized general knowledge function in Chinese scalar implicature processing (lecture)

The question as to how scalar implicature is processed has long been discussed but with contradictory conclusions. The "[neo]-Gricean " Levinson infers that the cognitive processing model of general conversational implicature is a process of cancellation of one literal meaning in the general conversational implicature in terms of a "stereotypical relation", which he calls the "default model". However, the "post-Gricean" assumes that the processing follows the "context-driven model", which holds that the literal meaning is only a stimulus to the hearer, and it is the context that people depend on to process the conversational implicature. Among all the inferences about the cognitive model for processing scalar implicature, we are more in line with the "standardization" theory proposed by Bach and Harnish (1979). In terms of the "standardization" theory, the cognitive process of scalar implicature is the process of searching for a match for the present scalar item and its present holistic context in the database of its standardized pragmatic functions along with the accompanying contexts. Although Katsos (2006) found evidence for the "context-driven model", we argue that his evidence is not enough for a conclusion because the experiment is done with only linguistic contexts. We need to conduct experiments with another one of the contexts, situational context. Our study aimed to find whether the standardized pragmatic functions , along with the accompanying context , have an effect on scalar implicature processing. We first replicated one of Katsos' (2006) experiments in Chinese to test the convince of the "context-driven model". The result shows a contradiction to Katsos (2006), and thus still cannot settle whether the cognitive process follows the "default model" or the "standardization" theory. Then, Experiment 2 adopted an innovative experimental design by using the situational context as an independent variable instead of a linguistic context as applied in Katsos' experiments. As a result, some benefits to the standardization theory were obtained. Experiment 3 was designed to focus on general knowledge that might function in the processing of scalar implicature. The result demonstrated that general knowledge cast significant influence on the accurate rate of processing scalar implicature but little

influence on its reaction time. We conclude that the results confirm the reasonability of the "standardization" model.

Fengguang Liu & Xue bing

Representing the cognitive construal of Chinese first-person singular reference in discourse (lecture)

Reference, by its very nature, deals with the relationship between language and the context in which the linguistic acts take place, thus establishing its theoretical importance in the linguistic pragmatics and philosophy of language study. In this research, we focused on the Chinese first-person singular reference in discourse, trying to exhibit the complexity of its meaning of functioning and access the viability of applying the deictic/non-deictic divide along the form/function dimension. Next, we try applying Interactive Semantics in the construal of Chinese first-person reference phenomenon taken as acts of communication. After analyzing the examples extracted from the Lancaster Chinese Corpus, we conclude that the construal of Chinese first-person reference discourse meaning is resulted from the interaction among grammatical, semantic and pragmatic information and the interface between semantics and pragmatics should be given a rethinking concerning the concrete language interpretation.

Ana Llopis-Cardona

Important factors of the multifunctionality of Dms: Type of discourse, discourse operation, discourse unit and position (lecture)

Like many authors (Schiffrin 1987; Pons 2001; Bazzanella 2006; Cuenca 2006; among others), we assumed that discourse markers (Dms) are a functional category. The functions that they perform specify core meaning. Some studies (Schiffrin 1987, 2001; Fischer 2000) start from hypothetical factors to explain the multifunctionality. On the contrary, in this contribution we will show the results of an empirical study based on the analysis of examples selected randomly from CREA (Corpus de Referencia del Español Actual). Specifically we analysed about two hundred examples of different Dms (*en efecto, eso sí, por su parte, ?verdad?,* among others).

We notice that a relevant factor that delimits the meaning is the discourse operation of the unit in which the Dm is used (if there is an explanation, a narration, a justification, etc.). In this way, the core meaning of *en efecto* is confirmation, which results in two pragmatic meanings or functions: (1) *en efecto* confirms a content, besides it usually introduces a reformulation of a previous unit, (2) *en efecto* confirms an assertion previously uttered and introduces an evidence to prove it.

Regarding the Dms with an important role in interaction, the most important factor seems to be the type of turn (initiative, reactive or initiative-reactive) and the position (initial, middle or final) (cfr. Montañez Mesas 2008; Briz & Pons 2010). For instance, *?verdad?* aks for checking and allows a turn change when it is used at the end of a turn, whereas itpoints out the uttered information as if this was shared and does not ask for checking when it appears in the middle of the turn.

Elena López-Navarro Vidal

Expressing opposition in family talk. On in/directness as a stylistic feature (lecture)

The argument culture urges us to approach to approach the world – and the people in it -in an adversarial frame of mind. (Tannen 1998: 5)

The expression of opposition is often perceived by the hearer as face-threatening, regardless of the actual intention of the speaker. Since the linguistic devices for such an expression may be direct or indirect (Vuchinich 1990: 118), the option by the speaker of choosing to express opposition directly and overtly may be perceived by the hearer as im-polite (see Sifianou 2012) and even as an aggression. The option for distinct degrees of expression of conflict might depend on social factors (see Grimshaw 1990), as well as on the individual style of the speaker (Georgakopoulou 2013).

This research, framed in Stylometry and Authorship Analysis (see Grant 2007; Nini and Grant 2013; Luyckx and Daelemans 2011) aims to analyse individual styles of expressing opposition in a corpus of conversations among family members (see Tannen, Kendall and Gordon 2007) with the purpose of analysing potential authorship markers. The use of data within a genre; i. e. Spanish spontaneous conversation (Briz 1998) lets the (1) identification of impoliteness and FTA (Garcés-Conejos Blitvich 2010), as well as the (2) reduction of possibilities of variation, so that variation among texts reflects individual styles. The corpus gathers informal conversations from one Spanish family, which were recorded after written permission by the participants was obtained. The analysis of the corpus will be based on identifying the individual linguistic features whose co-occurrence lets the speaker express

opposition (in)directly (see Biber 1988; Biber et al. 2006; Albelda 2005; Briz et al. 2013). Besides, the purpose of using such features will be considered, as perceived by the hearer (Culpeper 2011).

Juraj Lukac

Negotiating (im)politeness. A case study of computer mediated communication (lecture)

This paper investigates the emergent patterns in the understandings of (im)politeness within a corpus that consists of e-mail exchanges by Slovak university students with their tutor, conducted both in English and Slovak. The corpus consists of 395 exchanges by 300 informants. The main theme of e-mail exchanges revolves around presentations that students were supposed to send in attachment in an electronic file to their tutor ahead of the presenting day as part of their preparation for a course in English language. In line with the application of the theory of relational work (Locher 2004) and more recent developments in politeness theory (Haugh, Kádar 2013), including classical theoretical frameworks to politeness research (Brown and Levinson 1987; Leech 1983; Lakoff 1973), I study how the parties involved in this corpus of electronically mediated communication data construct and discuss (im)politeness in exchanges of several emails. My findings reveal that linguistic pragmatic formulae (Schlund 2011) are on the one hand imbued with differences on a pragmatic level, but on the other hand there is little change in linguistic behaviour on a semantic and formal level. In a second step, the findings that emerge from the analysis of the data are then complemented by means of a questionnaire by informants who directly participated in creating the analysed corpus of e-mails as well as by participants who were not part of the workgroup. This second set of data is used to assess the proposed concept of relational work in a cultural setting that still awaits to be systematically studied from the (post-modern) politeness research perspective.

Donna Luvera DelPrete & Rebekah Johnson

Negotiating topic boundaries and reaffirming roles within the family context: An exploration of mother-daughter discourse (lecture)

As its own micro institution, the family provides the day-to-day context in which roles and relationships constantly reinforced, renegotiated, and re-instantiated. As a result of a long, shared history, interaction between parents and children becomes a fertile site for exploring moments of relational tension and resistance, as well as nurture and comfort. In no other parent-child configuration are such moments as prominently displayed as in the interaction between a mother and a daughter. While the mother-daughter relationship, deemed to be one of the most conflictive yet connective relationships, has been researched extensively in the social sciences (e.g., Fingerman 1996; Schiffrin 2000; Tannen 2006; Wodak & Schulz 1986), there is a paucity of studies analyzing mother-daughter discursive interactions in naturalistic settings. We aim to contribute to the research by analyzing two mother-daughter pairs, each of which show how various discursive strategies employed by the mother either create family harmony or give rise to tensions and conflicts.

The data utilized videotaped and transcribed interactions between two mothers-daughter pairs during a holiday dinnertable gathering and in the course of an ordinary day in the family home. While Conversation Analysis informed this study, the data was view through the lens of Interactional Sociolinguistics, which has proven fruitful for investigating family talk (e.g., Tannen, Kendall, & Gordon 2007). The following questions guided our research: 1) What roles and discursive strategies result in a 'harmonious' (i.e., no ensuing discord) interaction, and which ignite disharmonious (e.g., conflictive) interaction?, and 2) What discursive strategies are employed by a mother and daughter when navigating sensitive topics, such as critiquing a person's relationship status?

Our findings reveal that (1) when a mother's talk indexes traditional maternal roles, such as nurturer, the sequence closes with no sign of trouble, as evidenced below:

01 → Mother: How you feeling, Luva? ((*Bends down and kisses daughter*))
02 Daughter: [((*turns down music*))]
03 → Mother: [You feel hot], (.8) Do you think you have a fever?
04 (.8)
05 → Mother: You're sweating now. Are you Okay?
06 Daughter: ((*Nods head*))
07 Mother: My luvie ((*walks out of room*)).

In contrast, when the mother steps out of the nurturer role, and persistently engages the daughter in troubles talk (Coates 1996; Tannen 1990, 1994, 2001, 2006), the daughter response with lengthy turns that are packaged prosodically to display dissatification and annoyance. Here the mother solicits the daughter opinion about a medical problem the mother is experiencing:

01 Daughter: I don't know. It's different-. Mom, it's ((*walks away from side of*
02 *kitchen island)).*
03 (1.8) Why don't call them up?
04 Mother: Because no one's in the office now.

05 → Daughter: TH↑EN YO↑U H↑AVE TO W↑AIT **.**
06 Mother: No, but when you got the benzoyl peroxide thing going on, how long did you=
07 → Daughter: =It's not going to be the same thing with you, okay?
08 Mother: W↑ELL, ↑I'M ↑ASKING YOU A QU↑ESTION. NEVER MIND THE—
09 → Daughter: ↑I D↑ON'T KN↑O::W **.**

(2) That mothers can unwittingly problematize a daughter's current life choice, such as her relationship status, by posing a loaded question; as illustrated below with collaboration from the father (Johnson, 2011):

01 → Mother: **But the PROBlem is** -or let me ask the question- you asked about all these single 02 (.) [aunts]=
03 Father: [°yeah°]
04 Mother: =and uncles and stuff. IS there a point where you would get **t-so independent**
05 where you:: wouldn't WANT to [have to] merge with someone else's needs an'
06 life::=
07 Father: [°right°]
08 =°yep°
09 Mother: =style.

Our data demonstrate repeatedly that not only does a particular discourse strategy (such as, "guilting" or "persistent engaging") affect the interactional outcome, but also the role the mother maintains when employing a strategy is equally influential. Our study is a first step in what we call *discursiveness consciousness raising* , which we hope will ultimately enhance communication between mothers and daughters, providing them with the tools to navigate through controversial topics and verbal conflict.

Marcia Macaulay

Pragmatics of populism (lecture)

For the past four years, Rob Ford has been the mayor of Toronto, Canada. His stewardship of the city has become infamous, widely reported in both national and international media. He has been exposed for alcohol abuse, smoking crack cocaine, misuse of tax dollars to support his coaching of a high school football team, conflict of interest, sexually inappropriate comments about members of city council, collision into a city councillor and numerous other inappropriate actions. And yet, despite these failings, he remains highly popular amongst a segment of the population of Toronto. This segment is termed 'Ford Nation'. Ford and his brother Doug remain a force in Toronto city politics because of this 'nation'. The question is why? This paper examines Ford's particular brand of populism. Ford and his brother Doug have created their own media outlet through You Tube called *Ford Nation. Ford Nation* allows the brothers to construct political selves exclusive of what has been constructed on mainstream television and print media. They control both the medium and the message. This paper examines 10 You Tube *Ford Nation* programs along with accompanying political announcements by Rob Ford. Linguistically the two brothers, especially Rob Ford, employ diametrically opposed inclusive and exclusive language referencing their supporters and their critics. They reference their audience as "folks," while their critics are "enemies," with an accompanying "enemies' list." Although both Rob and Doug Ford are millionaires, the most important aspect of their populism is the notion that they represent the 'common people', the 'folks.' They achieve this largely through assertions of their accomplishments *on behalf of* the people using standard indirect commissives. However, Rob Ford also consistently employs indirect commissives referencing the identified wants and desires of his constituency: "I also want to thank the many thousands and thousands of residents in the city of Toronto who have spoken loud and clear on this subject. They have said from day one 'We want subways, subways and more subways'" Ford positions himself as a cipher for a Ford Nation, for whom he is not a leader but a vehicle. His populism is linguistically grounded in his co-identification with his 'followers' and their wants and desires. When Ford Nation views Ford, it does not view Ford but itself.

Kayoko Machida & Namiko Kawamura

What do good "small-talkers" do to make their small talk active and smooth? (poster)

Small talk is integral part of our life not only because it is fun but also because it helps us maintain good relationship with others. Some people are good at making enjoyable small talk and others feel it difficult and uncomfortable. Identifying skills good small-talkers use during conversation may help us improve the quality of everyday conversation.

Aim

This study aims to identify skills and attitude required to produce active and smooth small talk by conversationally-analyzing adult-adult small talks and adult-child small talks.

Method

We recorded three adult-adult conversations and three adult-child conversations during a three-hour-activity, using an IC recorder. Altogether 18 hours recordings were collected and transcribed. Small talk parts were extracted and conversationally analyzed.

Results
The rate of small talk parts to the whole conversation was greater in adult-adult conversations (approximately 25% adult-adult conversations, 15% adult-child conversations). Other parts of the conversations included instruction and explanation of the activity in which they were engaged.
In adult-adult conversations, more three-part exchanges were produced than adjacency pairs. For example, question-answer adjacency pairs were followed by the third part, such as "Really" or a partial repeat for indicating receipt of information and understanding and allowing smooth expansion or change of the topic in the next turn. In some sequences, even the forth part, "yeah", was observed, which added rhythmic feature to the exchange. The adult interlocutors used formulations and collaborative completions not only to show their understanding but also show their attitude to small talk as a collaborative activity. All these responses contributed to the development of the ongoing small talk. On the other hand, child interlocutors seldom produced those types of responses and ended up in silence in the third part slot. Lack of repeats or formulation in the response slot seems to discourage the adult interlocutor to continue the same topic and resulted in changing the topic. In addition, the adult interlocutors produced questions or statements that exhibited interest in the other interlocutors and encouraged them to start a short narrative. In contrast child interlocutors rarely expressed such interest.
Discussion
The results indicate that full-fledged interlocutors use various types of responses at the appropriate timing and enable each other to expand small talk smoothly. Immature interlocutors seem to have only limited skills of using these responses and less interest in the other. Other skills such as topic framing before the introduction of a new topic were observed and will be discussed in the poster.

Izabel Magalhães

Context and language use in basic health care (lecture)

This paper reports on research taking place in the state of Ceará, in the Northeast of Brazil (PPSUS/FUNCAP/CNPq/EDITAL3/2012). The focus of the paper is on health professionals´ and patients´ orientation to aspects of context in their appraisal of basic healthcare. In the dynamic interplay between discourse and social practice, data analysis indicates that language use cannot be separated from context (Fairclough 2010); however, variable aspects of context are considered, and this variability has to do with ´role-performance´ (Sarangi, 2010). Here variability is related to different ways of appraising basic healthcare by a multi-professional team and patients. In line with Martin and White (2005), and White (2011), I view appraisal as related mainly to attitude, considering particular aspects of the institutional context, as for example lack of professionals, or medicine, in healthcare. Such issues raise problems for the professionals´ role-performance. This is an ethnographic project that started in 2013, involving five different towns in Ceará. The towns were selected according to their Human Development Index: in each of three different regions of Ceará, the town with the highest index and the town with the lowest index. The towns were: Fortaleza (the state capital), Pacatuba, Crato, Salitre, and Croatá. In addition to participant observation with registration of field notes, I have data from two focus groups in each town, from semi-structured interviews with both health professionals and patients, and artifacts, such as healthbooks. Fifty participants took part in the interviews, five professionals and five patients in each town. In this paper, I will deal with four interviews and two focus groups. The results suggest foremost that appraisal is deeply related to context. In addition, it can vary according to role-performance. White (2011) discusses three types of appraisal: affect, judgment, and appreciation. Appreciation was not found in the data, but generally patients can show affect to the professionals, especially in cases in which a bond has developed in their relationship. However, the most frequent way of appraising healthcare is by judging it. Examples in patients´ Portuguese phrases are: "deixa muito a desejá" [It´s no good]; "Por mim é PÉSSIMO (emphasis)" [as I see it, it´s awful]. Professionals also display judgment, but in their case, judging healthcare is oriented towards contextual aspects, such as delay in exam results. Thus, both show language adaptability, but resistance would indicate more precisely patients´ evaluation of healthcare, making explicit their dislike of the ways in which they are cared for.

Jenny Mandelbaum & Galina Bolden

The epistemics of co-remembering in conversation (lecture)

Memory is a central epistemic resource, yet the interactional organization of shared remembering is largely unexplored (but see Drew 1992; Goodwin 1987; Middleton 1997; Norrick 2005; Schegloff 1991; Shaw & Kitzinger 2007). How are memories of co-experienced events brought to the conversational floor and for what interactional purposes? How and in what interactional contexts do participants demonstrate and claim remembering? How is co-remembering organized as a course of action? Drawing on a large corpus of video- and audio-recorded conversations (in English and Russian), the paper examines a

collection of cases in which participants are engaged in discussing their (potentially) shared memories of past events *as memories*, i.e. when participants are engaged in the activity of co-remembering.
In this paper we focus on how participants manage epistemic rights and responsibilities relating to memories in the course of co-remembering. We show that when one participant produces a report of a memory to which another should have access (as a co-experiencer, for example), a claim or a display of co-remembering should be produced; if it is not, it will be pursued. This observation extends to multiparty interaction, where all members of the same category (e.g., "children" or "grandparents") may be expected to participate in co-remembering by proffering memory claims or demonstrations. This suggests that co-remembering may be used as a membership categorization device (Sacks 1972): When one participant produces a memory claim, a memory claim or demonstration from others in the same category is expected.
Overall, co-remembering raises interesting questions about management of shared knowledge. Heritage (2007) has shown that (at least in references to persons and places) intersubjectivity (i.e., shared understanding) is ordinarily assumed rather than demonstrated in interaction. However, in the case of shared remembering, participants seem to require others to provide proof or a claim of the memory.

Junling Mao

A cognitive-pragmatic approach to metaphor: An inquiry into systematic mappings and processing effort (lecture)

Tendahl and Gibbs (2008) propose that conceptual metaphor theory can be integrated into the relevance theoretic approach to metaphor. Carston (2012) views that conceptual metaphors may reduce the processing effort involved in metaphor comprehension. However, little is known exactly about efficient processing in the steps of inferential procedures of metaphor interpretation. Here I present evidence from the Chinese language to explore how systematic mappings can direct the hearer to activate related contextual assumptions in a cost-efficient way, in the case of conventional metaphor and novel metaphor. My analysis makes two theoretical claims. First, I argue that the familiarity of systematic mapping of conventional metaphor may guide the hearer to follow the most accessible inferential route. For instance, in interpreting an utterance containing excessive structure si 'death'(e.g., dongxi shule ma? Wo esi le 'Is there anything I can eat? I'm extremely hungry.'), based on the cross-domain correspondences, certain aspects of contextual assumptions will be automatically activated to a highly salient level. I demonstrate that this routine derivation will give rise to roughly the same implicatures to save unnecessary processing effort. Second, I argue that systematic mappings of novel metaphor also have relevance-enhancing role. By explicating the inferential process of novel metaphor (e.g., zhiyou wo zheyang buhui chuiniupaima de youchouyouying maokengli de shitou hunbuchuge renyang7 'Being the stone inside a manure pit, stubborn and incapable of flattering, I'm the only one that have no chance to get promotation)', I attempt to show that systematic mappings can speed up the interpretation process by enhancing the accessibility of contextual assumptions that facilitate the hearer to satisfy the expectations of relevance. This will help the hearer to consider the particular combinations of highly accessible hypotheses about explicit content, context and cognitive effects. To conclude,in either case, it is the systematic mappings that allow the hearer to satisfy his expectations of relevance accurately.

Rosina Marquez Reiter & Adriana Patino Santos

(Re)location, (re)location, (re)location. Stories of urban regeneration and displacement among the Spanish-speaking Latin American community of Elephant & Castle. (lecture)

The Latin American community in London (circa 113,578 members - McIlwaine et al. 2011) has recently received official recognition as an ethnic group in two of the three boroughs where it is mainly concentrated (i.e. Southwark and Lambeth Councils - September 2012 and November 2013, respectively). This should result in the inclusion of the community in relevant policies and strategies such as the planned regeneration of the Elephant & Castle (E&L) shopping centre, home to an array of Latin American businesses and an emblematic symbol of *latinidad* in London's culturally diverse landscape.
While the redevelopment of E&L is likely to improve the area's infrastructure and overall reputation by helping to satisfying London's incessant demand for (investment) properties, on-going research on Latin Americans in London (Márquez Reiter and Martín Rojo 2014; Román Velázquez 2014) has pointed out the threats that it poses to the well-being of a significant number of its businesses, residents and visitors who are in the vast majority Latin American. Given that a new space in the city has not yet been found and that the community at E&L feels their voice is not being heard (Social Life 2014), the proposed regeneration of the area and that of the shopping centre represents yet another form of displacement for many Latin American migrants. The revitalisation of the area thus has the potential for undermining the

socioeconomic livelihood and general visibility of the community and, for undoing the intra-community and inter-community links that have been forged by many of the Latin American migrants who settled here.

In this paper we report the preliminary results of 15 ethnographic interviews conducted with retailers and customers at E&L. Specifically, we examine the way in which members of the Latin American ethnolinguistic community reposition themselves intra and inter-ethnically in light of the imposed relocation of their businesses and the way in which their voices are articulated through the research. In so doing, we discuss what members of the community understand as the basis for the social formation of their community in a diverse London, the forms of relatedness that emerge in the discourses of the community members as a result of their imminent displacement and, the extent to which their notion of community is changing at this critical moment.

Patricia Martínez-Álvarez, Hansun Zhang Waring & Maria Paula Ghiso

Negotiating understandings of science and scientists in two after-school programs (lecture)

An important goal of science education is helping students develop sophisticated understandings of what science is, how it is done, and for what purposes (National Research Council, 1996, 2012). Just as importantly, science education should help students imagine themselves within scientific activities and facilitate their understanding of what counts as science in more robust ways (Bang & Medin 2010). Prior work on children's multimodal representations of scientists has revealed the prevalence of stereotypical indicators that circumscribe who can be seen as a scientist (Finson 2002). In this presentation, we further investigate children's understandings of what constitutes science and what it means to be a scientist. In particular, we ask: how are such understandings discursively negotiated in moment-to-moment interaction as they talk about science and scientists?

Data are taken from a larger qualitative study, funded by the U.S. Department of Education's Office of English Acquisition, of two bilingual after-schools (Spanish/English or Chinese/English) aimed at exploring students' science identities as linked to their cultural funds of knowledge (Moll, Neff, & Gonzalez 1992). For the purpose of this presentation, we will be focusing on a set of audio-recorded (Note: we were not able to obtain permission for video-recording, unfortunately.) interviews where the children were invited to discuss their drawings of science and scientists. The recordings had been transcribed in conversation analytic conventions (Lerner 2004), and these transcripts along with the children's drawings became the database for this study, which was then subject to a close analysis guided by our research question.

The analysis was conducted within a conversation analytic (ten Have 2007) and multimodal (Kress 2003) framework. In showcasing the dynamics of identity and agency which emerged as central constructs in illuminating the children's understanding of science and scientists, we also drew upon such concepts as "actual" vs. "designated identities" (Sfard & Prusak 2005) as well as " shared transformative agency" (Virkkunen 2006) from cultural historical activity theory (CHAT).

Findings indicate that the bilingual children (1) deployed multiple modes for meaning making in navigating their understandings of science and scientists, and (2) such understandings often featured tension and oscillation between the proximal and distal (Hogan 2000) science identities, as (3) the children exercised strong agency in redirecting, resisting or recontextualizing the distal. Overall, the children's discursively negotiated understandings contrasted with more traditional views of science and entailed expanded images of themselves as scientists that recontextualized what they had learned about "science" in relationship to their social worlds. These findings can potentially inform educators and policy-makers in their endeavors to structure curricula in ways that build on and support the linguistic and cultural resources of minoritized students as scientists.

Rieko Matsuoka & Tadashi Nakamura

Medical discourse analysis of an expert physician and his clients with vertigo: Exploring the optimal communication styles to enhance the quality of medical practice (lecture)

As Cousins (2005) argues based on his own experiences, there should be some factors not directly related medicine, such as communication causing laughter in particular, which may affect the medical or physiological effects. Therefore, it should be vital to investigate the ways in which the medical professionals should interact with their clients for establishing the relationship leading to the clients' sense of security. This study aims to explore the optimal communication styles to enhance the quality of medical practice, by analyzing the medical discourse. The data are gathered from the first examination by an expert physician. This expert physician has been aware of the importance and significance of

communication with his clients complaining of vertigo, which may involve psychological factors despite the fact that it is an organic disease in principle. Twenty new clients and the physician specializing vertigo participate in this study and their first sessions of examination are recorded using video-camera, and transcribed word by word to form the data. Then gained data are analyzed using both RIAS (Roter Interaction Analysis System) and the Politeness Theory. RIAS (Roter and Larson 2002) has two main categories -- medical communication with 26 sub-categories and socio-affective communication with 15 sub-categories. Each verbal and non-verbal behavior in an interaction should be categorized according to RIAS, in order to find out specific functions containing in medical discourse. As the second step, these categorized behaviors are analyzed and evaluated by Politeness theory (Brown and Levinson 1983). Politeness theory, build up the key notion of 'face', provides politeness strategies consisting of 16 positive politeness strategies and 7 negative politeness strategies, all of which were validated in Japanese medical scenes (Yoshioka 1998). Each politeness strategy exists for purpose of mitigating the face-threatening act fluctuated by the social distance, power relations, and the degree of imposition of the act, dynamically. Additionally, feedback comments regarding the interaction at their first examination sessions are provided by the clients who participate in this study, in order to validate the analysis and evaluation. The expected results may suggest that a socio-affective behavior at the physician-client interaction with an appropriate politeness strategy should facilitate to build up the relationship fostering the security in clients and eventually enhance the quality of medical practice.

Kate Maxwell & Anders Gravir Imenes

Research in the middle: Multimodally broadcasting and analysing climate-change research in a Norwegian context (lecture)

Multimodality is the study of communication where different semiotic or perceptual modes interact. It enables us to explain how in contemporary cultures meaning is negotiated in complex interacting sign processes. With regard to climate-related discourses, multimodality is of central importance due to the role of online media in constructing the images, thoughts, catchphrases, and even music and sounds that determine an understanding of climate change. Since multimodality researchers consider the whole breadth of current signing and meaning-making practices, and furthermore work (for the most part) in a critical and socially conscious tradition, they are able to investigate the practices, discussions, and (mis-)appropriations surrounding climate change.

In January 2014 the Norwegian Research Council held its first Idélab, with the view to financing research projects to decrease carbon emissions. These have now begun: three independent science projects; and one project on multimodal research communication which bridges the others, and also serves as the official 'spokesproject' for the funded research. This communication project therefore has the curious situation of working from within itself, of researching in the middle.

'It's not beginnings and endings that count, but middles. Things and thoughts advance or grow out from the middle, and that's where you have to get to work, that's where everything enfolds' – Deleuze, Negotiations *(trans. Joughin, 1995), 161.*

This position in the middle is a fruitful point of research into climate change communication. Around us are the hard scientists, the specialists, the policymakers, and of course the general public (in all its multifaceted glory). In the middle, a multimodalist (Maxwell) and a change psychologist (Imenes) seek to engage all of these in meaningful dialogue.

In order for communication to take place, what we term the 'cultural practices' – the wider contextual factors – surrounding both senders and receivers have to be considered. This can, of course, be meaningfully looked at through the lens of pragmatics. We argue that there is a need to identify, and then put to use, the multimodal resources employed by all actors in the climate change debate in order for effective communication and engagement to take place. Using the framework of multimodality, we analyse not only popular and scientific discourses, but also our own – seeking to improve communication on climate change issues, from the middle.

Patricia Mayes, Mary Clinkenbeard, Shelley Lund & Yi Hu

Identifying referents in everyday conversation involving augmentative and alternative communication systems (lecture)

More than three million people in North America alone have complex communication needs that severely limit their ability to speak. In recent decades, research and development in high-tech industries has led to the production of devices known as Augmentative and Alternative Communication (AAC) systems, which are equipped with software capable of producing synthetic speech. These devices enable people with disabilities to interact in ways that were previously impossible, and at the same time, they have created many new contexts for interaction. This paper focuses on an ongoing case study of one individual

who uses AAC to communicate in everyday conversation. Our findings show that the use of a speech-generation device itself drastically changes the way interaction occurs. For example, an AAC-using participant must first type an utterance before the device will vocalize it, a process that causes delays in verbal production as well as errors that result from "typos" and auto-correct features of the software. These factors can lead to difficulty in establishing the relevant referents in an ongoing interaction, and may also have other consequences such as changing the type of activity the participants are involved in. The example below illustrates the problem of identifying such a referent. (*F* is the AAC-using participant, who sometimes produces vocalizations; *FD* indicates utterances from F's AAC device; *M* is an able-bodied participant.)

1. FD: I have two more email address one is for Donna and the other is for ( ).
2. M: for?
3. F: ( )
4. M: who?
5. F: hehehehe
6. M: s- not Stephanie. ((looks at F)) no. um, (.) Donna a:nd?
7. F: L
8. M: L (.) who"s L.
9. F: ↑( ) ((high pitched vocalization))
10. M: .hh I should know?

The final word of F's utterance (line 1) is unclear and leads to an other-initiated repair in the next turn, as M repeats *for* with rising intonation. In response, F vocalizes an indecipherable syllable, and M uses 'who?'to more specifically identify the repairable (line 4). In line 6, where we might expect to see a candidate repair, M instead eliminates a possible candidate *Stephanie*, and then repeats a different part of F's utterance *Donna and* with rising intonation. This repetition is similar to what Koshik (2002) refers to as a "designedly incomplete utterance," and is used to prompt the recipient to complete the utterance. In line 7, F complies by vocalizing 'L,' but this leads to another next-turn repair, consisting of repetition of 'L' and the even more specific 'who's L.' In response, F utters several high-pitched, indecipherable syllables in line 9. M then responds by suggesting that she does not have enough information to offer candidate repairs and assist in the repair activity underway at this point. Our findings suggest that identifying referents in contexts of AAC use is particularly problematic and can derail the activity initiated by the AAC-using participant, as other kinds of activities such as the complex, extended repair sequence seen here, become the focus of the interaction.

Ndzotom Mbakop

The language of evangelisation in "foreign" territories: Case study in the town of Maroua, Cameroon (lecture)

This paper investigates the negotiation of language use in an area of 'super-diversity'. It is based on the postulate that mainstream Protestant churches in Cameroon have specific ethnic/regional strongholds (Kouega and Ndzotom 2012; Ndzotom 2014 (in press)). In this country of between 250 and 300 indigenous languages, although major cities seem to be linguistically neutral, smaller towns feature much higher homogeneity. Therefore, it is intimated that the development of a church group out of its historical environment, and outside neutral linguistic environments, leads to huge linguistic upheavals. The work focuses on language use in the EEC, PCC and EPC, in a small town: Maroua. The structural-functional approach was used for the collection of the data. Twenty informants in each parish were subjected to a 17-item questionnaire checking language use for each part of the service. In addition, the researcher made participant and direct observations in the three settings selected. The analysis of the data revealed that, the main languages used were French and English. However, it was interesting to see how a few local languages were making their way in the various services through songs and Scriptures reading especially. This reveals that the churches attempt to match the immediate linguistic environment of their parish to their language use. This aims at attracting new faithful, especially, those who are linguistically most unlikely to adhere to their faith.

Kevin Grant McKenzie

Invoking commonsense assumptions to underwrite scientific claims: Gender equality and the social psychology of stereotyping in second language learning curriculum (lecture)

This paper examines the moral accountability of implicit argumentative claims in the curriculum of an upper-intermediate course in English as a Foreign Language. We explore how the claims about the nature of reductionist stereotyping are rhetorically underwritten by invoking commonplace assumptions about the nature of gender inequality such that the inferential endpoint is dependent upon their presumption as a condition of their intelligibility. We examine two different examples of source materials: (1) an audio

sequence taken from a *National Public Radio* broadcast reporting on the findings of a social psychological study to substantiate the pervasive nature of gender stereotyping in scientific practice, and (2) a lecture on the historiography of women in the development of science. With regard to the first of these, where the implications of evidence contradict assumptions regarding the pervasive nature of individually held stereotypes, that evidence is marshaled to underwrite a model of prejudice as ideologically autonomous. With regard to the second, we consider how commonsense assumptions about the moral accountability of gender equality are invoked to warrant relational criteria for a definition of historical accuracy. In both cases, the inferential consequence of investigative efforts to recover otherwise undocumented instances of prejudice is dependent on the premises of gender equality that are made relevant to the investigation from the outset. Finally, we consider how the version of scientific discovery repudiated in these formulations of stereotyping otherwise function to manage accountability within a falsification model of scientific knowledge as advocated by Karl Potter and described by Jean-Francois Lyotard. If falsification is seen as essential to extending scientific insight, then a non-relational, individual model of scientific achievement provides the rhetorical means to document the extension of knowledge. Scientific discovery is described in terms of autonomous achievement in order to underwrite a falsification model that individual accountability makes intelligible.

Michael Meeuwis, Astrid De Wit & Frank Brisard

Performatives and (im)perfective aspect (lecture)

his paper represents the first (methodological) step in a cross-linguistic study on the relation between performativity and aspect. It starts from the observation that verbs, when used as performatives, are typically inflected with (present) perfective aspect. This can be motivated on the basis of the indexical quality of performatively used verbs: the activity referred to by performatives (such as *I promise to come*) can be said to coincide exactly with the act of referring to it. Thus, we may say that the denoted situation (the speech act of promising) is in fact *constituted* by the speech event (Langacker 2001). As a result, the situation at issue is fully conceptualized at the time of speaking by definition, which would typically trigger perfective aspectual marking: perfective expressions designate situations that are treated as known and closed. Imperfective aspect, in contrast, is associated with construing situations as incomplete and open. For instance, using progressive marking (a kind of imperfective aspect) in an utterance like *I'm promising to come* has the effect of turning it into a mere description of an ongoing event, thereby canceling its performative character.

It is possible, however, that this assumption of a correlation between performativity and perfectivity is biased by a privileging of examples from English, in which performative contexts obligatorily feature the simple present (and the simple present is commonly assumed to have a perfective value; cf. Brinton (1988), Smith (1997: 110-112, 185-186), Williams (2002: 128-166) and De Wit et al. (2013)). However, data from Slavic -- the only language family for which the relation between performativity and aspect has been examined thoroughly (cf. Israeli 2001; Dickey forthcoming) -- indicate an opposite tendency: most Slavic languages, especially from the eastern branch (such as Russian), almost exclusively allow imperfective verbs in performative contexts. Jaggar (2006) furthermore indicates that performative expressions in Hausa trigger both perfective and imperfective marking.

The correlation therefore needs to be checked cross-linguistically, an endeavor that requires a suitable questionnaire offering contexts that are universally accepted as triggering performative uses. Our purpose is to present such a questionnaire and to discuss its methodological potential and limitations. A crucial element will be to elicit and identify performatives without having to resort to aspectual tests, such as in English (present simple vs progressive). By wayof a pilot study, we will also offer our first findings based on native speaker elicitations in Lingala, Turkish and Sranan.

Salvio Martín Menéndez

Agentivity: Verb classification from a discursive point of view (lecture)

In this paper, it is proposed to discuss the traditional grammatical verb classification proposed by Systemic-Functional Linguistics (Halliday y Mathiessen 2004) in order to reformulate it from a pragmatic-discursive point of view (Verschueren 1999; Menéndez 2005).

In order to achieve it a principle of graduality will be postulated. This principle recognizes two poles [+/- concrete] that enter in combination with: a) semantic features of the types of verbs (+/- material, +/- mental-sensing, +/-relational) hierarchically ordered, and b) degree of agentivity involved (+/-agent, +/- executioner) that enters in relation with register (Halliday 1978) and genre (Bajtin 1944; Martin and Rose 2005). So our proposal can be summed up as follows:

Type	*Degree of concretness*	*Features*	*Agentivity*
Behavior 1	1. [+concrete]	1.Material 2.Thinking-sensing	It is not the cause of the semantic nature of a process; it just performs it.
Behavior 2	2	1.T hinking-sensing 2.Material	It cause and perform the semantic nature of the process;
Saying 1	3	1.Thinking-sensing 2.Relational	It may cause or not and perform the semantic nature of the process
Saying 2	4	1.Relational 2.Thinking-sensing	It may cause or not and perform the semantic nature of the process
Relation al	5.[-concrete]	1.Relational	It does not cause and does not perform the semantic nature of the process

Our corpora are made of three discursive series (political discourse, academic discourse and web discourse) in order to show variability of registers and genres.
Therefore, our conclusions aim to demonstrate that verb classification depends on a gradual complementary hierarchal combination of semantic features (grammatical) and agentivity (generic) that are contextual dependent.

Olivier Meric

Extra-linguistic features shape guided tour discourses: Pragmatic dimension of audio-guided text dramatization (lecture)

Scope and aims

The expansion of multimodal services available at tourist sites allows for the development of audio-guided tours thanks to a variety of socio-technical tools. The context of these particular communicative situations implies specific characteristics of data transmission. In the environment of a tourist site, visitors expect to receive information about spatial orientation and instructions regarding the socio-technical interface, the use of which conditions their behaviour as they follow the visit. They also expect to receive cultural data in addition to being entertained, and these are both among the main reasons leading them choose the audio-guided visit. These confines drive the authors of audio-guided visit text to shape their writing by taking into account extra-linguistic features. Therefore, the first objective lies in the analysis of the way the corpus text is organised which leads to a different text-form or text-genre identification and description. The second objective is to examine the uses of specific pragmatic discourse patterns within the text and how they reveal the articulation of this complex organisation.

Corpus

The texts we compiled in the studied corpus are used to record French audio-guides. They were selected in light of their theatrical features and narrative audio-guide texts were discarded as they did not present a representative pragmatic dimension. Therefore, the collected corpus represents audio-guided visits made available in French tourist sites where the “stage” like setting was considered important for tourists’ entertainment.

Theoretical backgrounds

The objectives situate this study between textual and discourse analysis. On one hand, the research of Adam (1999, 2005), Fairclough (2003), and Helder (2011) sets the theoretical foundations regarding the categorization of audio-guide texts. On the other hand, the analysis of deictic terms involved in Bülher’s origo descriptions (2011) gives insights into how pragmatic features coordinate text organisation.

Results

The needs of a specific communicative situation create new discursive moulds which enable the tourists to enjoy their visit. The expected results focus on detailed descriptions of the discursive text patterns and how information, instruction and entertainment are organised around pragmatic features.

Maria-Eugenia Merino

Re-created places in urban context and cultural labelling in cultural maintainance amongst Mapuche immigrants in Santiago, Chile. (lecture)

The aim of this presentation is to describe the role of re-created places and their labelling in cultural maintainance amongst Mapuche adults in two urban comunes in Santiago, Chile.

Out of the total chilean population (17 million) the Mapuche are the largest indigenous group in Chile (958.000). Above 380.000 of them currently reside in Santiago, the capital city, to which they have immigrated for work reasons. 'Mapuche' means a 'man of the land and nature' and emigrating from their original territories in the south of the country has meant having left behind their land, family, communities, and their cultural practices.

When land as the essence of the Mapuche culture is not available for Mapuche families in Santiago, the necessity to adapt the new urban environments arises to allow culture maintenance and ethnic identity. We therefore pose the following research questions: which urban places do Mapuche adults and their youngsters identify and select to modify and recreate for cultural practice?, how are these re-created places labelled to capture the ideological and cultural meanings assigned to the original ones?, do they develop a place identity with the new re-created ones?

The data analysed for this study are four Mapuche families from two communes of Santiago. Families include parents, adolescents (16 and 20 years old) and grandparents or old aunts and uncles (if any). The total sample is 20 individuals. Individual life stories were collected in Spanish through semi-structured conversational interviews conducted by Mapuche interviewers.

The theoretical framework is drawn by theories from three approaches. Environmental psychology provides the discursive approach to place-identity to explain how people make sense of their locatedness (Dixon and Durrheim 2004). Secondly, the processes of discursive construction of place identity are examined drawing on discursive psychology (Edwards and Potter 1998, 2005) to explain how different spaces can be made meaningful by individuals and how people can become attached to certain spaces in a variety of ways. Finally, we draw on linguistic labelling to reveal how people group certain signs, practices and persons together, positioning them in common cultural practices, differentiating them from others, and aligning them with particular histories, trajectories and destinies (Rampton 2011).

Vesna Mikolic

Slovene national attributes through the tourism discourse (lecture)

For Adam Jaworski (2010) tourism is a field which reflects all the inconsistencies of the contemporary mobile society, the simultaneous searching for differences and similarities. On the one hand, tourist strategies of a country/region emphasise the differences, but on the other hand they adapt to tourists or to the common cultural frame of the local population and the tourists. These processes undoubtedly exert a strong influence on the identity discourse of the local communities, which use it to shape their image in the international market. Indeed, the brand of the destination, on the basis of its corporate identity (image), has become one of the key areas of research in tourism marketing. It is therefore interesting to observe how some traditional social concepts, such as "national identity", function in tourism discourse.

The paper will refer to the results of the research project "Slovene national identity in the light of tourism discourse" (UP ZRS, Koper, Slovenia). One of the survey's aim was to unveil the construction of the Slovene national identity through a semantic-discourse analysis in the Multilingual Corpus of Tourist Texts TURK. By semantic analysis, the lexical and semantic elements typical for different tourist text types were identified and some of the key words of Slovene national identity were definied. The discourse analyses showed which discursive strategies were used in this process (argumentation, stereotyping, metaphorisation etc.). In line with the findings of intercultural pragmatics, important results were obtained by the analysis of language-specific elements of Slovene and the languages it enters into contact with. On this basis, the key attributes of Slovene national identity as reflected in tourism discourse were identified. Consequently, the results of our interdisciplinary research revealed the strong connection between national identity, language and tourism.

Alba Milà-Garcia

(Dis)agreement in Catalan across conversational genres: Conversations, meetings and professors' office hours (lecture)

This paper presents the preliminary results of an ongoing Ph.D. thesis on the study of agreement and disagreement in the Catalan language through a small spoken corpus compiled for this purpose. The corpus contains samples from three different conversational genres (conversations, meetings and office

hours) in which these speech acts are significantly frequent with the aim to study their complexity, multidirectionality and multifunctionality (Sifianou 2012).
The methodology adopted in this project combines analytic resources from pragmatics, corpus linguistics and conversation analysis. Firstly, speech act research, "an empirical undertaking that focuses on the realisation of speech acts in social contexts" (Kasper 2004), provides the taxonomy that has been applied to the data in order to carry out the pragmatic analysis. Secondly, interactional features from conversational analysis (pauses, overlaps, turn-taking, etc.) have also been taken into account, due to their relevance in this kind of exchanges (e.g., Pomerantz 1984; Kothoff 1993). Finally, corpus linguistics is used as the methodological tool (Walsh, Morton and O'Keeffe 2011) that makes this complex analysis possible: not only does it provide a rationale for the constitution of the corpus, but it also allows the researcher to carry out quantitative analyses through the annotation of the data with pragmatic, situational and interactional tags.
In this study, disagreement is understood following Angouri and Locher's (2012) view: it is common, it can be expected (e.g., in meetings, where it is unmarked (Angouri 2012)), it is not intrinsically negative, and it has an impact on participants and their practices. The variety of speakers, genres and situational factors, allows the researcher to carry out a detailed and multifaceted analysis of how (dis)agreement is performed and the degree to which situational factors (genre, context, speakers, etc.) affect speakers' production and the amount of face work required in each case.

Anna Milanowicz & Barbara Bokus

Zing Zing, Bang Bang: When what you hear is not what I meant. Differences between men and women in use of non-literal language (lecture)

With reference to the concept of language as a natural and culturally specific system of knowledge and social coordination, which is subject to dynamic processes of interaction between participants in the system of communication, the aim of the lecture is to present the relationship between gender and subjective interpretation of ironic meaning.
Following experimental studies and social comparison theory (Guimond 2006; Wojciszke 2010) which showed that intergroup comparisons reinforce the stereotype, and referring to the phenomenon of the linguistic intergroup bias (Wigboldus and Douglas 2007: desirable behavior of the in-group member is interpreted on the abstract level while negative behavior is interpreted on a more concrete thinking level - and the process is reversed for out-group members; this helps to maintain a more positive image of one's own group and negative image of the outgroup), the study focused on the effects of gender stereotype activation on verbal communication processing.
If we accept irony as the manifestation of abstract language and saying something directly as the manifestation of literal language, we can assume that towards in-group members (US: i.e. same-sex interlocutor) irony will be used rather in a positive context (praise) while literal language in a negative context. The opposite will be true towards anyone viewed as outside the ingroup (THEY: i.e. opposite - sex interlocutor) and use of irony should be preferred in negative context (criticism). The findings of the study indicate that women and men will understand irony communicated by the same-sex person differently than communicated by the opposite-sex person.
Previous research on irony by Milanowicz (2013) showed that men see humor in irony and use it to ease criticism while women would rather use irony to show their disapproval and dissatisfaction. With reference to politeness theory (Brown and Levinson 1987; Lakoff 1973), impoliteness strategy (Culpeper 1996) and research on stereotypes by Wojciszke (2010) we have wanted to see if irony is a form of expression of repressed aggression by women. According to stereotype, there is no social approval for women to show anger and for that reason irony can be a form of verbal frustration, which through its indirectness and ambiguous nature allows women to adapt to expectations and avoid social disapproval.

Yoshimi Miyake

Narrating the experience of encountering ghosts/spirits in Javanese (poster)

This paper will discuss the use of evidentiality verbs in Javanese narratives when Javanese narrate their experiences of encountering ghosts/spirits [generally called lelembut in Javanese]. Studying the structure of Javanese narratives of these experience leads to a question about the narrator's choice of verbs. Depending on their knowledge of and proximity to the ghost/spirit, narrators differentiate voice and aspect of the verbs they use. That is, the diversity of the experiences with a variety of ghosts and spirits is reflected in the choice and form of verbs in the narration. I will demonstrate the tenses and modal aspects in each of the verbs used in narratives of encounters with different types of spirits/ghosts. The data comes from 20 Javanese stories of experiences of encountering lelembut. Two of them come from narratives by acquaintances while others are from the Javanese weekly magazine Djaka Lodang, which devotes three

full pages every week to Jagading Lelembut 'lit. the world of ghosts', in which the writer narrates his/her experiences encountering ghosts/spirits . My study shows that three factors, i.e. first, the animacy of the spirit whom the narrator encounters, second, the frequency of the encounter, and third, the kind of interaction with the spirit, determine the choice of verbs, with a progression from existential verb to audio verb, then to visual verb, and with the passive voice of, for instance, the verb weruh 'to get acquainted' transitioning to the active voice of weruh. In Javanese narratives on lelembut, true or not is not a question. Rather it is a narrative of personal experience in which a linguistic strategy is well deployed. Specific verbs as well as verb forms are carefully chosen, depending on the level of the experiences of the encountering with a lelembut, as well as kind of lelembut. This is how the Javanese story telling offers 'validation' (Du Bois 1986) of stories on mysterious experiences.

Lisa Mizushima & Yoichi Watari

Do English education in Japanese high schools provide sufficient pragmatic instruction?: A quantitative and qualitative study of English textbooks and teachers

(poster)

According to the new course of study by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT, 2009), the main objective of foreign language education is "to develop students' communication abilities." As mentioned in Bachman & Palmer (1996), "communicative language ability" includes not only "organizational competence" (composed of "grammatical competence" and "textual competence") but also "pragmatic competence" ("illocutionary competence" and "sociolinguistic competence"). Therefore, pragmatic aspects should be considered an integral part of foreign language teaching.

For decades, many interlanguage pragmatic studies have pointed out the lack of pragmatic ability of Japanese EFL learners, and researchers have been seeking for an effective teaching method of pragmatic aspects of language. However, most of these studies are concerned about learners in tertiary education, and have paid very little attention to secondary education(except for LoCastro 1997, 2003; Hori et al. 2006; Shimizu et al. 2007, 2008, all of which critically analyzed the contents of high school English textbooks).

In this context, this study aims to understand and assess the current situation of pragmatic instruction in high school education. The analysis is built on the quantitative and qualitative data from eight of the most widely used textbooks and the survey questionnaire for high school English teachers (multiple-choice questions/follow-up interviews).

The data indicates that the expressions offered in the textbooks are often presented without language-use context, and their function is limited to "transmitting information." It is also revealed that these textbooks do not provide sufficient explanation of the sociopragmatic appropriateness of the selected semantic formulas. Also, according to the result of the questionnaire, high school English teachers are not well-informed about the pragmatic aspects of language use, or don't have clear ideas how to teach these aspects in their teaching situations.

Following these results, the authors insist that the English textbooks used in Japanese high schools should provide adequate coverage of (meta)pragmatic information, and the teachers also need to be more aware of the significance of developing students' pragmatic competence. This study will be of interest to researchers in the field of interlanguage pragmatics as well as EFL instructors and textbook writers.

Stephen Moody

Standing out and fitting in: Identity as a goal-oriented resource in the international workplace (lecture)

In the international workplace, identities are commodities, constructed to be socially useable tools (Heller 2003). While this is certainly true in non-work settings as well (e.g. Iwabuchi 2005), in professional environments the negotiation of identity can be a particularly high stakes event as the manner in which people are portrayed relative to others may have a material impact on their access to work-related resources. It follows that interactive presentations of identity are goal-oriented activities which influence the ability to do work. As most work on identity in the workplace has considered primarily the means by which identities are negotiated, this study seeks to extend this line of inquiry by addressing the issue of why they are negotiated. The broad guiding question is, what do people *do* with identity in intercultural workplaces?

This study uses data from a corpus of roughly 50 hours of transcribed interactions between American student interns employed in Japanese companies where Japanese was the primary spoken language. A total of six interns in different companies were observed during this project. The analysis uses an Interactional Sociolinguistics framework (Gumperz 1982, 1999) to consider how a particular resource—

addressee honorifics in Japanese—is used by the interns to manage their 'outsider' identity in order to facilitate the accomplishment of work. Addressee honorifics are an important feature of Japanese that have been studied for their ability to construct identities (Cook 2008), though they have not been treated in the context of intercultural workplaces. Moreover, though most work on language learners in the workplace has been concerned with English contexts, a recent thread on the Japanese workplace is fruitfully contributing new perspectives on intercultural professional communication, such the nature of culturally-influenced miscommunications (Miller 2008). This study furthers this inquiry by bringing in an identity perspective.

Results indicate that it is advantageous to both foreground and suppress linguistic or cultural differences, depending on the local goal. Specifically, creating an outsider identity is used to create humor and good rapport in a way that mitigates imposition when asking co-workers for help. At the same time, suppressing outsider is an effective strategy to 'fit in' with others and more efficiently complete work-related assignments. In this sense, identities are adapted through talk and interaction to fit both local transactional and broader social goals. This inquiry furthers the rapidly growing understanding that, rather than assigning social categories and ideologies *a priori*, interlocutors volitionally occasion, renegotiate, and transgress identities as a means to achieve social and transactional ends (De Fina, Schiffrin, & Bamberg 2006).

Discussion will be devoted to exploring the implications of this study for understanding the role for identity in professional intercultural interaction. Though much work focuses on the problems and miscommunications in these encounters, little has considered what contributes to successful, positive outcomes (cf. Bührig & ten Thije 2006). This study may suggest that, in some circumstances, interactionally embracing one's foreign identity and performing certain cultural stereotypes has some utility in accomplishing work while simultaneously transmitting cultural information and building rapport.

Takuro Moriyama, Daisuke Umehara & Hideo Tominaga

The role of attributes in a Japanese nominal tautological construction (lecture)

The aim of this paper is to analyze Japanese nominal tautologies from a pragmatic perspective. Japanese has various types of nominal tautologies, such as X-wa X, X-ga X, X-mo X, using different types of case markers. In this presentation, we will focus on the X-ga X construction.

While the X-wa X construction, which has a topic case marker wa, expresses a generic statement, the X-ga X construction, which has a nominative case marker ga, always denotes a specific referent. Furthermore, while the X-wa X construction can be used independently forming a main clause as in (1),

(1) Kodomo-wa kodomo da. (A child is a child.)
child TOP child be

the X-ga X construction can rarely be used independently as shown in (2), and almost always used in a dependent clause of reason as in (3).

(2) *?Kodomo-ga kodomo da.
child SUBJ child be

(3) Nedan-ga nedan da kara, ano kuruma-wa watasi-wa kaenai.
price SUBJ price be since that car TOP I TOP cannot buy
(lit: "Since the price is the price, I cannot afford the car.")

There is a restriction as to what type of noun phrases we can use in the X-ga X construction. A noun phrase used in this construction usually implies an attribute and needs two arguments, its possessor NP and its value; X (Possessor, Value). In the case of (3), nedan (price) takes its possessor (the car) and requires its value. By repeating the same noun phrase twice and not specifying its value, the clause implies that the value is something anomalous. "Nedan-ga nedan" in (3) suggests that "The price of this car is anomalously (too) high to buy." This implication is mostly negative, but can also be a positive one depending on the context.

In the presentation, we claim that the implication above is best explained in terms of the construction-specific meaning plus pragmatic inferences, supporting the pragmatic account over the radical semantic one. The topic-prominence of Japanese also plays a role to make this construction unavailable in subject-prominent languages such as English.

Iphigenia Moulinou

"In and out": Spatial referents and deictics in identity quest of juveniles in detention (lecture)

The present paper discusses the emergence of different identity positionings in the discourse of juvenile delinquents. The data analysed were collected during a three and a half years of ethnographic research, in two Greek Juvenile Rehabilitation Centres (JRC), one for male, the other for female adolescents. Two discursive devices will be mainly explored: metonymic uses of spatial referents such as 'inside' and

'outside', often combined with spatial deictics ('here', 'there', deictic verbs) but also semantic repetition (Johnstone 1987; Kakridi 1998) of spatial reference, through which juveniles construct more or less deviant positionings. In their interactions, both female and male minors, frequently designate the Centre as inside or in here in contrast to the outside world. They also use the spatial designation inside for the prison for juveniles, yet, once more, contrasting it with the JRC 'inside'. Compared to the out/outside world, the Centre's spatial metonymy in here/inside points principally to the characteristic of confinement and to that of separation from 'where these young people belong'; this is observed in interactions involving the co-construction of either implicit resistance or explicit protest to the idea of their 'belonging in here'. As will be shown, the young speakers jointly accomplish alignment with the 'outside' world (cf. also Wilson 2003), by virtue of syntactic and semantic parallelisms establishing semantic relevance and situational synonymy (de Beaugrande & Dressler 1981; Johnstone 1987) between general spatial notions (space, place) and 'integrated' world places, people or activities (e.g., space: my home, my mum, a walk; place: my room, a place of relaxation), with no comment relating to the Centre. Especially when the minors tackle their future or the crucial issue of recidivism, inside/in here is contrasted with the inside/in there of the prison. How do the young speakers jointly construct the prison's inside as marking a deviant 'otherness'? In our data, this is accomplished through a kind of activity-bound "fitting to the prison" socio-spatial categorization of other adolescents –or even themselves, although virtually– by linking them to more deviant acts and by presenting them as irredeemable and liable to recidivism. Which voices enter the dialogue during this process of constructing these various kinds of deviant otherness or less deviant-more integratable "our-own-ness", in the discourse of the young people (Bakhtin 1986)? How are these voices connected with dominant discourses and social order? How do these 'in and out' positionings shape the adolescents' relationships among themselves and with the institution? The analysis uses theoretical tools such as voicing and dialogicality (Bakhtin 1981, 1986), and is in line with Benwell & Stokoe (2006) insights on (socio)spatial identities and space/place viewed as "socially constituted and constitutive of the social" (Dixon 2005).

Glaucia Muniz Proença Lara

Analyzing politeness in the Paris subway system: A dialogue between pragmatics and French semiotics (lecture)

The fact that Pragmatics is not a homogeneous theoretical field, but a continuum of theories, far from being a problem, allows it to intersect with other disciplines such as Sociolinguistics, Psycholinguistics, Anthropology, Philosophy of Language, Discourse Analysis, just to mention a few. Due to this flexibility, in the present paper, we intend to establish a dialogue between Pragmatics and French Semiotics (or Discourse Semiotics). The interface of Pragmatics that interests us here is the question of politeness, but in a broader sense than that developed by authors like C. Kerbrat-Orecchioni who relates it to speech acts and to the theory of faces (linguistic politeness). In fact, we are more concerned about the exam of cultural systems and their ties to different codified domains of human behavior or, in other words, about what we may call "rituals of behavior". With these theoretical assumptions in mind, we will analyze six posters belonging to a "politeness campaign" from the Paris subway system that was conveyed by RATP (*Régie Autonome des Transports Parisiens*), during the first half of 2013. Such posters approach the genre "fable", not only because the main characters are animals with human characteristics, but also because they bring a moral lesson: how to behave in subway stations and trains, so as to obey the rules and, at the same time, respect the other passengers. Since the advertisements/fables are predominantly figurative texts, in order to analyze them we will use two categories belonging to the discursive level of the generative path of meaning, proposed by A. J. Greimas: the figures and the themes. Briefly, the former can be defined as semantic elements referring to things that belong to the natural world (or built as such); the latter, as categories with a purely conceptual nature, which means that they organize and categorize the observable facts. Since all texts have a thematic level, in the case of predominantly figurative texts as the ones we will examine, the analyst must "grasp" the themes behind the figures. So, by analyzing the themes and figures shown in the six posters examined, we intend to reach the image of the ideal subway passenger and the level of politeness expected or required from him (her) by the creators of the mentioned campaign. This will enable us to reflect about the important role Pragmatics can perform in the field of text/discourse studies, seeking, at the same time, to show w here pragmatic perspectives enter and how far they can go in such studies.

Yasumi Murata

When interactive competence overrides linguistic competence: A study of inner-circle English, Japanese and intercultural conversations (lecture)

Celce-Murcia (2008) augmented Canal and Swain's communicative competence model (1980) to include interactive competence, which among other things argued for recognizing the significance of turn-taking skills such as how to hold the floor, and how to interrupt. This presentation will consider the following two research questions regarding interactive competence to illustrate its importance. Firstly, what are the accepted turn-taking behaviors of native speakers in three major English-speaking regions of the UK, USA and Australia, and how are they different from, or similar to Japanese speakers? Secondly, to what extent and in what manner do differing turn-taking behaviors manifest when dissimilar turn-taking systems collide in intercultural and lingua franca situations? This analysis is based on an examination of first-encounter conversations for British, American, and Australian English speakers, (four 30 minute sessions for each group) and are compared with an equivalent amount of Japanese conversation data. Quantitative comparisons were made of the number of turns and turn types (i.e., appropriating, maintaining or directing). The most obvious difference between the two languages was found in the amount of turn-appropriating that took place during interactions. In addition, two English lingua franca conversations between English native speakers (ENSs) and Japanese native speakers (JNSs) as well as two Japanese lingua franca conversations between ENSs and JNSs were studied. In the English lingua franca conversations, ENSs dominated the conversations by taking more turns and talking more overall. In the Japanese lingua franca conversations, however, the differences between the ENSs and JNSs were not as large as those found in the English lingua franca conversations. In all four intercultural conversations it was an ENS who produced the most volume of talk, regardless of the lingua franca. From this finding I claim that interactive competence, particularly in terms of turn-taking, overrides linguistic competence when it comes to explaining how much one person contributes to any conversation.

Lynne Murphy

Separated by a common politeness marker: The case of 'please' (lecture)

This paper tests the hypothesis that the value of *please* as a politeness marker is markedly different in the United Kingdom and the United States. In particular, it asks. Can American use of *please* in requests be more face-threatening than request-mitigating? If so, is this because American *please* is not the 'politic' marker of requests that it is in British English? We hypothesize that *please* is more conversationally salient and more conspicuously (im)polite in American contexts, whereas in the UK it is more formulaic; a part of the conversational wallpaper, whose absence is more salient than its presence.

Using corpus data of speech and internet interactions, I examine the contexts in which *please* is used, with special attention to sentence position, verb mood and modal verbs, punctuation and speaker/addressee-orientation. Having identified key contexts for *please* in each dialect, we can then investigate whether it is present or absent in the other dialect in those contexts. For example, in ability-interrogative requests, we find that American *please* collocates with stronger modal verbs (e.g. *will*) than British does.

This paper contributes a lexically-driven approach to politeness phenomena, as opposed to the tradition of speech-act-focused approaches. (e.g. Cross-Cultural Speech Act Realization Project - Blum-Kulka and Olshtain 1984). Recent speech-act-driven work (e.g. Flöck 2011; Schneider 2012) emphasizes that even "inner-circle" Englishes differ markedly in face-management strategies. While starting at the level of speech acts can tell us much about conversational routine in such situations, they do not show if cultures differ in the range of acts in which markers like *please* occur and they don't tell us what *please* 'means' in those cultures. Thus, approaching politeness at the word level affords a different perspective on politeness and 'politic' (Watts 1992) actions. This research confirms anecdotal evidence (e.g. British complaints about Americans not saying *please*; American claims that *please* can sound 'bossy') and some existing research (Sato 2008) that point to salient differences that affect intercultural interactions, and which have implications for the teaching of English.

Jill Murray

A qualitative study of pragmatic competence and migrant identity in the Greek diaspora (poster)

At the core of a person's identity as a language user and sense of self as a competent communicator is the ability to manage the contextual aspects of communication (Benson, Barkhuizen, Bodycott and Brown 2013). There is a substantial literature on how learners of Modern Greek experience challenges in managing a range of pragmatic aspects of the language: the negotiation of the communication norms of a positive politeness society, (Sifianou & Antonopoulou 2004) the management and mitigation of face threatening acts, (Bella 2011; Georgeakopoulou 2001; Sifianou 2012), the use of diminutives and terms of endearment (Sifianou 1992) and the use of politeness markers and formulae (Terkourafi 2011). This study seeks to extends the existing body of knowledge to explore how these areas of pragmatics are

managed by heritage speakers of the language, both in communication with other members of the diaspora and with native speakers they encounter during visits to their parents' country of origin.
Greek is one of the major heritage languages in Australia with an estimated 250,000 speakers. According to the 2011 census, the median age of the Australian Greek community is 62. Younger members of the Greek diaspora report a sense of dual identity, but the underlying meaning of this is changing, as time passes and second and third generation migrants become more distanced from their initial culture and more assimilated into an environment that is culturally pluralistic, but in which the dominant language is English. For some, as grandparents and parents die, and contacts with their places of origin become less frequent, the opportunities to communicate in Greek are reduced in number and scope. Greeks who are in mixed marriages may find the relevance of their L1 diminished, and their children grow up with limited opportunities to acquire levels of competence in the language that would allow them to claim bilingual or bicultural identity.
In semi-structured interviews of 1- 1.5 hours duration eliciting small narratives of lived experience (Georgeakopoulou 2006; Benson et al. 2013), participants were asked to reflect on their experiences in communicating in Greek in a range of interpersonal contexts and on how this impacted on their sense of identity and language loyalty. The theoretical framework of language identity underpinning the research is based on the multifaceted conceptualisation outlined by Benson et al (2013) in which identity can be embodied, reflective, projected, recognised, or imagined. Based on the data, a model for the interaction of pragmatic competence and language identity is proposed.

Tomoko Nagayama

From Up on Poppy Hill: How could English subtitling and dubbing deal with iconicity and intertextuality in multilingual and multimodal animated films? (lecture)

This study questions how English subtitling and dubbing could deal with iconicity and intertextuality in multilingual and multimodal animated films. The theoretical backgrounds are multimodality, geosemiotics and "intertextual relations" (Becker 1995: 384). The data are two English versions of *Kokuriko-zaka Kara* (*From Up on Poppy Hill)* (2013), being subtitled and dubbed respectively. Released in 2011 in Japan, this animated film is directed by Goro Miyazaki, and scripted by Hayao Miyazaki and Keiko Niwa. Set in Yokohama in 1963, the film is multilingual in Japanese, English and French. My analysis focuses on code-switching, mode-switching, iconicity and intertextuality. What signs work as contextualization cue in the English versions? I compare multimodal devices observed in my data in terms of iconicity and intertextuality. The title and opening film credits are written vertically, being subtitled in both versions. The writing system of Japanese language is so creative that its typography can bear metalinguistic meanings as contextualization cue. Here it is made clear that this film is a traditional one. In the dubbed version in the beginning we hear the heroine Umi describe the background situations. Her words work as a cue, though this part does not exist in the other versions. At their high school the old clubhouse called "Quartier Latin" is being on the verge of being demolished. Some students are taking actions against this decision through their newspaper *Quartier Latin*. We hear "Ue wo Muite Aruko" when Umi goes to her butcher for dinner and meet Shun. Without subtitling and dubbing, this song expresses their hopefulness and sounds diegetic. One day Umi shows to Shun an old photograph of three naval students, including her deceased father. He has the same one. At home he looks at the photograph with their names written in kanji, which both versions have subtitled. We learn later that their fathers were good friends. In parallel with the dialogue between Shun and his father, we hear the coverage of a baseball game on TV "Nagashima San-shin!"("Nagashima strikes out!") subtitled and dubbed. Shigeo Nagashima, making his professional debut in 1958, counts as an icon of Japan's high economic growth era. A few days later Umi, Shun and the student council president go to meet the school chairman in Tokyo, where we see signboards "Tokyo 1964". Alongside the logo one of them reads vertically "For A successful Olympics Make Tokyo Beautiful" subtitled in both versions. At his company some employees pass by, talking about "Kimura-ya" and "Nakamura-ya". These Japanese bakeries are first of its kind and iconic of the modern Japan. Extradiegetic but contextually significant, this dialogue is subtitled in the subtitled version, though the dubbed version replaces this part with something about baseball. On their way home, we hear "Ue wo Muite Aruko" again. This song sounds quite diegetic; the chairman agreed to visit "Quartier Latin". Finally the ending film credits are horizontal text, but the film itself finishes with vertical text, suggesting that Japan stays somewhere between the traditional and the modern. Multilingual language competence, metalinguistic awareness, sociocultural background knowledge and multimodal literacy are critically important to fully catch these contextualization cues.

Zsuzsanna Németh

Inconsistencies in different interpretations of conversational repair (lecture)

Conversational repair has always been one of the centre fields of conversation analytic research. According to Schegloff et al. (1977: 361), "an 'organization of repair' operates in conversation, addressed to recurrent problems in speaking, hearing, and understanding." Kitzinger (2013: 229) referring to Schegloff et al. (1977), claims that "the domain of repair" is "the set of practices whereby a co-interactant interrupts the ongoing course of action to attend to possible trouble in speaking, hearing or understanding the talk." The anonymous reviewer of my article submitted to the journal *Research on Language and Social Interaction* notes that "there are ways of fixing trouble in speaking or understanding, that don't involve repair."

Going further inside the domain of repair, Schegloff (2013) says that in the domain of self-initiated, same-turn repair, repair operations "get implemented" (Schegloff 2013: 41), and speakers employ them "to deal with some putative trouble-source in an ongoing turn-at-talk in conversation or to alter it in some interactionally consequential way"(Schegloff 2013: 43). Fox et al. (2009: 62) claim that "self-repair can involve a variety of different operations," and the anonymous reviewer of *ROLSI* notes that repair "implements" or "accomplishes" repair operations.

Even these few examples show that the interpretation of the phenomenon of repair, and the relationship between repair and repair operations is not unambiguous in the conversation analytic literature. The aim of my presentation is therefore twofold. First, I attempt to grasp the notion of repair and repair operations in different pieces of conversation analytic literature. In the lack of explicit definitions I aim to reconstruct the latent background assumptions of different approaches what they mean by repair and repair operations (Kertész & Rákosi 2012). I suppose I can find inconsistencies. Second, to eliminate inconsistencies, I compare the reliability of sources the different approaches are based on and attempt to find out which statement(s) are more plausible than the other(s). I rely on a metatheoretical model of plausible argumentation (Kertész & Rákosi 2012), which can reveal the implicit steps of theoretical argumentation.

As a result of my analysis, it can become clearer what kind of phenomena the researcher should identify as conversational repair and repair operations.

Enikö Németh T.

Linguistic and contextual clues of intentions and perspectives in social forms of language use (lecture)

Social forms of language use such as communication, information transmission without communicative intention, and manipulation can be distinguished on the basis of speakers' and hearers' intentions, which are perspectival (Németh T. 2008). In social forms of language use, language users take their partners' perspectives altering their initial egocentric perspectives (Bezuidenhout 2013). Language users' perspectives involve their intentions, thus it is reasonable to assume an intentional viewpoint within perspectives in addition to the spatial, social etc. viewpoints (Németh T. 2014). In communicative interactions the speakers' and hearers' intentional viewpoints coincide to a great extent; the speakers attempt to realize their informative and communicative intentions and the hearers recognize them (Sperber and Wilson 1995). However, in informative and manipulative forms of language use the speakers' and hearers' intentional viewpoints differ from each other, since the speakers do not want to reveal all the intentions they have and the hearers do not recognize all the intentions the speakers have. The hearers are supposed to recognize only the intentions the speakers want to be recognized within a perspective the speakers want the hearers to take. The success of communicative, informative, and manipulative forms of language use seems to be partly predictable according to what extent language users' intentional viewpoints coincide or differ from each other.

Aims

Assigning intentions to language users within a perspective in social forms of language use is not an easy task. Therefore language users provide various clues to make it possible for their partners to take their perspectives and infer their intentions. In the present paper I want to investigate these clues especially concentrating on the role of linguistic devices, general pragmatic knowledge, cultural knowledge and particular contextual information. On the basis of a thorough analysis of data from spoken discourses and thought experiences, first, I aim to analyze how speakers can realize their intentions through their perspectives in communicative, informative and manipulative forms of language use and what perspectives speakers attempt to develop in their partners in order to achieve that their partners infer the intentions the speakers want to reveal. Second, I aim to examine how partners in social forms of language use can infer speakers' intentions taking their perspectives on the basis of their own perspectives and the clues provided by the speakers.

Conclusion

With the help of the detailed analyses of data it can be demonstrated that language users apply different strategies and clues to demonstrate and interpret intentions within different perspectives in communication, information transmission without communicative intentions, and manipulation.

Hadar Netz & Ron Kuzar

"Town Headess sounds grotesque": Positions of female heads of institutions towards the neologism roša 'head.f.sg' in Hebrew (lecture)

The Academy of the Hebrew Language has recently resolved that all titles may be – but do not have to be – declined for both masculine and feminine gender. This resulted in the addition of the feminine suffix *-a* to the masculine noun *roš*, giving rise to the neologism *roša* 'head.f.sg.'.

The Academy's resolution raised a public debate. Interestingly, while the media has mostly adopted this neologism right away, various public figures in power positions have rejected it outright. In the current study, we asked women functioning as heads of institutions (towns, municipalities, and university departments) whether they personally adopted the neologism and for what reasons.

We will show that many leading female heads reject the neologized feminine title, basing their practice on (a) grammar and (b) the collective ear: "it hurts the ear" (Hill 1986: 84). We, however, would like to suggest that there is more to it.

Sa'ar (2007) shows that Hebrew and Arabic speaking women in Israel use *masculine talk* normatively under certain discursive circumstances (e.g. generic use). Sa'ar (2007: 408) argues that "what makes *feminine talk* disorderly […] is that it implies an attempt to […] challenge the hegemonic position of the male gender".

Notably, the then-neologized title *koxevet* (feminine of *koxav* 'star') has existed in Hebrew since 1941, having been created in a very similar lexico-grammatical process to *roša*. However, the neologism *koxevet* did not raise any public debate. We argue that the difference in the acceptance of *koxevet* vs. the objection to *roša* derives from the deep ideological difference between the "natural" naming of women as movie stars and the "unnatural" self-naming of women as heads of institutions in power positions. As Rosenthal (2012: 72) notes: "In many cases, we accept the masculine form as the only form, as if masculinity is part of the essence of the role".

Minna Nevala

Un/solidarity and mis/evaluation: The portrayal of victims and criminals in nineteenth-century newspapers (poster)

The actual content of group behaviour (what people actually think and do as members of a group) is shaped by more macro-level dimensions of social identity processes (Hogg 2005). In other words, groups often define their identity by their common opposition to some enemy or 'out-group'. This opposition breeds positive and negative evaluations and social stereotypes, i.e. generalizations or assumptions about the characteristics of all members of a group (Hogg & Abrams 1988). Such social stereotypes are typically used for building up the public identities of, for example, criminals and other members of the social margins.

In general, there is a rich terminology in Late Modern English that relates to crime and criminals, a vast share of which requires specific cultural knowledge to be transparent (Coleman 2008; Linnane 2003). It is the purpose of this poster to study the terms used to refer not only to criminals but also to their victims, appearing in late nineteenth-century British newspapers. My material comes from the *19th Century British Library Newspapers*, comprising of articles from both London and provincial papers.

My aim is to study the terms from a socio-pragmatic perspective, drawing from Bednarek's (2006; Bednarek & Caple 2012) evaluation model as well as Martin & White's (2005) appraisal theory, on the basis of which I will categorise the data according to the notions of intensity, solidarity, and objectivity. My purpose is to describe what public descriptions existed of criminals and their victims in late nineteenth-century newspapers, and how the readers' evaluation of the crimes was influenced and even manipulated by the use of person reference. Moreover, I will focus on how the terms invented were strategically used to keep the wrong-doers as a group of their own outside respectable society and, at the same time, to show solidarity towards the crime victims

Clare Nicholson, W.M.L Finlay & Steven Stagg

How people with severe intellectual disabilities exert control during feeding interactions (lecture)

People with severe to profound intellectual disabilities have a range of cognitive and communicative impairments (APA, 2013). Government policy in the UK requires that social care services promote well-

being, which involves respecting people's choice and preferences. However, this is a difficult matter when people have little symbolic communication, and when their behaviour in interactions is ambiguous. In these situations, much depends on subtle processes of interaction involving people with severe intellectual disabilities and those who support them. Although there has been some work on how choices are offered by support staff (Finlay, Walton & Antaki 2008), there is considerably less work on how control is exercised by people with severe intellectual disabilities. As part of a larger study, a day centre in England was attended at least once a week for six months. Various everyday interactions between people with severe to profound intellectual disabilities and support staff were video recorded. Ethnographic field notes were also made and conversation analysis was used to analyse the data. This paper examines how behaviours (such as mouth opening, head movement and vocalisations) are treated as signalling readiness, the need for delay or resistance in feeding interactions and how they are embedded in interactional sequences.

Anabella-Gloria Niculescu-Gorpin

Language contact and language change. The case of Romanian anglicisms. (lecture)

This presentation is part of an in-depth analysis of the interplay between the linguistic and cultural influences affecting present-day Romanian. Although language change can occur in the absence of language contact, situations when both processes are present have been extremely common in the history of human languages. Recent developments in the Romanian language used both inside and outside Romania seem to have been determined mainly by the impact of the English language and the Anglo-American culture.

The purpose of my research has been twofold: first, I was interested in seeing to what extent native speakers can perceive the changes occurring in the language, if at all. To test this hypothesis, I developed two questionnaires that were administered to over 100 native speakers of Romanian, living both in Romania and abroad. Thus, the applied part of my research focuses on Romanian anglicisms, defined as instances of Romanian spelling, uses of lexical items or phrases, elements of morphology and syntax, cases of semantic broadening (or narrowing) that can be all traced back to the influence of English on Romanian. As shown in my presentation, the responses to the questionnaires indicate that there is a fine continuum of changes, ranging from those still perceived as barbarisms to those that are felt as 'proper' Romanian, with most of the answers grouped towards the latter side (there have been cases when over 85% of the respondents failed to perceive the examples provided as anglicisms).

Second, I used the statistical data obtained from the questionnaires as a starting point for a more theoretical endeavour, i.e. finding plausible pragmatic explanations for this type of language change. In my attempt to accommodate current theories of language contact and language change (Bakker & Matras 2013, Croft 2000; Heller & Pavlenko 1995/2009; Matras 2009; Meeuwis & Östman 1995/2009; Sala 1997; Wei 2008), I assessed the importance of various internal, external, linguistic, cultural, and socio-pragmatic factors that could have played a decisive role in the changes Romanian is currently undergoing. My initial findings suggest that, although linguistic in nature, language change is primarily the result of a fine-tuned interplay among a wide range of factors, which can best be understood using a multidisciplinary theoretical framework geared towards a cognitive approach that could have the Principle of Relevance (Sperber &. Wilson 1996/1985) at its core.

Jarkko Niemi

Small talk in business-to-business sales meetings (lecture)

This paper investigates small talk in business-to-business sales meetings in Finnish. In the study, small talk is defined as a conversational sequence that is not necessary to the instrumental task (Maynard & Hudak 2008) of doing business or not directly related to it. Instead, small talk builds and maintains the relationship of the speakers (cf. phatic communion, Malinowski 1923), and it concerns, for example, hobbies, sports, or the weather. The study discusses the function of small talk in relation to building rapport, putting people at ease and winning approval (Tracy & Naughton 2000). It is shown that small talk is connected to building affiliation (Sorjonen 2001; Stivers 2008) between the speakers by eliciting affirmative responses in which the respondent expresses a similar kind of affective stance to the topic. Furthermore, small talk is often accompanied by smiles and laughter by the participants. Prior studies have noted that people often small talk in the boundaries of interaction, that is, in its opening and closing phases. This paper addresses the question of the sequential position of a small talk sequence as part of the larger background of business-to-business sales encounters, as well as the questions of how and by whom small talk sequences are initiated and how they are brought to end. In addition, it is shown that a lack of small talk can be regarded as a source of problem in accomplishing the goal in a business meeting. The data consists of approximately 14 hours of video-recorded business meetings between a seller company

and a customer company. The number of participants in these meetings varies from two to four, and an average length of a meeting is approximately one hour. The study is informed by the method of conversation analysis.

Yukiko Nishimura

Age and gender differences in the adaptation of digital communication: Analysis of emoticons in Japanese blog posts (lecture)

While internet communication among younger people has received much attention, online communicative behaviours by older people have been left understudied. This is especially striking in Japan, which has a rapidly aging population. Given the current normalization of online communication for a variety of social groups, including seniors, the present paper addresses this research gap by investigating Japanese senior users' online behaviour, exploring how they adapt to new media. The study analyses the use of four kinds of emoticons in blogging, comparing the posts of senior men and women with those of their younger counterparts, in order to examine the role of gender and age differences in the adaptation of emoticons in the Japanese context. The dataset consists of the top-ranked 50 male and female bloggers over 60 years of age in the category of "senior blogs" and the top-ranked 50 male and female bloggers in their 20s and 30s in the "miscellaneous everyday blogs" category on a huge blog ranking, linking, and aggregation site called Japan Blog Village (http://www.blogmura.com/). Four kinds of emoticons are analyzed: (1) typographic emoticons or face marks such as (*;4傚 ▪ *); (2) non-linguistic symbols, e.g. 儀,♪; (3) kanji emoticons, which function to encode emotions by means of ideographic kanji, e.g. (覩), indicating laughter; and (4) graphic emoticons or emoji, which are colourful inline gif images, some of which are animated. It has generally been assumed that emoticons are preferred by women, based on their affective and rapport-creating functions; I call this the gender hypothesis. Furthermore, young people are assumed to use more emoticons than seniors, due to their greater familiarity with computers as communication technology; I call this the age hypothesis. My analysis of blogs on Japan Blog Village reveals that the overall distribution of emoticons is generally consistent with the gender and age hypotheses. When emoticons are examined by type, however, it is apparent that seniors use a higher frequency of one type of emoticons - graphic emoji - than younger users, in contradiction to the age hypothesis. For the other three types of emoticon, the difference between younger vs. senior males is much greater than the difference between younger vs. senior females. These findings are discussed in terms of three factors potentially affecting bloggers' adaption of emoticons: (1) differences in IT experience between senior vs. younger bloggers; (2) gender stereotypes that may motivate men's dispreference for emoji; (3) compared with the emoticons on the Japanese keyboard, the distinctive pictoral and colourful qualities of emoji are consistent with Japanese cultural norms for women's use of decorative crafts. The adaptation of emoticons by Japanese bloggers, I propose, helps them to construct complex identities with resources shared by blog authors and audiences and to create the kinds of persona that bloggers expect their readers to recognize. Given the limited amount of research on seniors, this study will hopefully increase our understanding of previously unexplored aspects of their online behaviour and point out some new directions for future research.

Yuji Nishiyama & Nobumi Nakai

Interpretation of the antecedent for a pro-form (lecture)

This paper investigates what kind of semantic and pragmatic constraints are imposed on the relationship between a pro-form (e.g. personal pronoun) and its antecedent in inter-sentences. A traditional way of representing this relationship is by using referential indices (usually numerical subscripts). NPs with the same subscript are interpreted as coreferential in the sense that they refer to the same individual. We argue against such a view on the following basis: (i) a pro-form is a semantic free variable or a slot which requires filling by pragmatic inference called 'saturation' (cf. Carston (2002)). (ii) the semantic functions of a pro-form can be either referential or non-referential.

Concerning the sentence below, it is usually said that the pronoun *she* in the second sentence takes its reference from *a middle-aged woman* in the first sentence.

(1) I had dinner with *a middle-aged woman*$_i$ yesterday. *She*$_i$ was nervous.

However, what is understood about *she* is not just *a middle-aged woman* but *the middle-aged woman whom I had dinner with yesterday*. Thus, at the level of logical form of the second sentence in (1), *she* represents a slot, and the hearer pragmatically fills it using the preceding sentence information and the extralinguistic context. As such, there is no antecedent for *she*.

In the first sentence of (2), the semantic function of *some prisoners* is a referential NP, whereas the semantic function of the pro-form *so* in the second sentence is a non-referential NP in the sense that it denotes a property.

(2) I heard that *some prisoners*$_i$ escaped last night. That guy must be *so*$_i$.
Accordingly, *some prisoners* and *so*in (2) cannot be coreferential. Furthermore, *so*, when written in logical form, should be represented as a slot which denotes a concept instead of an object; *so*'s concrete concept would be pragmatically filled by saturation from the preceding sentence information and the extralinguistic context. Thus, *so* should not be understood as *some prisoners* but as *prisoner who escaped last night*.
In (3), the antecedent of *it* is *a fool* . But the semantic function of both NPs is non-referential because they denote a property ; they are predicate nominals.
(3) John is not *a fool*$_i$, although he looks *it*$_i$.
Accordingly, the two NPs *a fool* and *it* in (3) cannot be coreferential.
The copular sentences in the both *if*-clauses in (4) are specificational.
(4) If *one friend of mine*$_i$ is Peter, it matters. But if *it*$_i$ is Bill, it does not matter.
A copular sentence "NP_1 is NP_2" is specificational if and only if NP_1 contains a variable for which NP_2 specifies the value (cf. Higgins (1979), Nishiyama (2008)). Consequently, the NPs *one friend of mine* and *it* in (4), both non-referential, cannot be coreferential. Again, *it* in (4) is a slot which denotes a concept instead of an object. Furthermore, (3) and (4) indicate that Karttunen (1976)'s semantic constraints on discourse referents are irrelevant to this type of case.

Riikka Nissi

Spelling out consequences. Conditional constructions as means to resist proposals in meeting interaction (lecture)

Organizational meetings are distinguished by future-oriented talk as the participants jointly contemplate and outline potential future courses of action. Thus, the participants can be seen as being involved in a common project of running the organization, and proposals concerning future actions can be accounted for by explicating their beneficial affects to the whole organization (Svennevig & Djordjilovic forthcoming; see also Clayman & Heritage 2014).
In this study, I will examine how such legitimizing practices may also be employed in resisting proposals implicitly, without having to verbalize the actual rejection. The data for the study come from a series of video-taped meetings (15 hours) taking place in a Finnish city organization. The meetings were set up to rearrange the service sector of the city and were attended by a project management team together with a project group consisting of approximately 30 city employees from different municipal departments. Using conversation analysis as a method, I will investigate the design and use of conditional if-then sentences in this data. In these sentences, the speaker brings some already discussed idea into the conversation, and connects it with the hypothetical situation, thus creating a conditional relationship between these two matters. While the sentences differ in terms of how established they treat the mentioned relation, in all of them the hypothetical situation is shown to be based on the practical work-related knowledge of the speaker and is presented in a negative light.
My analysis will show how the conditional constructions are typically used in one particular sequential environment and by one particular participant group. Thus, they are employed by project members to respond to turns that can be seen to propose some action involving the recipients directly, but at the same time do not make these suggestions explicitly known. I will discuss how the if-then sentences are used to legitimize the rejection in this environment in two interrelated ways. Firstly, by invoking the expertise knowledge of the speaker they show what kinds of consequences the proposed action would have in real life. Secondly, by making visible such organizational practices that would otherwise be unknown for other participants, they display an orientation towards a shared goal and present the organization as benefiting from the possible rejection.

Neus Nogué-Serrano & Lluís Payrató

The reference to participants in Catalan parliamentary debate (1932-2013) (lecture)

The reference to the participants in communication is achieved through different kinds of strategies that range from person deictics (1st and 2nd person pronouns and verbal morphemes, and vocatives) to less grammaticalized expressions (in the 3rd person). The parliamentary debate is a communicative event where the argumentation of decisions and points of view is the main purpose of the interaction between government and deputies and, therefore, of the pragmatic decisions they make when encoding their utterances. The members of the Parliament address their discourse to a multi-level audience (direct and indirect addressees) and develop a variety of roles (see Cuenca 2014 and De Cock 2014) that can be reflected linguistically.
The aim of the present paper is to analyze the different participant reference strategies used in the Parliament of Catalonia for the reference to participants in the period 1932-38 (during the Second Spanish

Republic) and in the present period of recovery of the Catalan democratic institutions (from 1980 to nowadays). The participation frameworks established by Goffman (1981) and the description of person deixis by Levinson (1983) and further research (for Catalan, see Payrató 2002; Cuenca 2004; and Nogué 2005, 2008a, 2010, 2011 and 2014) constitute the theoretical frame of the study.
Data from a corpus including the transcriptions of a number of debates, drawn from the *Diari de Sessions* of the Parliament of Catalonia, are analyzed from a qualitative and quantitative perspective in order to answer the following questions:
1. Which are the main strategies used?
2. Which strategies are not used at all?
3. Which pragmatic functions are beyond each strategies?
4. What is the evolution in these strategies from 1932 until now?
5. Which sociocultural factors can explain both the strategies and the evolution of their use?
The qualitative analysis shows that, whereas some strategies have remained invariable through time, others have changed in correlation with wider interaction aspects affecting self-reference, directness in addressee-reference and, more generally, politeness.
The quantitative analysis, where statistical reliability tests have been applied, allows to establish the main features of participants reference in the Catalan parliamentary debate register throughout its history as to participant reference. The data obtained are compared with those of other registers, namely colloquial conversation, university lectures and academic prose (obtained by Nogué 2008b), allowing for additional conclusions on the relation between register and strategies for participant reference.

Yuko Nomura

A comparative study on direct quotations of thought in English and Japanese conversation – Toward an integrated understanding of linguistic features and sociocultural epistemology (lecture)

This study aims to reveal the difference in direct quotation of thought in English and Japanese conversations, and attempting to elucidate how and why speakers of each language show different tendencies in the usage of direct quotation. For this purpose, the present study considers sociocultural epistemology, which is constituted by knowledge about communication acquired from sociocultural experience and manifesting as various linguistic and interactive behaviors (e.g. *Wakimae* (Ide 2011)).
The quotation of thought here is defined as the act of quoting utterances that occurred in a speaker's mind (e.g. I thought, "Is that true?", *nande daro tte omotte* (I wonder, "Why?")). The utterance in a speaker's mind can only be known by that speaker. Thus, it is impossible to be known by others unless the speaker quotes it. This is common to all language speakers. However, the quotations in English and Japanese have different grammatical systems (For example, Nakazono 2006). This means that in spite of the existence of common factors and the same linguistic phenomena, namely quotation, the speakers in each language quote differently. Here the questions arise as to how the differences of grammar influence conversation and why the speakers of each language quote differently. Seeking answers to these questions, I have conducted the following research.
The data consists of ten English and ten Japanese conversations collected in an experimental setting in 2004. The participants are female native speakers of each language. They were asked to talk freely about what they were most surprised at in their lives for about five minutes. All the conversations were DVD-recorded and transcribed.
The target of the analysis is the utterance where a speaker explains how and what she thought in a certain situation (= the utterance with direct quotation of thought,) and has one of the following features: 1) quotative verbs such as "think" and *omou* (think), 2) quotative markers such as "be like", -*tte* and -*to*, 3) prosodic effects in quoted part, and also for some cases I considered the contents of the quoted part.
The inquiries of the analysis are 1) how and when each speaker quotes their thought, and 2) how each listener reacts when the speaker express their thought with direct quotation. In the analysis both verbal aspects (linguistic features, contents of the story, etc), and nonverbal aspects (gesture, facial expressions, etc.) were observed.
The results of the analysis shows that 1) the Japanese speakers explained how they were surprised at/in the situation with direct quotation more frequently than English speakers, 2) the Japanese speakers directly quoted their thoughts with lively gestures and stronger prosodic effect compared to English speakers, 3) the Japanese listeners reacted with more sympathetic and longer comments (e.g. *sou omo ttyau yo ne* (I can understand you have thought in that way)), while the English speakers reacted with their understanding and acceptance of the story (e.g Oh, I see./Hmm, yeah.)
The discussion attempts to describe different sociocultural epistemology in the two languages and how it relates to the use of direct quotation.

Hajime Nozawa & Hideo Tominaga

How to urge people to buy with words - cognitive scenarios underlying advertising copies in Japanese (lecture)

Advertising is an attempt to get the public to purchase goods and services, and advertising copies, which are a linguistic component of advertisements, can be seen as utterances intended for the perlocutionary effect of persuading people to buy things on sale. What is interesting about advertising copies is that they do not necessarily say that they should buy it in an explicit form in spite of such intention. Considering the fact that copywriting is a specialised field and advertising copies are written by professionals, it will be reasonable to think that this advertising strategy using implicit messages is actually effective.

In this study, we attempt to analyse advertising copies in Japanese from a cognitive perspective, especially focusing on the scenarios behind, by examining not only copies but also guidebooks to copywriting. Such guidebooks provide a lot of detailed introspective descriptions of communication strategies in copywriters' mind, and this makes copywriting an ideal field for pragmatic analysis, compared to conversational communication in which speakers are often unaware of their strategies.

Our analysis on advertising copies and guidebooks to copywriting suggests that many advertising copies are written based on likely scenarios in which potential customers can have better life or can avoid bad results, by using the advertised goods or services. Advertising copies seem to evoke the whole scenarios in readers' mind by mentioning parts of such stories or describing emotive scenes in them. The advertised goods and services are given essential roles in the scenarios so that readers can understand they need the products and services to realise those scenarios.

The idea that indirect speech acts can be performed by mentioning conditions for illocutionary acts (Gordon and Lakoff 1975) or parts of specific speech act scenarios (Panther and Thornburg 1998) has been discussed and seems to be widely accepted in the studies of speech acts. However, the types of illocutionary acts performed by advertising copies vary from threats to recommendations, and in some cases, they cannot be clearly categorised into specific types, while copies are definitely intended for the perlocutionary effect of persuading the public to buy goods and services. This suggests the possibility that communication strategies and their cognitive bases such as scenario representations should be analysed in temporally wider scopes including intended perlocutionary effects.

Yukako Nozawa

How Japanese learners of English disagree by using polite hedging devices (poster)

This study examines the use of hedging devices in disagreement by Japanese learners of English. It is well-known in research on politeness and related fields that disagreement constitutes a considerable face-threat to the interlocutionary partner. As Brown and Levinson (1987) in their classic framework have shown, such threats are commonly addressed by the use of hedges. The use of hedging devices in disagreement by Japanese learners has been studied quantitatively (Shirato & Stapleton 2007; Taguchi 2011), but previous studies have not considered the power difference of the participants and how this might have influenced the use of their politeness strategies. In my study, six adult Japanese speakers of English were paired up for 5-10 minutes discussions of a controversial topic on which they were asked to disagree with each other. These sessions were audio-recorded and transcribed for subsequent analysis of the participants' use of hedges. Apart from individual preferences in the type of hedging devices chosen (epistemic stance verbs, modal verbs, etc.), it was found that age differences and the degree of acquaintance between two interlocutors were relevant variables to determine their use and non-use of hedges. In a second step, interviews with all participants were conducted to gain a deeper understanding of the speakers' motivations for the use of hedges in theri L2 speech. The results suggest that overall English proficiency as well as the learning environment are important factors for the use of hedges as a politeness strategy to pre-empt face threats in linguistic interaction. I close with a few general remarks about the importance of teaching politeness in English education.

Inés Olza

Co-speech gesture: A pragmatic approach based on big multimodal data (lecture)

This paper is part of a wider research project (PraGest) that seeks to formulate an explanatory model for the pragmatic anchoring and contextual variation of co-speech gesture. PraGest analyzes gesture using a spontaneous, situated and massive database provided by the NewsScape Library of International TV News (University of California, Los Angeles). It is the largest fully-searchable multimodal corpus, with over 200.000 hours of TV news broadcasts and more than 3 billion words of subtitles. Alongside the

video and sound, NewsScape records synchronized subtitles or close captioning, which can then be searched as a written corpus.
For the first time co-speech gesture is studied on the basis of a large-scale multimodal corpus. Firstly, this allows us to define prototypical patterns in the gestural behaviour accompanying a set of conversational and interactive routines (among others, storytelling, strategies for intensification, and expression of agreement/disagreement). Secondly, our big data allow us to track and explain how these prototypical forms of co-speech gesturing vary to adapt to contextual and individual parameters such as the spatial layout, the dynamics of interaction, and the intentions and style of the speaker.
In this paper we pay specific attention to the pragmatic malleability of gestures accompanying several English and Spanish expressions which involve the activation of mental timelines in conversational storytelling (Valenzuela, Pagán & Olza in preparation): *from beginning (to end)*, *from inception*, and *desde el principio/desde el comienzo (hasta el final)*. The data provided by the NewsScape multimodal database are systematically analyzed using the PraGest model, which demonstrates that co-speech gesture is a communicative activity involving pragmatic properties such as adaptability, indexicality, flexibility and negotiability (Müller *et al.* 2013-2014).

Mami Otani

How do Japanese and English speakers develop a topic in casual conversation?: Interactional sequence of topic development (lecture)

How a topic is shifted in a casual conversation has been analyzed by many researchers (e.g., Reichman 1987; West & Garcia 1988; Maynard 1993). However, how a topic is developed has seldom been discussed, even though it is also an essential part of understanding the dynamism of conversation. This paper examines topic development in Japanese and English conversation. In order to develop a topic in casual daily conversation, it is necessary for the participants to collaborate with each other. The topic development styles, however, dramatically differ between Japanese and English speakers. Otani (in press) studied topic development style in both languages quantitatively and points out that many Japanese prefer to develop a topic in a monologue style; on the other hand, English speakers use a more interactive style than Japanese. As a result, in Japanese conversation each topic framework (Brown & Yule 1983) is much shorter than that of English, and the topics are not fully developed compared to those in English. In addition, Otani (2014) indicates that these differences can lead to conversational failures or misunderstandings in intercultural conversation between Japanese and English speakers. This paper examines qualitatively the features of interactional sequences for topic development in Japanese and English conversations, based on the results by Otani (in press). Specifically, the following points will be clarified: 1) How do Japanese and English native speakers interact to develop a topic in casual conversation? 2) Are there any differences between both language speakers? 3) Are the。differences derived from the politeness or rapport-building strategies of each language? To clarify these questions, each utterance in our data will be coded based on its function. Through the analysis of the functional sequence, the interactional features of topic development of both languages will be clarified. Moreover, we will discuss the cause of differences from the perspective of politeness or rapport-building strategies because I believe topic development style can be influenced by the face-management strategies of the conversational participants. The data for this presentation are taken form more than 25 natural and casual conversations by male Japanese and English (British, American, and Australian) native speakers. They are all first encounter conversations, where the participants are expected to pay careful attention to politeness and rapport building. The results of this study will help us not only to understand the ways of topic development in Japanese and English casual conversations, but also to understand the cause of intercultural miscommunication between both language speakers.

Takahiro Otsu

From justification to modulation: Procedural constraint of after all and datte (lecture)

This paper attempts to formulate the meaning of the discourse marker *after all* and its Japanese counterpart *datte* as a modulation marker within a relevance-theoretic procedural framework. Traditionally, accounts of these two discourse markers have been dealt with in a similar discourse-analytic framework: the proposition following the discourse markers gives a reason or justification to the preceding utterance. Relevance Theory has consistently viewed *after all* as confirming an existing assumption (cf. Blakemore (2002); Carston (2002)). However, dichotomous accounts in the discourse-analytic framework and the Relevance-theoretic framework do not seem to succeed in elucidating its multiple occurrence. On the other hand, the unified accounts of *datte* (cf. Takiura (2003), Oki (1996, 2006)) also take the dichotomy between what justifies and what is justified and define the function of *datte* as justification or giving a reason. The use of *datte* exhibits a variety of contrasting aspects:

monologic or dialogic in context, disagreement or agreement, or logic or emotion. These contrasting aspects seem to make it difficult to propose a monosemy account with dichotomous representations.
Although *after all* and *datte* encode different lexical information, the development of these two discourse markers suggests that they might share common cognitive ground involved in the interpretation of the utterance including them. In the development of *after all*, the potential adversativity of justification (cf. Traugott (2004: 557)) suggests that a conversational implicature might further link a concessive meaning to a justificatory meaning. In the case of *datte*, derived via phonological change from the combination of the assertive copular verb *da* and the quotation-linking particle *tote*, the adversativity conveyed by the clause-final *datte* — "O but P *datte*"— essentially induces a further pragmatic inference "because Q". Thus, I claim that *after all* and *datte* involve a common inferential schema "O but P *after all*/*datte* Q" in the interpretation of the utterance in which they emerge.
In this framework, *after all* and *datte* are indicators that manipulate some conflict between the two different assumptions. Both discourse markers encode a constraint: their respective clauses Q settle a contradiction between previous assumption O and conclusion P as one. The multiple uses of these two discourse markers involve a diverse range of modulations according to their distinctive sentence positions: initial, medial and final. In clause-final use, what conforms to the conclusion is a previous assumption regarding the speaker; in clause-medial use, it is a general assumption that is shared between speaker and addressee; and in clause-initial use, it is a counter-argument that is assumed to belong to the addressee himself. *Datte* also has an utterance-initial use that exhibits a more direct interaction, such as opposition and agreement between speaker and addressee. This occurs in such a way that the addressee's assumption conforms to the *datte*-user's assumption in the case of opposition, and the *datte*-user's assumption conforms to the addressee's assumption in the case of agreement.

Aiko Otsuka & Noriko Iwasaki

Refusals in Japanese and Japanese Sign Language (lecture)

Refusals are complex human actions because of their face-threatening nature that can potentially offend an interlocutor who has made requests or has proposed offers, invitations or suggestions. Therefore, refusals often involve delay, negotiation, or indirectness (e.g. Davidson 1984). A number of cross-linguistic comparisons of refusals, many of which were conducted to uncover differences and similarities between second language learners" native and target language refusals, have found that refusals are realized differently across different cultures (Beebe et al. 1990; Gass and Houck 1999). For example, refusals in Japanese are found to be different from American English (Beebe et al.1990; Ikoma and Shimura 1993; Yokoyama 1993; Ebsworth & Kodama 2011). Specifically, Japanese speakers were found to use less direct refusals and to leave sentences incomplete compared to American English speakers.
Despite the abundance of cross-linguistic studies of refusals, studies on refusals in sign languages are scarce. Yet sign language users may be perceived as somehow "direct", lacking politeness (Oka 2007 about Japanese Sign Language (JSL) users; Sutton-Spence and Woll 1998 about British Sign Language). An exception is Hoza's (2007, 2008) research, in which he compared American Sign Language (ASL) signers' and American English speakers' refusals to requests. He found that ASL utilizes non-manual features such as facial expressions, which make potential face-threatening refusals less face-threatening. These are considered to correspond to mitigating devices such as hedges in American English. Given the fact that differences were found between American English and Japanese (languages spoken in two distinctive parts of the world) and between ASL and American English (languages both used in the USA but differing in modality), a comparison between Japanese and JSL can further shed light on the salient features of refusals, some of which may be shared across cultures.
Therefore, this study examines refusals in role-plays performed by Japanese speakers and by JSL signers, focusing on the sequence of semantic formulas proposed by Beebe et al. (1990). The participants were comprised of 24 signers (22 native and 2 near-native) and 20 native Japanese speakers. The preliminary analysis of a subset of data (taken from 10 participants of each group) indicates significant differences in refusals in the two languages in terms of the order, frequency, and content of the semantic formulas. Refusals in JSL exhibited more direct refusals regardless of the social status of the interlocutor, while refusals in Japanese were rather indirect most of the time. In addition, non-lexical fillers were found to be a notable feature used in both languages. In Japanese, non-lexical vocal fillers such as 'a', 'a:', and 'n:' were used consistently in the first position of a sequence of refusals; likewise, in JSL, 'non-lexical' manual fillers (e.g. slight beckoning by an open hand with the palm face down) were found in the first position of refusals. These fillers appeared to play an important role in refusals. The analysis of the entire data set is currently underway to further confirm the preliminary findings.

Cajsa Ottesjö & Stina Ericsson

”Children play equally”. Assistant teachers’ and researchers’ interaction with children with and without language and cognitive disabilities in play with a robot

(poster)

The aim of the project LekBot (Ljunglöf, P. et al. 2011) was to develop a robot to support children with severe disabilities (communicative, cognitive, physical) in play with peers *that follow a typical pattern of development*. Since children *with disabilities* have few opportunities to play independently of an adult assistant and on equal terms with other children, and more often take a passive role in interaction with more advanced children (Siperstein et al. 1997; Hestenes & Carroll 2000), we developed a speaking robot, the LekBot.

Two groups of children, at two different pre-schools were video recorded during play, in all 2x12 play sessions. In each group there was one child with cerebral palsy and one *peer*, as well as a teacher assistant. A previous study (Ferm et al. 2015) focused on the children’s experience of play in this situation. The children with disabilities took an active role in some cases and there was collaboration between the children as well as enjoyment of play. But there were also times when one of the children lost interest in the play.

The present study focuses on the adult’s actions during the play sessions. We will discuss the impact of the actions of the teacher assistant and the researchers during children’s play with the robot. In our talk we will present two examples. The first shows how the researcher intervenes when the children don’t take equal turns in commanding the robot. In the second, where the peer obviously lost interest in the play, we discuss how the assistant works hard in trying to involve the child in active play again. The analytic method is CA-inspired sequential analysis of transcribed video recordings.

The researchers and assistants in the recorded play situations seemed all to be aware of the goal of the project, i.e. to help a child with disabilities to play more actively together with peers. The idea of taking turns was also emphasized by the adults during the children's play. The results show how different linguistic channels are used (speech, signs, gesture and gaze, as well as symbol charts) when adults target the children’s turn-taking, request that they should talk and listen to each other and cooperate in playing together.

Miyabi Ozawa

An analysis of inexplicit third-party reference in Japanese and English discourse: How context is shared (poster)

In this study, inexplicit third-party reference as the initial reference in Japanese and English discourse is examined, with regard to whether the referent is understandable in the shared context among the participants. For analysis, Japanese and English conversation data in the Mister O Corpus[1], Japanese conversation data collected by myself, and English conversation data in the Santa Barbara Corpus[2] are used.

The inexplicit forms that are compared in this study are non-occurrence of subject in Japanese and pronouns in English. As they are normally used after more than one explicit nominal reference establishing the referent as old information (Clancy 1980), those references in the initial position are considered to be marked. Thus, the speaker’s selection of these forms among the available referential choices in the initial position is considered to occur for a number of reasons. In addition, there are supposed to be some elements which support the understanding of the referent. For example, when we simply hear the Japanese utterance, observed in the data, __*Shit-te-ta*? (underline added) which literally means “Do/ Does __ know it?”, it is hard to specify the referent, which is not indicated. What’s more, the English sentence “How’d <u>they</u> tell you?” 。 (underline added), seen in the data, does not provide any information as to who “they” are.

One of the possible reasons for these inexplicit references, which is assumed in this study, is that the participants adapt the referential choice to the shared context. In other words, the speaker selects the inexplicit reference and the hearer understands what that means according to the context. The notion of “context” used in this study corresponds to the definition established by Goodwin and Duranti (1992: 3-6): it is not only the focal event but also a field of action within which that event is embedded, and it is dynamic as a socially constituted, interactively sustained, time-bound phenomenon. Keeping in mind that the participants’ referential choice and the context are interactively constituted, how they share the context is examined by focusing on the information flow in the conversation, as seen in Chafe (1987). In addition, socio-cultural understanding which underlies the language use is considered for investigating the context in a broad sense.

By analyzing the inexplicit third-party reference as the initial reference in Japanese and English, the difference in the interdependency between language use and shared context in Japanese and English

discourse is seen. The study reveals that more factors enable the participants to share the inexplicit reference in Japanese. This result is supported by the fact that inexplicit reference in this study is the non-occurrence of subject, which means zero-form, and other extra-linguistic elements should support the referent to be recognized. On the other hand, English inexplicit reference is the pronoun, suggesting that the speaker's reference is a deictic expression in the shared information among the participants. Therefore, in the end this study suggests the fundamental difference in referential choice in the two languages.

Ping Pan

Interculturality and intercultural communicative competence: A case of status-unequal Email communication (lecture)

Interculturality, as defined by Kecskes (2011, p. 376), "is a situationally emergent and co-constructed phenomenon that lies both on relatively definable cultural norms and models as well as situationally evolving features." It is also the primary concern of interculturality that differentiates intercultural pragmatics from cross-cultural pragmatics and interlanguage pragmatics. This paper reports on an empirical investigation in a Hong Kong university that employs an intercultural pragmatic perspective and scrutinizes the pragmatic perceptions of advanced Chinese learners of English while performing speech act of request in academic emails, and the perceptual judgment of the target audience of these emails - the American professors who stay in the same university. The purpose is twofold and the research questions are:

1) How does the audience perceive the appropriateness and politeness of the email messages produced by the student participants?

2) Are there any mismatches in perception between the sender and potential receiver that could result in intercultural communication breakdowns?

6 American professors assessed 54 email messages produced online by 9 students at the same university (3 Mainland students, 3 local Hong Kong students, and 3 American students) regarding three parameters: directness, politeness, and degree of satisfaction. Based on these quantitative results, 4 cases were selected by following the "purposeful sampling" approach by Patton (2002). More in-depth and focused case analyses were conducted by triangulating different data sources and linking them with theoretical underpinnings pertinent to intercultural pragmatics and intercultural communication (e.g., Byram 1997; Fantini 2012). These data encompassed emails entailing academic requests under differing situations, stimulated recalls of the composing/typing process by these four participants, and qualitative feedback from those 6 professors.

The results revealed a positive, linear correlation among directness, politeness, and level of satisfaction. Under the general pattern, however, distinct individual variations were found both among the assessors and the assessed. (Mis)matches were identified between the expectations of the e-mail writers and their receivers. Communication clashes often occurred when the messages produced by the students were not received in the way they were intended to be. The disparity in the students' performances unveiled variations in their socialisation degree into the communication community, and their developmental trajectories in terms of pragmalinguitic competence, sociopragmatic awareness, and intercultural communicative competence.

Adrià Pardo Llibrer

Beyond "almost": Approximative meaning as a general property of language (poster)

The **debate around the so-called *approximative adverbs*** has lead to a whole line of research focused on their entailment-inference relations. Following different approaches, from formal semantics (Penka 2006; Sauerland and Stateva 2007) to scalar (Amaral 2006, 2007) and discursive-semantic perspectives (Pons Bordería and Schwenter 2011), it seems clear that *approximatives* are **a kind of words with a behaviour that includes a pragmatic component.**

The meaning of approximation is currently studied from two different pragmatic approaches: on the one hand, **assertoric inertia**, a more semantic perspective (Horn 2002, 2008, 2009, 2011) which does not reject a pragmatic explanation; and, on the other hand, the radical pragmatics treatment (Atlas 1994, 1997; Sadock 1977, 1981; Ziegeler 2000, 2010), specially the **counterfactuality** theory, which does not envisage the possibility of a structural functioning beyond discourse.

Regarding these two standpoints, we intend to show that they provide partial answers to what can be held as an **approximative behaviour of language**. It is suggested that concepts such as predictive function and grammaticalization of *approximators* (Ziegeler 2000, 2010), as well as possibilities of structural distribution and the apparent determination depending on its monotonic or inert assertion (Horn 2002, 2011), have applications in areas other than the description of approximatives alone.

This poster studies the Spanish construct *No veo el momento de* (*que*) (literally: "I don't see the moment to", henceforth *nvm*), whereby the speaker expresses his desire to accomplish something, while the hearer infers the impossibility of it being carried out. This construction reminds **npis** like *almost*, since it always entails some kind of negation of the predicate it has scope over:

- No veo el momento de irme, pero me voy.

(*I can't wait to go, but I can't go*.)

Now what is negated is not the predicate *nvm*has scope over, but the modal value of the whole utterance. Whereas *nvm*entails negative polarity in all cases, its proximal component affects **modal changes** in its discursive realizations. Also, *nvm*shares some properties of both an assertoric inertia approach and a discourse-based approach. Thus, we point out three features of such relation. Firstly, unlike what would be expected given that its synonymic lexeme is *desear* (*to wish*), *nvm* is **non-cancellable in all the environments**:

- Deseo irme, y (de hecho) me voy.

(*I wish to go, and (in fact) I do*).

?No veo el momento de irme, y (de hecho) me voy.

Secondly, the construction is not felicitous in every context shared with similar verbs, as does occur with other approximatives (this is the case of *barely*, Horn 2002). All this confers this construct a special semantic state with respect to the form *to wish*, such that *nvm* evokes the particular conditions of **assertorically inert utterances.**

Finally, although utterances including *nvm*are not counterfactual, the modal values involved in the use of this construction present a scalar organization that seems to be convoked by an ***I*-based implicature** (Levinson 2000).

Hence we shall defend the idea of the **concomitancy between polarity and proximity** in other domains of language (described so far regarding approximative adverbs), where further developments can lead to an account of (a part of) linguistic meaning in terms of approximation.

Mihaela Pasat

Des racines aux rameaux, la sève de la compétence linguistique nourissant le fruit de la performance économique (lecture)

Une affirmation d'Umberto Eco, **"**la lingua dell'Europa è la traduzione**",** a fait carrière les dernières années , dans tous les documents importants concernant la réduction des écarts dans une Europe unie, touchée aussi par la mondialisation. Mais Goethe, déjà, n'en était pas étranger, en disant que „nul n'aura jamais accès à sa propre culture s'il ne fait pas l'effort de connaître celle des autres". Et Sylvie Chevrier de raffiner : **"**la traduction linguistique doit s'accompagner d'une traduction interculturelle".

Notre étude est étayée sur la mise en pratique du plurilinguisme au service de la cohésion européenne mise en question.

Quelles sont les forces qui maintiennent associés les éléments d'un même corps (l'économie), l'unité logique d'une pensée (la langue), l'union des membres d'un groupe (la culture), qui renforcent une communication effective, cette mise-ensemble (FAIRE-SENS), vers un être-ensemble (DEVENIR-VALEUR) cohérent et fructueux ?

Définir les rôles, surmonter les stéréotypes, pour engendrer (produire ensemble), en s'adaptant, autant de défis sous-tendus par les trames langagiers et interculturels.

Elena Pascual Aliaga

The role of prosody in the delimitation of discursive units: The case of the subact (poster)

The analysis of spoken language requires a system of units to describe and analyze it. Without such a system, discourse phenomena could not be studied (Chafe 1994: 58). So far, syntax has proven to be too narrow a segmentation tool (Narbona 1991); therefore, some authors have affirmed the need for a pragmatic approach (Levinson 1989: 31). The need for a segmentation system is evident in the proliferation of various segmentation models , such as those of Geneva (Roulet et al. 1985; Roulet, Fillietaz and Grobet 2001), the Sorbonne (Morel and Danon-Boileau 1998), Val.Es.Co. Research Group (Briz and Grupo Val.Es.Co. 2003, 2014), Leuven (Degand and Simon 2009), and Freiburg (Groupe de Fribourg , 2012).

This paper focuses on the role that prosody plays in the delimitation of conversational units. Pons (2014) observes that the question of whether "prosody is the guiding force in the division of conversation into units" remains open in all the models cited above. This paper applies the Val.Es.Co. discursive model to this problem .

T he minimal unit in the Val.Es.Co. model is the so-called *subact*, an informative unit characterized by prosodic, syntactic and semantic features. Depending on the kind of subact, sometimes prosody (correspondence with an *intonation group* [Quilis, Cantarero and Esgueva 1993]) is more relevant to identify a subact; sometimes, syntax or semantics turn out to be criterial.
This study empirically analyzes the extent to which the intonation group delimits minimally informative units in spoken discourse. The study attempts to elucidate the relationship between informativity and prosody by answering the following questions: when does prosody help to distinguish subacts? Does prosody distinguish some types of subact more effectively than others? In cases where prosody cannot be used to delimit subacts, in what ways can other criteria (semantic or pragmatic) be used? These questions have been considered from a theoretical perspective (Briz and Grupo Val.Es.Co 2003, 2014; Hidalgo and Padilla 2006; Cabedo 2009); this study performs an empirical validation of these issues.
First, a 2300 word conversation taken from the Val.Es.Co 2.0 corpus of colloquial conversations (Cabedo and Pons 2014) was divided into intonation groups. To do so, objective methods of prediction of prosodic borders (Cabedo 2011) and tools for phonetic analysis (*Praat*, Boersma and Weenink, [2013]) were employed. A total of 497 intonation groups was obtained. Next, this prosodic segmentation was submitted to a second, semantically-based segmentation, which takes into account if the intonation groups constitute also an informative unit. This second analysis gave a total of 512 subacts. Finally, both analyses were compiled in a database for conjoint study.
This study reveals that prosody alone is a valid tool for delimiting 66% of the total number of subacts. This supports Cabedo's theory (2014) that prosody alone is not able to delimit subacts and that a combination of semantic and prosodic criteria is needed to do so.

Roya Pashmforoosh, Minoo Alemi & Zia Tajeddin

Making requests in service encounter: A study of conversational moves and pragmalinguistic realizations in the L1 Persian context (lecture)

Customer-salesperson service encounters often go beyond simple exchanges of greetings. Elaborate exchanges of encounters do not merely display transactional and business-oriented aspects of language but represent pragmatic norms in interpersonal interactions of the customer's requests and salesperson's provision of product. The previous studies have shed light on service encounters in small shops (e.g., Placencia 2008; Traverso 2001), pragmatic development in service encounters by L2 learners (e.g., Bataller 2010; Shively 2011), and cross-cultural variations in the interaction depending on the types of shops and the culture involved (e.g., Traverso 2006). Moreover, the natural encounters in small shops in Spain (Bataller 2010; Placencia 2005, 2008; Shively 2011) and in Syria (Traverso 2001) have been examined. Although these studies have focused on face-to-face interactions in service encounters, it seems that an in-depth analysis of service encounters in naturally occurring settings with the focus on pre-request openings and requests has remained rather underexplored. To address this issue, the present study aimed to: (1) explore the conversational moves for pre-request openings and requests, and (2) examine the degree of gender variation in the pragmalinguistic realization of service encounters in the L1 Persian context. The participants of the study were two groups of customers (60 males and 60 females) and service providers (103 females and 17 males) of different ages and social classes. The corpus consisted of 17 hours of recorded conversations, with the average time of 9 minutes for each service encounter conversation. A total of 120 conversations were transcribed. The qualitative analysis revealed the specific instances of moves and their pragmalinguistic realizations in the encounters. The results indicated that the pre-request openings yielded two moves: greetings and rapport-building remarks. The four moves for request in service encounters were found to be (1) request elicitation, (2) request formulation, (3) response to request, and (4) acceptance of request. Regarding the conversational exchanges, the results showed that request elicitation was not frequently used in the L1 Persian context. Throughout the exchange, it was found that service providers were not attentive. Accordingly, customers themselves initiated the interaction and asked for a service. In response to the customers' requests, however, female salespersons acknowledged the request more frequently through repetition and clarification. Based on the findings, requests in service encounters were normally constructed in want-statements and inquiries, i.e. availability/quantity/quality of goods and price inquiry. Furthermore, customers tended to make a request for a service more explicitly with a strong preference for speaker-oriented request formulation in this context.

Katja Pelsmaekers, Craig Rollo & Tom Van Hout

Crafting narratives of migration: Discursive tensions in the representation of cultural heritage (lecture)

Cultural heritage museums have become omnipresent, often prestigious sites of mass urban tourism that offer interactive and personalized user experiences. Such experiences revolve around multimodal narratives of memory, place and community. While the technological (e.g. Andermann & Arnold-de Simine 2012; Ardissono et al. 2012) and memorial (Walby & Piché 2011) aspects of heritage musealization are well documented, the discursive aspect is not. In other words, how museums add symbolic value to cultural representation remains a poorly understood process of language commodification (Heller 2010).
This paper examines how cultural heritage museums in Belgium redefine 'dark' histories of migration and deportation in an attempt to engage visitors before, during and after the museum visit. Drawing on a multimodal corpus of promotional materials such as websites and press releases, fieldwork observations, photographs of displays and installations, and interviews with visitors and staff members, we analyze how struggle, suffering and trauma are redefined in museum exhibitions and events about migration and deportation. Specifically, we analyze how museums manage meanings associated with deportation and the Holocaust (Kazerne Dossin, Mechelen); mass emigration (the Red Star Line Museum, Antwerp) and urban adaptation, conviviality and diversity (Cité nationale de l'histoire de l'immigration, Paris).
Preliminary findings reveal discursive tensions between authenticity and alienation on the one hand and aesthetization and trivialization on the other. These tensions illustrate the balancing act between unsettling memories and pleasurable visitor experiences that museums navigate as they mediate cultural heritage under conditions of late capitalism.

Ruta Petrauskaite

Criticism mitigating devices revisited (poster)

The need to revisit this well-investigated topic of the politeness theory in the framework of pragmatics arouse together with the boost of the so called sentiment analysis in computer science. The latter aims at automatic identification of evaluative terms and other devices for textual expression of personal opinion or subjective approach to a wide range of objects such as products, services or any type of activities.
The amplitude of genres for the expression of opinion is also wide, however, short comments of internet sites prevail. The problem of the IT approach and the bottleneck of IT tools is their confinement to the explicit manifestations of evaluation, e.g. lists of adjectives denoting positive or negative evaluation. Implicit criticisms (off record evaluation or on record criticism with redress) cannot be identified and are left out due to the lack of pragmatic analyses of comments.
To bridge the gap a site of evaluative comments on Lithuanian university teachers (http://www.destytojai.lt) that is meant to provide information and to help other students to choose a teacher of a free-choice discipline, has been analised from the point of view of criticism mitigating devices. More than 2400 comments were tagged for evaluations and a set of devices and their formal features has been identified on two different levels: lexico-grammatical and textual. Some of strategies and devices such as uninformative denial, overstatement of merits and understatement of shortcomings, euphemisms, diffused and restricted criticism, hedging devices, etc., are of general nature, they have been named and described before. Other (e.g. justification strategy, empathic approach, etc.) have not been discussed before, they tend to be more specific, especially for the site where people but not products or services are evaluated. They include visual devices, i.e. graphical expression of ellipses and understatement, emoticons that are typical of the new media. The overall effect of the employment of criticism mitigating devices used by students while assessing their teachers can be expressed by two underlying principles: "praise the whole entity, criticize details" and "praise personality, criticize his/her behaviour".

Karola Pitsch

Securing understanding: How do elderly and cognitively impaired people adapt to the system's competences in human-machine-interaction? (lecture)

In the face of the aging society, scientific research is beginning to show an interest in the ways in which people with special needs could be better supported in managing their daily lives. In this vein, one strand of research focuses on developing assistive technologies with novel and intuitive human-machine interfaces, e.g. in the form of an embodied conversational agent displayed on a computer screen and using means of natural communication. Generally, such human-machine interaction constitutes an asymmetrical situation, in which the human user initially explores the system's capabilities and gradually adjusts his/her own speech and actions to the assumed competences of the technology (Pitsch et al. 2012, 2013). However, such adaptations of the human cannot be expected and taken for granted with the assumed user groups, such as elderly citizens or people with cognitive impairment. Rather for these target groups, the technical system needs to be equipped with an appropriate set of strategies to support their specific needs.

Thus the question arises: Which are the specific communicational characteristics (if there are any) of elderly citizens or people with cognitive disabilities? How could human and machine – considered as one 'interactional system' – carry out interactional and communicative tasks together? To which extend and how could such user groups adapt to the technical system?
In this talk, we will present analysis based on Conversation Analysis from a video-based study investigating the ways in which different user groups – elderly citizens (living in a care institution), cognitively impaired people, and university students – interact with the embodied conversational agent "Billie".(1) Displayed as an avatar on a computer screen and using means of natural language the computer system is supposed to help people structure their lives and keep their daily routines and schedules. The focus in our talk will be on situations, in which the users attempt to enter their appointments into a virtual calendar and do so in talking to "Billie" using means of natural verbal language. We conducted a set of subsequent studies with both a wizard-of-oz approach and an autonomous technical system.
Sequential micro-analysis reveals differences in the ways in which these user groups deal with situations in which the system makes mistakes, e.g. when it enters a wrong date, time or task for an appointment. While for the user group of elderly people it does not seem to make a difference with regard to correctly entering an appointment if Billie uses a stepwise vs. a more global strategy, the group of cognitively impaired people seems to cope better with the local stepwise strategy, in which each element of an appointment (day, time, task) is dealt with separately (Yaghoubzadeh et al. 2013). Yet, cognitively impaired people begin to adapt to the system's competencies once they have realized its fallibility and begin to monitor Billie's activities and check the entries while they emerge. Micro-analysis of the interplay of the user's and system's utterances points to differences in dealing with (endless) repetitive questions undertaken by the system, e.g. as an invitation to provide more detailed explanations of their planned activities.
(1) The data stems from an interdisciplinary project carried out in cooperation with the research group headed by Stefan Kopp (CITEC) and is funded by the BMBF.

Marie-Luise Pitzl

Perpetuating an old myth? – Intercultural misunderstanding in the Common European Framework of Reference (lecture)

Being one of the most powerful political documents to inform language teaching and learning, the *Common European Framework of Reference* (Council of Europe 2001) has had considerable impact on language policies, foreign language curricula and teacher education in Europe and beyond. While many practitioners commend the framework's positive influence on standardization in assessment, many scholars also sound a more critical note (cf. e.g. Hynninen 2014; Pitzl forthc.; Seidlhofer 2011: 184 -185). They point out, for example, the lack of empirical foundation of the framework or its continued focus on native speaker benchmarks in descriptors despite its claim of "plurilingual competence" (Council of Europe 2001: 5) as learning goal. Building on descriptive findings and theoretical insights from research on Intercultural Communication and English as a lingua franca (ELF), the proposed lecture examines how the *Common European Framework of Reference* (CEFR) represents and discursively constructs notions of understanding and misunderstanding as pragmatic concepts. Combining a qualitative corpus linguistic and a discourse analytic approach, the paper explores what the CEFR conveys to its broad international readership about the nature of *misunderstanding* in the context of language learning and intercultural communication. The patterns revealed by the analysis are reminiscent of what Sarangi (1994: 413) has termed "analytic stereotyping of intercultural events", i.e. the assumption that because a situation is 'intercultural' it is always so-called cultural differences (or lack of language proficiency) that are responsible for any perceived instance of miscommunication. The paper suggests that the resulting 'deficit portrait' of intercultural communication in the CEFR may be based on a number of implicit logical fallacies, such as the idealized notion that L1 communication is perfect and devoid of miscommunication, a myth that has been clearly opposed by many miscommunication scholars for quite some time (e.g. Coupland et al. 1991; Linell 1995). At a time when research on Intercultural Communication, English as a lingua franca (ELF) and pragmatics stresses the importance of dynamic concepts like adaptability, variability, creativity, and negotiation (e.g. Cogo & Dewey 2012; Pitzl 2012, 2013; Zhu Hua 2014), the CEFR, somewhat paradoxically, still seems to perpetuate outdated myths about intercultural miscommunication.

Marilyn Plumlee

Evolving textual practices of Egypt's tourism industry: Efforts to survive a drastic downturn (lecture)

The context of this paper is Egypt, a country whose 7,000 year-old civilization and storied antiquities have always sufficed to attract foreign tourists and explorers without extraordinary promotional efforts being made. Tourism from abroad has recently been drastically curtailed, however, as Egypt has become involved in a cycle of political turmoil, street violence and random terrorist attacks that are widely reported on in the international press. The paper examines the language of the appeals by tourism stakeholders in their attempts to compensate for the downturn in tourist visits which has persisted since the January 2011 Egyptian revolution. In addition to promoting "safe" Red Sea beach destinations to tourists from abroad, with short overland day trips to the classic historic sites, these compensatory strategies include presenting a diversified array of domestic tourist experiences to expatriate residents, a potential clientele perceived as having considerable discretionary income to spend on leisure activities. Repeat visitors and adventure tourists who remain undaunted by security threats are also targeted.
Data for this analysis come from a variety of sources (e.g. Tourism. Egypt 2011, 2012, 2013a, 2013b), including the local Egyptian press, online tourist information sites and blogs (e.g. Maslikowski 2014), publications of the American University in Cairo Press, the Egypt Exploration Society (EES), and the American Research Center in Egypt (ARCE). These written sources are supplemented by personal interviews with certified guides, directors of tourist information offices and other stakeholders working in the Egyptian tourist industry.
The analysis draws on both classic and recent scholarly works describing Cairo and Egypt's historical and contemporary infrastructure (Abu-Lughod 1971; Rodenbeck 1998; Raymond 2001; Weeks/Theban Mapping Project 2011 & 2012 *inter alia*; Willliams 2002; Singerman & Amar eds. 2006; Sims 2012) as well as on the literature on the sociology and semiotics of tourism (Eastman 1995; Dann 1996; Löfgren 2000; Wahab & Cooper, eds. 2001; Urry 2002; Scott & Selwyn eds. 2010). Finally, references to the specific case of Egyptian tourism have been consulted (Ghannam 1997; Gregory 1999; Beirman 2003), with some comparisons being drawn between the language used in the current promotional strategies of the tourist industry and that of the late 1990s when tourists in Upper Egypt were specifically targeted in acts of violence.

Agnieszka Pluwak

Indirect speech acts in Polish and English Internet opinion reviews (poster)

As Bauman states (2013), with the appearance of New Media modern communication has recently been transforming from spoken into written (text messages, chats, forums, emails, opinion portals, etc.) as written-down spoken discourse (phenomenon of secondary orality, see Ong 1982). Within this trend and the social media boom, a new Internet genre of opinion reviews - given by consumers of products and services - is gaining popularity. If an Internet opinion is an act of communication, who is there to try to say what to whom, in which form and with which purpose?
Such questions have brought about a research trend in public relations and its automation in computer science, called sentiment analysis, where positive and negative customer reactions are studied from different perspectives. However, it seems that *pragmatics is missing in the mathematics.* Most NLP approaches to sentiment analysis study (and count) evaluative vocabulary as direct, explicit forms of evaluation, since their detection is much easier to define and code. However, if artificial intelligence is to strive to emulate human thinking, there still is a gap to cover, namely – opinion expressed via non-polarized statements (Liu 2012). Analysis of opinion reviews shows there are many (about a half of texts in the selected specimen!) implicit ways of online evaluation. Introducing pragmatics into the studies of Internet discourse can bring new insights into the opinionated content of product and service reviews.
In order to elaborate on this matter, an empirical study of opinion reviews in Polish (with their pragmatic and semantic equivalents in English) has been conducted. Having analyzed hundreds of opinions in Polish and English, a specimen of about 60 texts has been selected from opinion portals, e.g. *Foursquare or TripAdvisor,* to show major genre characteristics with a broad spectrum of styles, author profiles, text lengths, etc. It has revealed major types of indirect illocutionary speech acts (*hints, warnings, requests, etc.,* Searle 1969) directed at three types of addressees (*prospective customers/ users, business owners/ producers* or in form of a *teleologue*), expressing implicit evaluation of products and services.
All of them have been looked into starting from meaning - pragmatics and semantics - to the form:

- from expression of intention or the lack of it as in *Więcej tam nie idę! - I'm not going back there!* to different syntactic patterns in both languages, e.g. *going to/ Present Continuous/ Future Simple in 1st Person Singular + action verbs* as alternative structures ,
- from utterance of demand to the use of Imperative mode as in *Przywróćcie starą wersję! - Bring back the old version!*
- from world knowledge in implicit evaluation to lexical patterns of synonymic character, exemplifying its importance (e.g. *brak Internetu - no wifi, często traci się zasięg - Internet goes off frequently*).

The paper poses an attempt to provide a thorough description of indirect speech acts expressing implicit evaluation in opinion reviews and indicate that they do not differ that much across languages such as Polish and English.

Ludmila Pöppel & Dmitrij Dobrovolskij

Lexically open constructions: Semantics and pragmatics (lecture)

The present study analyzes the Russian constructions *то - то и N* and *в том - то и N*. Their basic structural feature is presence of open slots – the element N which can be filled only by words from a limited list, some basic, prototypical nomen. At the center of each group there is a prototypical construction, which is perceived to be basic in present-day Russian. Such near-synonymous constructions can be distinguished from each other on the basis of semantics, pragmatics, and usage preferences. Identifying these differences requires a good corpus with numerous examples, for they can be present simultaneously on various levels: semantic and pragmatic, pragmatic and usual, etc. Often, although not always, pragmatic and/or usual differences are semantically motivated. Syntactic distinctions among near-synonyms, including those in certain syntactic patterns, are also generally motivated by differences in their semantics. In a number of cases the problem is solved through the use of translational equivalents; that is, not on the level of individual lexical units (words and phrasemes) but on that of the entire utterance. Using relevant lexicographic information, text corpora, including parallel corpora, primarily the RNC (Russian National Corpus), we shall:

a) explain the functional principles of the phraseme constructions known as formal or lexically open idioms;

a) clarify semantic and pragmatic properties as well as usage peculiarities of the constructions;

b) analyze their systemic and translational equivalents in English and German.

This approach will shed light on the interrelationship and mutual influence of fixed and freely generated expressions of the natural language. As for the contrastive aspects of the study, we will confirm that the adequate translation of a specific fragment of text and even an individual utterance does not at all obligatorily require full semantic equivalents of each of the expressions of a given utterance but is primarily based on their pragmatic functions.

Fabio Indìo Massimo Poppi

The "Great Recession", consumerist ideology and multi-modal metaphors (lecture)

The starting point of this work is the notion of *discourse metaphor* , which can be described as a relatively stable metaphorical mapping that works as a key framing tool within a particular discourse over a certain period of time and in relation to different sociocultural contexts (Zinken, Hellsten and Nerlich 2007: 363). In addition, several works have shown that discourse metaphors are not only functional in describing how discourses change and evolve through time, but also in understanding which ideological implications lie behind them and how such implications may vary through time (Larson, Nerlich and Wallis 2005; Musolff 2006; Musolff and Zinken 2009). The necessity to understand how discourse metaphors tend to remodel themselves during periods of emotional turmoil and socio-political uncertainty (Zinken, Hellstein and Nerlich 2007: 367; Underhill 2011), has prompted this work to describe how consumerist ideology was framed in the pre-Great Recession period (2007-2008) and in the subsequent years of crisis (2011-2012). To identify such conceptual and ideological shifting, two groups of TV car commercials belonging to those periods of time have been analysed. The analysis aims to understand how two groups of subjects (Italian and English) process multimodal metaphors in TV commercials (Forceville 2012), focusing in particular, on the choice of source domains that constitute the conceptual mappings in relation to central target domains such as: THE CAR, THE BUYER or THE CAR OWNER, THE ACT OF BUYING, THE REASON FOR BUYING \OWNING and THE FEELING\EMOTION AFTER BUYING\OWNING THE CAR. In order to describe the conceptual relation between source and target, this work has been built around an adapted version of the "Think Aloud" procedure, recently proposed by Š orm and Steen (2013). Our hypothesis consists in describing how the consumerist ideology quickly adapts their contents and the conceptual metaphorical structure in relation to external conditions (such as the austerity and reduction of consumption relative to the economic crisis), which in different ways represent a contradiction to the typical values and attitude that consumerist ideology itself implies.

Loredana Pozzuoli

Making arrangements for a meeting: The development of the interactional competence in Italian as L2 (lecture)

Introduction:
In the field of second language learning, interlanguage pragmatics (ILP) investigates how L2 learners develop the ability to comprehend and perform action in a target language. As pointed out by Barron and Warga (2007), most of the studies in ILP have focused on comparing native speakers' and language learners' production and comprehension of speech acts. Developmental issues related to the learning processes have remained largely neglected and many questions in this regard still remain open. Moreover, in ILP studies the focus has been given mostly to the analysis of selection, distribution, and frequency of pragmatic strategies employed to express illocutionary force without analyzing the learner's interactional achievements in terms of sequential organization of discourse (Kasper 2006). Finally, it has been predominantly used elicited production of data, rather than authentic production of talk. This study tackles this domain from a different perspective. On one hand, it aims at filling the research gap in the literature of developmental studies in ILP and, on the other, in line with the recent trend of 'discursive pragmatics' (Kasper 2006: 282), it aims at complementing the speech act focus in ILP with a conversational analytical approach based on naturally-occurring data.
Data and method:
The study stems from a larger research based on a corpus of 27 telephone conversations between 9 intermediate Portuguese learners of Italian as L2 and one Italian native speaker (the researcher) over the period of six months in a study abroad context in Italy. All the calls have the communicative goal of scheduling an appointment to carry out some language activities in Italian, and occur at three different moments in time, every three months. The two main goals of the larger study are (i) to analyze how L2 learners achieve the communicative aim of making arrangements for a meeting and (ii) to investigate whether regular changes in their interactional behavior are visible, which might argue for a pragmatic development in their communicative competence. To this end, the study adopts Conversation Analysis (CA) to analyze data, focusing on the observation of interactional phenomena such as turn design, turn taking, action construction, repair and sequence organization.
Focus of the study:
The present study compares the way in which L2 learners accomplish the opening phase of the call in the three different moments of the language acquisition process. More specifically, the analysis focuses on the observation of developmental features in turn construction and in the learners' interactional initiative.

Hui Qiu & Cihua Xu

Mental model and conceptual metaphor: A case study of a Chinese entrepreneur's discourse from the perspective of critical metaphor analysis (lecture)

Entrepreneur's mental model plays an important role in the development of an enterprise. As a key component in the mental model, conceptual metaphors will affect not only the conceptualization of relevant matters and the environment an enterprise lives in, but also the decisions he and his colleagues make as well as their behavior under certain circumstances. This study explores conceptual metaphors by analysis of metaphorical expressions, and then investigates the overall structure of these conceptual metaphors as well as their specific cognitive values and cultural functions based on Ma Yun's discourse (a Chinese entrepreneur) from the perspective of critical metaphor analysis (CMA). In order to ensure the reliability and sufficiency of the analysis, we construct a closed corpus, with its data composed of all 18 speeches from *Ma Yun's Internal Talks*. The 18 texts record different talks given by Ma Yun at such occasions as annual general meeting, board directors meeting, department mobilization meeting, orientation meeting, staff meeting, group wedding and anniversary celebration party. These texts collected in the corpus span 7 years, from 2004 to 2010, with the total size of 131,894 words. Findings indicate that firstly, the conceptual metaphors with their source domains from war, journey, human body and sports are commonly used in the corpus; secondly, many conceptual metaphors can be embedded in a dominant conceptual metaphor A COMPANY IS A PERSON. The entrepreneur's mental model extracted from the conceptual metaphors in the study will help promote the acceptance and transmission of a company's internal cultural values. The model will also contribute to the mutual understanding of entrepreneurs in international commercial activities.

Yunlong Qiu

Uncoded negation in modern Mandarin Chinese: An investigation of usage conditions within the framework of linguistic adapatability (lecture)

This study observes that language use is a process of choice-making and the choice of linguistic forms should be interadapted with communicative context and linguistic context. Different carriers of uncoded negation serve as resources and pragmatic constraints make possible the proper choice in context. This study is intended to make an investigation of the usage conditions of uncoded negation in modern

Mandarin Chinese within the framework of Linguisitc Adaptability proposed by Jef Verschueren, based on a corpus of Chinese conversational interaction.
The central objective of this study is to discover the interactional dynamics in the use of uncoded negation in modern Mandarin Chinese and to figure out the pragmatic constraints on the choice of its carriers.
The research questions of this study are:

> Q 1: What are the usage conditions of individual carriers of uncoded negation in modern Mandarin Chinese respectively?
> Q 2: What are the usage conditions of all carriers of uncoded negation in modern Mandarin Chinese in general?

The research methodology is in line with the nature of the study. This study is a micro-investigation which aims at making thick description of the dynamic process of meaning generation and at exploring the factors that constrain the meaning generation. Therefore, qualitative research, featured with an inductive approach, is to be applied to this study.
The corpus sampled for investigation is chosen in function of the research goal. An appropriate corpus sampled for this study is supposed to consist of natural modern Mandarin Chinese, versatile in contextual ingredients and rich in utterances of denial or rejection. Taking into account these factors, *Wang Gui and An Na*, a 32-episode Chinese TV series which was released in 2009, was chosen as the corpus for this study. The TV series is about the love story between Wang Gui (male protagonist) and An Na (female protagonist). The story starts from 1973 and ends in 2008 and the corpus is composed of plenty of conversations between characters in different genders, different age groups, different work fields, different educational backgrounds, different social relations and different patterns of life.

Andriela Rääbis

Recipient-initiated closings in caller-managed telephone conversations (poster)

This paper studies recipient's initiated closings in Estonian everyday telephone conversations. Since Schegloff and Sacks's seminal study (1973) on closings of telephone conversations, several researchers have examined phone conversations cross-culturally, trying to identify universal and culture-specific characteristics. Nonetheless there has been only a little research on a problem, which participant initiates the closing section. Some researchers (Halmari 1993; Coronel-Molina 1998; Sun 2005) have claimed that both the caller and the recipient may propose a pre-closing, but have not analyzed, under which circumstances either participant it does. The data of this study comes from the Corpus of Spoken Estonian of the University of Tartu. 217 conversations were analyzed using the methodology of CA. In my data the caller manages the conversation (initiates topics and adjacency pairs) typically and proposes a pre-closing too. As well, if the recipient manages the conversation (calling back and some conversations between grown-up children and their parents or grandparents), he/she initiates the closing section. If the key position changes during the conversation (both participants initiate topics), proposing of a pre-closing depends on management of the last topic. The paper focuses on cases (22 examples), if the conversation is managed by the caller but the closing section is initiated by the recipient. I argue that in most cases the recipient initiates the closing section if the caller does not do it due to some problem, like rejected or uncertainly accepted invitation, request, offer or proposal, non-accepted refusal, or the situation when the information gained does not come up to expectations. Mostly the problem is consequently caused by the recipient, who does not produce a preferred second pair part. The closing-offering is mostly accepted by the caller, he/she tries to solve the problem in few cases only. (Example 1) 1. C: a kuidas teil selle saunasooviga on. but what about your wish to go to sauna 2. R: no=mina=ei=tea Toivo muidu tahtis sellepärast ma mõtsingi=et=no=et kui kiiresti ära käia=et väga ilja peale ei=saa= well I don't know Toivo PTCL wanted that's why I thought that if to go quickly because we can't stay for late 3. C: =jaa=jaa= yes yes 4. R: =mina kül=ei (.) lähe täna õhta.= I am PTCL not going tonight 5. C: =ahah? 6. (1.2) 7. R: et=et noh rohkem ma=i=tea $ kah. $ so well I don't know more $ too $ 8. (0.4) 9. C: mhmh? 10. (1.2) 11.-> R: aga näeme=sis millegi=vä. tulete sinna.= but let's see once or. are you coming there 12. C: =jah yes 13. R: njoh, o[kei.] well, o[kay] 14. C: [noh,] olgu [well,] okay In example 1 two women are talking. Both their families are going to the country. In the beginning of the conversation the caller has offered to pick up the recipient's family, but the proposal was rejected. In line 1 C initiates a new topic, asking if R's family wishes to go to sauna. The answer in line 2 is doubtful and in line 4 R refuses firmly and shortly. Particle ahah with rising intonation and a long silence (lines 5-6) indicate that C is waiting for something more. In line 7 R makes summary I don't know more $ too $. C could initiate a closing section now, but she returns the turn to R (line 9), because the question if R's family wishes to go to sauna is not clearly answered and rejection of the proposal as a dispreferred action is not explained. In line 11 R takes initiative and offers a pre-closing.

Marianne Rathje & Anna Kristiansen

"It depends on what kind of error". Adolescents' attitudes to misspellings in social media (lecture)

We have investigated Danish adolescents' overt and covert attitudes to seven selected types of misspelling on Facebook and SMS texts. Our lecture is based on two studies: 1) a questionnaire and a matched guise test (Lambert et al. 1965) completed by 352 Danish students aged 15-22, and 2) interviews with ten 15 to 17-year-old students. We find that adolescents judge people who misspell certain (types of) words to be less competent - that is, less effective, confident and particularly intelligent - than people who follow the standard norm. Our informants consider misspellings of words with silent letters the most severe of the selected error types. Some types of misspelling, on the other hand, do not seem to affect the informants' judgement, namely incorrect compounding of words (e.g. 'sang fugl' instead of 'sangfugl'). There are no signs in our data that misspellers are judged more positively on any scales than people who spell correctly.

There is no incongruence between our informants' covert and overt attitudes to misspellings, and there are no crucial differences in their attitudes in the two studies. We find that intelligibility of the text and the authors' perceived competence are dominating factors as to how grave the students find the misspellings. We also find that to some extent attitudes to misspellings are context-dependent.

Geoffrey Raymond

Opening up sequence organization: Formulating action as a practice for managing "out of place" sequence initiating actions (lecture)

Papers by Drew and Curl (2008) and others (e.g., Heinemann 2006; Stokoe and Edwards 2009) reflect a renewed interest in connections between practices of action formation, variations in speakers' entitlements to produce action, and the relevance of these matters for the identities, categories, or social relations participants (tacitly) enact through their conduct (see also, e.g., Sharrock 1974; and Watson 1978, 1997). While such matters have long been a concern for social scientists, most prominent approaches have tended to adopt all-in-one-characterizations, treating them as either varying manifestations of the logical conditions of action (in the case of "felicity conditions" in Speech Act Theory), or as organized under a single conceptual rubric, as in the case of Politeness Theory (Brown and Levinson 1978, 1987). In both cases, however, the resulting characterizations have proved too abstract and therefore too disengaged from the real social-relations-on-the-ground implemented via practices of talk-in-interaction (cf. Drew and Curl 2008). This paper addresses these themes by comparing alternative practices for producing actions-in-interaction, considering the sequential environments in which they are produced and the different sequential trajectories they enable. I show that participants routinely manage such matters tacitly, treating them as presupposed in the design of their actions but nevertheless recognizable and intelligible to their recipients (cf. Garfinkel 1967; Heritage 1984). Drawing on both ordinary conversation and institutional data (from 911 calls) I then consider circumstances in which participants initiate action sequences by formulating their actions: that is, by formulating what-they-are/were/will be-doing-in-so-many-words ("I'd like to report…", " I'm just telling you…", "I was going to ask you…"). I show that speakers' use of such action formulations reflects their orientation to an action as being "out of place" in some way: E.g., because (1) the import of a participant's conduct may not be recognizable (or has been misrecognized) in light of its social or sequential context; (2) the current speaker is (or may) not be entitled to produce the action-in-progress for the recipient targeted by it, or (3) the action is too early (and thus pre-empts actions by others), too late (because it has been pre-empted or displaced by another person's conduct), or a position must be prepared for the project it implements. These practices reveal a range of ways in which participants can systematically "open up" (or adjust) the tacit machinery of adjacency pair organization as a basis for adapting it to routine contingencies posed by the sequentially – and thus socially -- situated character of actions-in-interaction. In this way, the paper describes the underlying grounds in practice that enable the alternative forms examined by Curl and Drew to assert varying degrees of entitlement, and demonstrates the use of such action formulations across a range of action types (in addition to requests).

Emily Reigh

Language attitudes in an Egyptian discourse community (poster)

This study investigates language attitudes in an elite university in Egypt, addressing all codes spoken in the community: Fus'ha (Classical Arabic/Modern Standard Arabic), Egyptian Arabic, English and Egyptian Arabic-English code-switching. Some attitudinal research in the region has been conducted (e.g. Bentahila 1983; Chakrani 2011; Lawson & Sachdev 2000), though most neglects to position the discourse

community in larger society and uses limited methodological approaches. In this study, attitudes are interpreted with attention to prevailing language ideologies, including the notion of a standard language, tension between modernity and tradition and language as symbolic capital. Overt and covert attitudes in terms of both status and solidarity were discerned through a questionnaire, a matched-guise study and group interviews. The discourse community was found to be close-knit, with members viewing themselves as distinct from the rest of Egyptian society. Participants all had a strong command of English, though they varied in Fus'ha proficiency. Mixed attitudes toward Fus'ha emerged, in terms of both prestige and importance for maintaining Egyptian/Arab identity. Egyptian Arabic ranked low for status traits, though the variety was ascribed covert prestige in terms of solidarity for males. English was viewed positively as a language of both status and solidarity. Though overt attitudes toward code-switching were ambivalent, covert attitudes toward code-switching were generally positive, a novel finding. This study offers a paradigm for detailed analysis of the language attitudes of a community. Further, it demonstrates the growing favor of English as a language of economic power and explores code-switching as a prestigious in-group language that allows negotiation of modern and traditional identities amongst the privileged classes in Egypt.

Catrin S. Rhys & Natasha Walker

"Sure it's epistemic" – Turn initial 'sure' in Northern Irish English (lecture)

This paper adopts a conversation analytic approach to examine the use of turn-initial 'sure' in Northern Irish English (NIE). The use of "sure" is a very distinctive feature of NIE. It occurs both turn-initially and turn-finally and like so many of these turn initial objects may occur as a complete TCU in its own right. This paper focuses on the turn-initial instances in a corpus of mundane conversations between friends and in family settings.

Heritage (2013) notes that there is a growing body of research into turn-initial objects and observes, for such objects, a clustering around "expectation cancelling functions", the exact nature of which depends inter alia on sequential positioning of the turn containing the turn-initial object. In our analysis, we examine the interaction between turn design, epistemic stance and sequence organisation in examples such as in Extract 1:

Extract 1

1. Casey: Jesus it won't <u>cut</u>
2. Natalie: ((to Marcus)) >what would you do< if I did ↑ that=
3. Marcus: = ↑ what ((clears throat)) sure I'm getting a new pair anyway
4. Casey: his weren't that exp- like that expen ↓ sive
5. Natalie: ((to Marcus)) °>you didn't answer my question<°
6. Marcus: what would I I'd make you pay for my new set
7. Natalie: oh ↑would ↑ya
8. Casey: HEH HEH
9. Natalie: awful good of ya

The analysis shows that participants orient to 'sure' as an epistemic stance marker that displays a shared [K+] status for speaker and hearer. In other words, the content of the turn is produced and oriented to as shared information rather than new information. This has interesting consequences for the actional import of the turn at talk, revealing orientation to joint action by the participants. In addition, when sequential positioning is taken into account, the analysis reveals an interaction between orientation to joint action and sequence closure. This is in keeping with Heritage's observations about the "expectation cancelling functions" of turn-initial occupants since 'sure' is frequently oriented to as cancelling the response relevance of certain actions. This observation explains why one particularly salient context for the use of 'sure' is in arrangement making contexts.

Ilaria Riccioni, Andrzej Zuczkowski, Ramona Bongelli, Carla Canestrari & Ricardo Pietrobon

Certainty and uncertainty in a corpus of biomedical papers with a historical perspective (poster)

The paper focuses on the communication of certainty and uncertainty in scientific language. Distinguishing certain and uncertain information in texts is of crucial importance since the communication of an information in certain or uncertain way can determinate opposite outcomes. For example, a piece of biomedical information communicated as certain ("we know that drug x cures illness y") or as uncertain ("we suppose that drug x cures illness y") results in different thoughts and subsequent actions from the scientific community and/or patients. National healthcare policies are built on the basis of how certain or uncertain the results from biomedical research might be communicated. Clinical

practice guidelines also follow the same rationale, with the adoption of a new therapy, prevention or diagnostic new conduct.
Although there are many studies on certainty and uncertainty communication in scientific writing from scholars starting in the 90s (Hyland 1994, 1998a, 1998b; Salager-Meyer 1994, 1997; Crompton 1997, 1998; Hyland and Milton 1997) and more recently there has been an increase of attention by the Natural Language Processing community (Vincze et al. 2008; Kim et al. 2009; Farkas et al. 2010; Szarvas et al. 2012), such studies tend to be small in the number of full-text articles analyzed and they lack a historical perspective to evaluate how uncertainty have evolved over time.
Our study investigated how uncertainty is communicated in a corpus of 80 articles from the British Medical Journal randomly sampled from a 168-year period (1840-2007), in order to detect trends over time. We annotated uncertainty markers setting the analysis on the Known, the Unknown and the Believed Model (Bongelli, Zuczkowski 2008). The qualitative and quantitative analysis was performed by five language specialists. The total amount of occurrences in the corpus has been accordingly group into five classes: three lexical (verbs, non verbs, modal verbs) and two morphosyntactic (modal verbs in conditional and subjunctive mood, if clauses).
The main results of the investigation revealed that, lexical markers are more used than morphosyntactic ones. Among the lexical markers, the most frequent are modal verbs followed by non-verbs and verbs. These results suggest that writers prefer to communicate their uncertainty with markers of possibility rather than with markers of subjectivity. Specifically, they prefer using a third person subject followed by modal verbs such as *may* or *seem* rather than using a first person subject followed by verbs such as *think* or *believe.* According to Hyland (1998b), this strategy of 'minimizing writer presence' is due to the 'predominant view of science as an impersonal, inductive enterprise.' The finding that the number of uncertainty markers and their rate over the total number of words in each article have remained essentially unmodified over a period of 167 years is intriguing. The only exception concerns the category of modal verbs whose use progressively increased along time.

Vicky Richings

Experiences with literary texts in Japanese as a Foreign Language education: From teachers' and students' perspectives. (lecture)

So far, hardly any research has been done to explore the role and usage of literary texts in Japanese as a Foreign Language (JFL) instruction. Reading or using literary texts has been regarded as a part of literary studies only and as something irrelevant to Japanese language learning. On the other hand, in English as a Foreign Language (EFL), there is a wide consensus regarding the beneficial relationship between literature and language learning, and as Paran (2008) states, there is a resurgence in the use of literature in language teaching that has been accompanied by an increasing number of articles in that area. Given this background, this study aims to clarify the perceptions of both teachers and students toward the use of literary texts in JFL, and tries to examine what makes the expansion of literature as a learning material difficult, with the aim of making literature a more accessible learning tool in JFL. To achieve this aim, different questionnaires were administered to 47 Japanese language teachers and 21 international exchange post-secondary students. The questionnaires asked about their experience with literary texts in the JFL class. In addition to the questionnaire, the students were also given two texts (one literary and one expository) to read, and asked to answer 5 questions about each text. These questions were prepared to examine their reading comprehension of these two different types of texts, and in particular to investigate their perception of the usage of literature in the JFL class. The results showed that most of the teachers involved thought that Japanese language learners could indeed benefit from the use of Japanese literature as a learning tool but revealed that many teachers are looking for more practical information concerning its usage. As for the students' data, it was found that most of them had more difficulty reading expository texts than literary texts. On the other hand, they thought that pragmatic aspects in the literary text, such as the use of certain vocabulary and expressions that seem to reflect cultural knowledge, also made it difficult to understand. In all, many of the students like to read literature, think of it as being a meaningful and enjoyable learning tool, and would like to have it introduced more often in the JFL class. Further analysis is needed in order to address what specific aspects prevent the use of literature as a learning material in JFL.

Caroline L. Rieger

How (not) to be rude: Promoting the acquisition of (im)polite behavior in an additional language (lecture)

The systematic and prolific study of politeness (and later impoliteness) as a pragmatic phenomenon has yet to lead to a uniform theory. Still it has revealed that (im)politeness is socio-culturally and socio-

pragmatically relative and is omnipresent in human interaction shaping the construction, maintenance, reproduction and transformation of interpersonal relationships and identities in interaction (e.g. Watts 2003; Locher 2004, 2012; Culpeper 2011). Given that and the fact that additional/other language (L2) pragmatic aspects are frequently overlooked by learners "despite prolonged exposure" (Kasper & Rose 2002, p. 237), it is necessary for L2 learners to learn how to be polite or impolite (or anything in between) in target language interactions. (Im)politeness should thus be a key component of the L2 curriculum. However, like other socio-pragmatic aspects of language usage, it is rarely, incompletely or inadequately taught. Similarly, studies focusing on the teaching of (im)politeness are few and far between (cf. Pizziconi & Locher, under review).

The present study works at the interface of politeness studies, language pedagogy and interlanguage pragmatics. It takes a discursive approach (cf. Watts 2003; Locher 2004, 2006, 2011, 2012; Locher & Watts 2005, 2008) to investigate how advanced learners of German as an additional language acquire and negotiate (im)politeness in an instructional context. At its core lies the pragmatic analysis of collaborative products of participatory learning activities. These learning activities, such as the examination of authentic English and German comments on controversial behavior taken from Online fora, are ideally suited to learn (im)politeness. The chosen, pragmatically rich materials epitomize evaluations of the (in)appropriateness of behavior and are examples of "written records on the negotiation of norms" (cf. Locher 2010, p. 3). They also illustrate that there is variation in the perceptions of (im)politeness between as well as within speech communities or communities of practice.

Initial findings confirm that the participatory learning activities lead to a deeper understanding of (im)politeness. By discovering the critical role socio-cultural and socio-pragmatic aspects play in the perception and interpretation of interactional behavior, the learners in this study seem to achieve an enhanced awareness of the complexity and the pervasive nature of (im)politeness in interactions. Most importantly, they comprehend that it is the interpretation of the use of verbal and nonverbal behavior in a specific socio-cultural context that is (im)polite, not the behavior itself.

Eunseok Ro

Teasing with humor in focus group: A discursive construction of teacher belief

(lecture)

Among the many research areas in teacher cognition (e.g., teacher knowledge, teachers' thought processes, and culture of teaching), teacher belief has been a widely researched topic since the 1980s, when Clark and Peterson (1986) highlighted teacher belief as a key category of research on *teacher thinking*—a cognitive information processing approach that deals with teacher planning, judgments, and decision-making. However, most of the studies in the field so far investigated teacher belief either by heavily relying on pre-constructed variables that are the outcome of a reductionist logic or identifying factors underlying the students' discourses in the setting, instead of taking discourse as its own topic (Hsu & Roth 2012). In this study, I focus on narrowing this gap in the existing body of knowledge by utilizing contemporary discursive psychology (DP) perspective (see Potter 2010) to investigate teacher belief as they are available in talk-in-interaction.

I designed a focus group study following the guidelines in Puchta and Potter (2004). This one-shot focus group, which was conducted over lunch at my residence, was semi-structured and lasted about 100 minutes. Three reading teachers were chosen on the basis of (a) the teachers' role as reading instructors in English-for-Academic-Purposes (EAP) contexts and (b) their familiarity with extensive reading (ER) approach. All teachers were male and had previous teaching experiences with academic reading in EAP settings. These three teachers were not only my co-workers at the institution where I used to work but also my close friends. The teachers talked about their thoughts and beliefs towards the use of ER approach in academic reading classroom settings. The focus group was audio and partially video recorded, and I transcribed it by following Jeffersonian conversation analysis conventions (Jefferson 2004).

By investigating focus group as a social practice and providing a detailed line-by-line analysis, I examine how the teachers assemble linguistic utterances and socially shared semiotic resources in the discursive (co-) construction of mind. My goal for this study is to identify teachers' language deployed in performing certain social actions rather than identifying people's cognitive entities in their minds. Focusing on the resources, junctures, interactants, and actions involved in making beliefs towards ER recognizable and relevant in the focus group, the following two research questions guide the present study: (a) What are the semiotic and interactional resources that speakers draw upon to (co-) construct beliefs towards ER and make it relevant in the ongoing interaction? (b) What do explicit and implicit displays of beliefs accomplish in the interaction?

The findings illuminate the complexities involved in how psychological states are handled and managed through talk-in-interaction. In particular, I show how analyzing the teachers' teasing sequences portray

teacher belief. More specifically, two major categories of interactional resources deployed by the teachers emerged from the analysis: (1) teachers' (dis-) alignment and (2) their use of teasing in disagreeing sequences; thereby, displaying their beliefs. The various resources for displaying teacher beliefs can contribute to specifying teacher education in important ways. I conclude by addressing the methodological issue of utilizing DP and focus group in examining teacher belief interaction.

Cecilia Rojas-Nieto

Dame, ¿me das? 'give me'- 'will you give me?' Pragmatic (in)flexibility in request making among young children (poster)

Developing pragmatic flexibility for a child supposes to be able to select a specific expression for a given intention in a particular interactional situation. Although experience of the interactional models from caretaker's usage may guide children, they also must develop pragmatic flexibility. Among middle class, urban families in Mexico high attention is paid to request making. Children experience variable constructional formats for making different types of requests (including imperative-direct and interrogative-indirect constructions) and are plaid to "ask beautifully" Sp. *pedir bonito*, when they make an improper request from their caretakers' view (Bloom-Kulka et al.1989).

This paper focus on request *reformulation* as a window to overtly see how children gradually may or may not adopt different interactional formats when a request has been unsuccessful (unattended or queried) on a first try, and to see which aspects of the request frame are under child's focus of attention in the successive move.

Three longitudinal corpora of spontaneous conversations between young children (21 to 32 months old) and their caretakers (National University of Mexico- ETAL data base) have been analyzed.

Results show that children mainly repeat same request frame, gradually adding interlocutor's calls, or a relevant piece of information to the original request frame. A change in the request formulation - from direct-to indirect, or the opposite - is a move children recruit latter, but also from early on: *¿ciedas los ojos? , cierra los ojos"* ('will you close the eyes close the eyes') (Ervin Trip et al. 1990; Schöll 1998; Solé & et al. 2005: Stockman et al 2008).

Discussion focuses on the pragmatic flexibility young children expose in looking for different means to make a request successful, and how this inform Use-based research on pragmatic flexibility agains early syntactic conservatism in children"s use (Cameron-Faulkner et al. 2103).

Tanya Romaniuk, Alexa Bolaños, Stephen DiDomenico, Darcey Searles, Wan Wei, Beth Angell, Galina Bolden, Jenny Mandelbaum, Lisa Mikesell & Jeffrey Robinson

" I know" what you mean: Agreement and epistemics in action (lecture)

Researchers in pragmatics and Conversation Analysis have long been interested in practices for communicating agreement (Heritage & Raymond 2005), such as the use of agreement tokens (Raymond 2003), repetition (Schegloff 1996; Stivers 2005), and others. This paper extends this line of inquiry by examining another form of agreement. We report the results of a 'large team' research project (10 researchers across three universities) investigating the use of "I know" as a responding action (cf. MacMartin et al. 2014). Using the methodology of Conversation Analysis, we collected over 150 extracts from a corpus of approximately 60 hours of video and audio recordings. Our analysis shows that, as a response, "I know" claims its speaker's epistemically independent agreement with the *grounds* of the preceding action. This may be done in the service of aligning or disaligning with the action itself. We explore different sequential environments and prosodic shapes of "I know" to demonstrate how this work gets accomplished.

First, in response to assessments and other assessment-implicative actions (such as news announcements, troubles-tellings, etc.), "I know" claims that a congruent assessment has been independently arrived at by its speaker without explicating the grounds for the assessment. In this context, "I know" is ordinarily prosodically matched to the assessment turn and embodies an aligning stance towards the assessing action, as in the following segment (line 5).

1 KAT: We:ll- guess what I got <for my> anniversary:.
2 JAN: Wha::t.
3 KAT: A diamond ri::ng.
4 JAN: My gra::ciou[:s.]
5 KAT: **[I: kn]↑o↓:[w.]**
6 JAN [Ha]ppy anniversary.

Second, "I know" may be used as a response to delicate actions that are potentially disaffiliative towards the addressee (such as advice-giving, complaints about the addressee, corrections, etc.). In these contexts, "I know" (produced so as *not* to match the prior turn prosodically) claims independent knowledge

relevant to the situation and thereby agrees with the grounds for the action in the service of resisting the action itself. For example, in the excerpt below, A and C are cautioning B about his upcoming date. While B's "I know" (line 5) agrees with A's assessment of the individual (as a "playboy", i.e., the grounds for the warning), it resists the warning implemented through the assessment (as unnecessary).

1 A: He's a playboy bo- thou:gh.= So
2 lik[e (be prepared.)]
3 C: [>Yeah (he really is]:.<)
4 (0.3)
5 B: ^**I kn<u>o</u>w.**
6 (0.3)
7 B: N<u>o</u>:: I'm n- I'm no:t (0.4) going into
8 this thing with any (0.3) expectations:.

Overall, this paper examines how a linguistic practice virtually dedicated to claiming an epistemic stance (i.e., "I know") is used in the service of accomplishing a variety of actions (such as, enacting agreement or doing rejection), thereby contributing to a growing literature on epistemics (Heritage 2012a, 2012b, 2013; Heritage & Raymond 2012) and affiliation in conversation (Lindström & Sorjonen 2013; Stivers, Mondada, & Steensig 2011).

Sadegh Sadeghidizaj

Teaching pragmatics to EFL learners of English in Iran: A focus on request responses (lecture)

The main goal of this study was to investigate the difference in outcomes of teaching pragmatics to see if any improvements can bring about in pragmatic awareness of the speech act of request responses by explicit and implicit methods. The participants were Iranian sophomore students at Tabriz Azad University in the field of Teaching English as a Foreign Language (TEFL). The explicitly-taught students benefited from overt metapragmatic discussions, yet the implicitly-taught group's attention was drawn to pragmatic phenomena with no overt metapragmatic explanations, but with covert consciousness-raising, practice and role plays. A third group of students who had no instruction in pragmatics acted as a control group.

Assessment of the students' awareness was undertaken by a multiple-choice discourse completion test (MDCT). The results of data analyses revealed that students' speech act comprehension improved significantly in both the explicit and implicit instruction groups, but that the improvement was greater in the case of the explicit group. No improvement was observed in non-pragmatic input in the control group. The provisional conclusion is that pragmatic competence is capable of being taught successfully even in an EFL setting like Iran, especially where pragmatic learning is addressed explicitly.

Shima Salameh Jiménez

Grammaticalization and discourse markers. The evolution of digamos (I say/let's to say) in Spanish: An approximation. (poster)

Formulative discourse markers in Spanish, based on the verb *say* (*decir*), are employed in different communicative activities: attenuation, introduction of figurative and approximate senses, reformulation, digresion, or exemplification.

These have been studied from a synchronic perspective (Fernández Bernárdez 2002, 2005; Grande Alija 2010; *Diccionario de Partículas Discursivas del Español* -DPDE-; *Diccionario de Partículas Discursivas* -DPD- or *Diccionario de Conectores y Operadores del Español* , -DCOE-), but not from the diachronic field: in Spanish, there are not find studies with this aim.

This is the start point of this work, whose objective is to mark out the historic evolution of one of the different formulative discourse markers with *say* (*por así decirlo, digámoslo así, digamos, que digamos*): *digamos* (*say/let's to say*). This evolutive route (constructed inside the grammaticalization theoretical framework), although it can be deduced, has not been specified yet, unlike happens in other languages (*Diciamo* for Italian -Waltereit 2002-; *I say* for English -Brinton 2005-). For this reason, conclusions obtained here are not generalizable, but the initial step for future investigations.

To cover this aim, a data corpus has been made. This work, as a **first approximation** to the question, employs academic spanish corpora as the main data source (*Real Academia Española* -RAE-: diachronic CORDE; synchronic CREA and CORPES). However, the database is being constantly incremented, as this is a research in development: actually, data are completed with triangulated searches in other corpora (*Corpus del Espanol* -CE-, *Biblioteca Virtual de Prensa Histórica* -BVPH-).

With a data filtration, century by century, a total of **137 cases** along the time have been collected: despite to be a reduced quantity for a big time-period (12th century-20th century), it is important as initial basic reference from which to make a micro-study. This micro-study, in form of qualitative analysis, has

allowed to detect different diachronic functions of *digamos*: **exemplification value**, **introduction of** figurative and approximate senses, or attenuation (especially in dialogic contexts). Some of these functions are current present in the DM; other have been reduced, or even have disappeared.
In conclusion, this study wants to complete the synchronic perspective of the spanish DM *digamos*, drawing with this a global vision. For this, the work aims to shed light on its grammaticalization process from the data obtained (clines like *syntax>discourse*; conversion from parenthetical to integrate form; subjectification and intersubjectification changes, *figure-ground* transformations, among others).

Elise Salonen

Interaction in personal blogs (lecture)

The communication pattern of blogs may be easily categorized as being one-to-many (one blogger writing to an unknown number of readers), when factually the comment sections connected to blogs provide the further possibilities for one-to-one, many-to-one, or even many-to-many patterns to occur (Hoffman 2012). In essence, the audience of a blog might actually have a crucial role in the building of the discourse, even though the "power" of the communication itself might still lie in the hands of the blogger (cf. Bolander 2013). The present study seeks to examine the audience's role in the construction of meaning in a sample of ten personal blogs. It specifically investigates how this process manifests itself in the digital environment – how interactive are blogs?
Theoretically the study makes use of computer-mediated discourse analysis (Herring 2004), pragmatics, sociolinguistics, and conversation analysis. The research has several goals: to examine and categorize the interactive elements in the material blogs, to explore how the interaction occurs and progresses, and to place the analysis within the wider socio-political framework. An illustration of the interactive construction of meaning can be seen in example (1), where the blogger is answering to a comment placed by a reader on a blog posting:

> (1) Angela - I'm working up to a post about "unexplained" diagnosis. I'd love to hear from you for it. Keep an eye out! (*This is more Personal)*

Here the interaction moves from the simple one-to-many pattern into one-to-one, and the pragmatic interpretation of the comment gives it an additional purpose in connection to the construction of the communication taking place in the blog; the blogger is inviting the commenter to take part in the construction of meaning in a new blog posting. Additionally the wider perspective, namely the question of diagnostic labels and their significance, brings this interactive element into the appropriate analytic frame, and thereby aids in the process of accurately identifying the implication behind the utterance. This example portrays one way in which interaction guides the making of meaning in blogs.

Roxana Sandu

With or without ne: Sentence final particles accompanying Japanese apology expressions (lecture)

Sentence-final particles, such as *ne* and *yo*, among others, are omnipresent in Japanese daily conversations. This study's objectives are to identify (1) the nature of situations required for the use of a sentence final particle along with Japanese apology expressions, and to examine (2) what do sentence final particles index when accompanying apology expressions in daily conversations. Discourse samples containing apology expressions, such as *su(m)imasen*, *gomen nasai*, *gomen* and *warui* were collected from various television dramas for the analysis. The data was interpreted using conversation and discourse analysis methods. The results show that by using *ne* the speakers hope for their addressees ' involvement, inviting them to sympathize or empathize with them. Furthermore, the analysis also revealed the fact that the use of a sentence final particle along with the apology expression is not purely interactional, but to some extent, emotional. In addition, a questionnaire is administered to Japanese native speakers to examine their perceptions about the use of *ne* with apology expressions .

Luana Santos de Lima

Double negation in Brazillian Portuguese: A strategy of topic maintenance (lecture)

In Brazillian Portuguese (BP) there are three sentential negation strategies: canonical negation (Eu **não** corro), double negation (Eu **não** corro **não)** and postverbal negation (Corro **não**), they all mean *I don't run*. Regarding this phenomenon, some scholar have claimed the double negation emerges as a discursive strategy to express emphasis. Others studies consider that double negation (NEG2) emerges as a way to tag activated content in discourse (Schwenter 2005, 2006; Goldnadel & Lima 2010; Goldnadel et al. 2013). Although the conservative variant is still prevalent, innovative variants have had significant increase in Southeast and Northeast regions of Brazil. However, in the South, postverbal negation is not

used and double negation has low rate of use (less than 5%). For this region, there is a collection of sociolinguistic interviews from the 90s, carried-out by VARSUL Project, in which the number of Neg2 seems to be even lower than the number observed nowadays. This rate is an evidence of the early stage of Neg2 uses of a speaking community. According to the data analysis, rather than convey activated information, the double negation, at that time, had the function of signaling topic (seen here as in Van Kuppvelt 1995, 1996a, 1996b, in which is claimed that "Every contextually induced implicit or explicit (sub)question Qp that is answered in discourse constitutes a (sub)topic Tp.") maintenance. These discourse topics are explored by the speaker by means of answers to successive implicit questions and sub-questions that comprise adiscursive strategy. Sometimes, as the discourse goes on, the large quantity of topics and sub-topics may create the impression that the speaker has moved away from theTP, as in (1) bellow.

> **(1)** I: Vivia com um lá na minha casa e já ficava louca! **Question 1(Q1)** '*I raised just one child and he drove me crazy!'* (It introduces a Sentential Topic Do many children take a lot of work?)
> S: Já é difícil, né? **Answer 1a (A1a) '*It's difficult.*'** (it introduces the comment yes)
> Minha filha mais velha agora está pra casar agora em setembro do ano que vem, ela vai casar, né? '*My eldest daughter is going to marry in September, she's going to marry, you know?'* (it introduces the discoursive subtopic Daughter's marriage) Então já planejaram, já marcaram tudo. **A2***So, they already planned, already arranged everything*. Aí sempre diz: "Olha, no mínimo um casalzinho, né?" Mais do que dois nós não aconselhamos a ter **A3***Then we always say: "Look, have at least 2 children. More than a couple we don't recommend"* ,porque é bah! **A4** *,beacause it"s bah!***Não é fácil não**. **A1b *It isn't easy [not]*** (it signals TP maintenance by answering Q1 again).

The analysis of data offers me support to the hypothesis that, at least in Brazil, Neg2 started to be used not only to convey activated content, but more precisely, to signal the speaker's desire to remind he discourse topic under consideration. This finding contributes to the debate about the motivation of the rise of new forms of sentential negation in the languages.

Yoko Sasagawa

The narrative and interaction styles of Takarazuka revue's fans on Twitter (lecture)

This study examines the creative use of Twitter by Takarazuka Revue's fans to connect tweets to the performance experience.

Takarazuka Revue Company is the only performance troupe in the world in which all of the performers are women. In 2014, Takarazuka Revue Company celebrates its 100-year anniversary. The all-female cast is divided based on the two major roles that they play. The *otokoyaku* is, as the name suggests, the female who imitates the male. The *musumeyaku* is the female who imitates the female. Since girls and women constitute at least 90 per cent of the Takarazuka audience, their major interest is in the *otokoyaku*. She has been called the 'ideal male' because of her deep understanding of the problems of being female. But she is also an 'ideal female' as well, since she has managed, in this male-dominated world of modern Japan, to rise to the top of her profession. 。

There exist some papers to consider tweeting of audiences sharing viewing experiences; Wohn & Na (2011) pointed out that social media is recreating a pseudo "group viewing" experience. In this paper, the tweets posted on twitter by performances of revue are qualitatively analyzed. We selected 221 messages tweeting the performance by young member in 09 September 2014. There used to be the performances by young members once per the program playing for one month.

Through content analysis of messages posted on Twitter, we consider the subject from following two points:

(1) Types of content — attention, emotion, information, and opinion. We compare our data with twitter on television program (Whon & Na 2011) and on live Japanese comedy performance (Takahashi 2014).

(2) two types of viewpoint of message - synchronic and diachronic one. Especially, on tweets of Takarazuka Revue's Fan, they could compare the current performance also with the performance of the same program of many decades ago also as the performance of several days ago. That is, they can be criticized the performance from diachronic and multistory viewpoints.

Shie Sato

On the pragmatic functions of "I think" as a final particle in spoken English: Cross-linguistic evidence from Japanese (lecture)

The past two decades have seen a remarkable growth in the amount of research on various functions of final particles in spoken English (e.g., "but", "then", "even", "though"). This paper focuses on a recent development of clausal expression "I think" as a final particle and compares its pragmatic functions with various utterance-final expressions in Japanese. Although there have been many studies conducted on the parenthetical uses of "I think" (e.g., Thompson and Mulac 1991; Aijmer 1997; Kärkkäinen 2003, 2010; Kaltenböck 2007, 2013), no studies to date have suggested a systematic functional linkage with final particles and other utterance-final expressions in agglutinating languages such as Japanese. The present

study examines a total of 200 tokens of "I think" taken from both naturally-occurring conversations and institutional talks. The types of (inter)subjective meanings associated with utterance-final position and the retrospective modifying effects of "I think" in the ensuing discourse are examined. By doing so, this study shows that the pragmatic functions of "I think" often associated with its use in utterance-final position (e.g., marking self-correction, mitigation, and uncertainty) (Haselow 2012) correspond with those of final particles (e.g., "kana' I wonder') and/or other expressions in Japanese. By establishing the link between English and Japanese in terms of the on-line management of utterance format, this paper presents further evidence for the systematic selections of inter-lingual cognitive processes utilized at the time of utterance production. It is expected that the findings of this study will offer insight into re-examining the grammaticalization/lexicalization clines proposed in the literature (e.g., Brinton & Traugott 2005; Thompson & Mulac 1991) as well as cross-linguistic analyses of pragmatic functions of various linguistic expressions relative to their position in discourse.

Kyoko Satoh

Collaboratively achieved power balance in Japanese complimenting behavior (lecture)

A speech act of complimenting has a complicated nature. It can enhance solidarity between a person who compliments (a complimenter) and a person who is complimented (a complimentee) (cf. Holmes 1995). However, it can also illuminate power imbalance between a complimenter and a complimentee. As Locher (2004: 9) emphasizes, “power can be exercised in any interaction involving two or more interactants.” Compliment and response also can be the field of exercising power. Paying a compliment is a speech act involving evaluation of one aspect of a complimentee by a complimenter, an act that not only puts the complimentee in a higher position over the complimenter since the latter is praising the former, but also has the possibility to put the complimenter in a higher position over the complimentee by implying that the complimenter has the qualifications or authority to evaluate the object of the compliment. At the same time, an speech act of responding to a compliment can put either the complimenter or the complimentee in a higher position depending on the complimenter’s response.

Although starting with Pomerantz (1978) a large number of research results on the speech act of compliment have been accumulated, most studies are confined to the observation of a single compliment-response pair. The observation of extended sequences beyond the pair is sparse even though actual compliment and its response rarely end in two turns. This paper expands the scope of observation to investigates the strategic development of compliment discourse: introduction of compliment, development of compliment and response exchanges, and shift to the next topic in a conversation among three persons of equal status who freely talk about their daily life and work over food and drink and illuminates how power imbalance is mediated caused by complimenting.

Analysis of the data reveals the following notable features closely related to mediation of power imbalance: 1) multiple exchanges of compliment and response, 2) frame shift from “compliment” to “play” when exiting compliment discourse, and 3) collaborative frame shift by all the participants. Whether the compliment is rejected or accepted, frame shift from compliment to play is often deployed to exit compliment discourse. Joke by either the complimenter or (most often) the complimentee and laughter together in response cue the topic shift. Furthermore, consensus by all the participants is necessary in order to shift the topic from compliment to something. Even if one of the participants introduces a joke, topic shift does not complete unless all the participants takes up the joke (for example by laughing)..

On the basis of the observation, this paper illustrates that participants in the speech act of complimenting, which apparently is intended at least partially to express good will on the part of the speaker, deploy various means in order to avoid any hint of power imbalance becoming apparent.

Lioudmila Savinitch

Intonation strategies of incompleteness in legal discourse (lecture)

This paper demonstrates some prosodic peculiarities of legal discourse from a pragmatic perspective.

Due to the basic distinguishing feature of official documents, precision of information, individual legal oral texts, e.g., the speech of a state prosecutor (which is full of detailed descriptions), have a rather complex syntactical structure including attributive, adverbial, and participial constructions. The communicative structure of legal texts and the intonation strategies used to maintain coherence of oral narrative are examined.

To maintain coherence of oral linear texts one of the main communicative strategies, the strategy of incompleteness, is used. This strategy is based on the principle of plural topics and consists in the following: first sentence fragments indicate the topics, then the final clause indicates the focus.

Consequently, Intonation Construction types of incompleteness, IC-3, IC-6, and IC-2, are manifested. The accent IC-3 is pronounced with a rising tone on the stressed syllable and a falling tone on the post-tonic syllables, if any. In the Russian language it is the main unmarked rising accent; it is used to maintain text coherence.
Other rising accents introduce their particular semantics in the sentence.Thus the accent IC-6 is characterized by an ascending tone on the stressed syllable and constant tone or rather slow descending tone after the stressed syllable. It is used to name subjects in a definite order and with the necessary completeness and may add the nuance of routine, monotonous enumeration of members of the court session, enumeration from a defendant's biography, etc.
In addition to the ascending accents IC-3 and IC-6, the falling accent IC-2 may also be used. IC-2 is characterized by a rising tone on the pretonic syllables for gaining height and a falling tone on the stressed syllable. The change of intonation model may express "substantial intensity" in speech. This prosodic strategy is called "IC-2 expansion". It is not regular in the Russian language.
The IC-3 accent may also be used for denoting the incompleteness of actions. In narrative sentences the final word of a sentence appears as the accented word of the focus and is pronounced with the rising accent IC-3, but not with the regular falling accent IC-1.This phenomenon is peculiar in colloquial speech or informal situations of communication.
In the process of mental activity or following a certain pragmatic aim the speaker may displace the accent bearers of discursive incompleteness.
The data were collected at 13 criminal trials observed and recorded by the researcher. All examples are illustrated with graphs displaying tone fluctuations.
The report is accompanied by the sound records.

Marina Sbisà

Exercitives in theory and practice (lecture)

I will try to explain (1) how a theory of speech actions can make sense of a class of "exercitives" and (2) what use there is in having such a category in the toolbox of discourse analysis. The category of exercitives was introduced by Austin for those illocutionary acts that are the exercise of authority or influence. It was a very heterogeneous category, in which at least three sub-species can be distinguished (conventional exercitives, similar to the "effectives" of Bach and Harnish; directives presupposing formal authority; informal directives). No surprise that it disappeared from later classifications (it appears again in Alston 2000). The disappearance of exercitives, though, hindered speech act theory from contributing to the analysis of power relations. As work by Langton and McGowan has recently shown, such a category can be of use in the analysis of discourse and social interaction, when subordination effects are brought about (Langton) or permissibility facts are fixed (McGowan). Indeed, authority, in various forms and connections, comes into matters of language use both affecting the production and reception of speech acts and being affected by it. Searle's classic taxonomy and Bach and Harnish's divide between communicative and conventional illocutionary acts offer no room to exercitives. A revised conception of exercitives will be put forward, on the background of a theory of speech actions based on a development of Austin's notions of "conventional" illocutionary procedures and effects. Force attribution practices will also be considered, in order to show how an utterance can be attributed exercitive force in everyday interaction as well as in discourse analysis.

Ester Scarpa & Claudia Rost-Snichelotto

Intonation and discourse markers in child narratives (poster)

This paper aims at investigating intonation cohesion and the functional change of the discourse marker então ("then") in early narratives, following two connected hypotheses: (i) early manifestations of textual cohesion are prosodic in character, especially in a phase when children produce neither narratives in their own right, nor cohesive lexical or grammatical markers recognized as such by the literature; (ii) in the process of language acquisition, some discourse markers have a different function from the ones in the adult speech.
Methodology.
This is a longitudinal study of the speech of one child, R., whose data were audio-recorded in weekly sessions from 1;6 to 2;6. Instances of the child's speech in excerpts interpreted as narratives were selected and the intonation was analysed using the software PRAAT.
Results
Intonational frames for narrative made up from sequences of enumerative rising F^0 contours followed by a sequence of ending-point falls are clues to the interpretation of narrativity by the adult as attempts at story telling. This is the emergence of "paratones" (sequences of intonational phrases, giving the gestalt

effect of a cohesive whole). Intonational paratones for narratives are set up in the child-mother joint construction of a prosodic matrix or intonational frame bearing on a sequence of utterances of both noun- and verb-like word, constituted by loose syntactic links, but inserted in "story telling" gender or contexts. At first the adult narrates, while the child intervenes with a phatic device in the dialogue, prosodically triggered by a rising tone. In a further stage, a role-reversion of that same matrix has child taking the role of speaker/narrator and the paratone is introduced by the discourse marker então "then", uttered with a high rising tone H*L% with a final abrupt fall, differently from the medium rise of the adult speech (LH*%). It migrates from the adult speech function of logical and temporal cohesive marker in a story to that of a device for the starting point of a narrative paratone. There is no narrative grammar as such nor a lexical content that can be seen as narrative: no chronological succession or resolution of events, no plot development, no adequate use of past tense, none such features that, according to the literature, constitute narrativity, are found. Nevertheless, a narrative voice is recognized through intonational macrostructures together with the discourse marker "então" conveys the effect of wholeness to the lexical fragments.
Conclusions.
Intonation plays a key role in the emergence of cohesion in successive utterances building up prosodic macrostructures of narratives as do discourse markers that undergo functional changes in acquisition. The results are compatible with the hypothesis that prosody has an acquisition role not only at the sentence level, but with the building up of oral texts.

Gila Schauer

Thanking and responding to thanks: Comparing speech act input provided in EFL textbooks and EFL learners' pragmatic output (lecture)

In contrast to requests and apologies, the speech acts of thanking and responding to thanks have received comparatively little research attention to date. While there are a limited number of studies available on expressions of gratitude (e.g. House 1979; Eisenstein & Bodman 1986; Aijmer 1996; Schauer & Adolphs 2006; Jautz 2013), only very few studies have investigated responses to expressions of gratitude (e.g. Aijmer 1996; Schneider 2005).
Knowing when and how to express their gratitude, and how to respond to someone expressing their gratitude to them, are one of the key pragmatic skills learners of a foreign or second language need to acquire to be able to communicate successfully and appropriately in their target language. It is therefore not surprising that pragmatic competence is one of the major components of Bachman's (1990) communicative competence model and "behaving and communicating effectively and appropriately" is included in the top layer of Deardorff's (2006, p. 244) intercultural competence framework.
In many German states, promoting and increasing foreign language learners' communicative, intercultural or pragmatic competence are important objectives of the states' secondary school curricula.
The aims of the present paper are to a) investigate the pragmatic input learners receive in their textbooks and b) examine foreign language learners' pragmatic output with regard to expressions of gratitude and responses to expressions of gratitude.
The textbook data consist of two major German textbooks series: Green Line New and G21, published by Klett and Cornelsen respectively, for years 5-10 of German secondary schools.
The EFL learner data comprises 100 production questionnaires which included 5 thanking and 5 responding to thanks scenarios. The questionnaires were completed by German university students of English in their first year. The data collection instrument aimed to tap deeper into learners' pragmatic repertoire by asking them to include more than one appropriate answer for the individual scenarios if more than one possible answer came to their mind.
The presentation will present similarities and difference in two input data sets with regard to thanking and responding to thanks strategies and will contrast these results with the findings from the analysis of German EFL learners' questionnaire data.

Daniel Schmidt-Brücken

"… much more valuable is the native …" On the pragmatics of generic language use in colonial contexts (lecture)

My paper explores the uses and pragmatic mechanisms of generalizing language used for constructing and reproducing implicit racist knowledge in a colonial context. The case presented here is the German colonial discourse from 1900 to 1910, when the popular output of ethnological, missionary, linguistic and other fields of colonialist activity and research – alongside orientalist, romanticized, and straight-up racist notions of the colonized populations – was constructed and distributed in German print media as well as political discourses (cf. Warnke 2009).

Based on a linguistic notion of indexicality, I will show that generic language use can result in stereotyping effects and correlates with patterns of non-justification of argumentative claims, making it a fundamental means of conveying and receiving non-challengeable certainties. My work has shown this to be true not only for racism, but also for communication concerning economy, administration, war, and many other aspects closely related to colonialism.
As a contribution to a current core area of linguistic research (cf. Mari et al. 2013), my paper will look into an expanded understanding of the concept of 'genericity', identifying generic structures not only on a propositional, but also on textual and morphological levels of language structure. Shifting the perspective on genericity from formal semantics to a pragmatics of historical knowledge, pragmatic inferences such as implicature and presupposition can be shown to play an essential role in the construction of tacit knowledge that can be recovered not only from singular texts but in a wider range of historical discourses.
My paper is based on my recently finished Ph.D. thesis on generalizing language use in German colonial discourse and is part of the research projects of the Creative Unit 'Language in Colonial Contexts' at the University of Bremen, funded by a German federal government grant.

Mutsumi Sebata

How kizukai (care/caring) contributes to gender politics: An analysis of Japanese interactions between male and female participants (lecture)

Care/Caring has been studied in sociology and psychology, and has proven to be gender-related. Women are expected to care for others, while men are expected to maintain public social order, rather than human relationships. That is, care work is disproportionally allocated to women (the so-called "division of moral labor"). This study tries to show how such care work contributes to constructing gender categories through discourse.
Care/Caring is called *kizukai* in Japanese (various other similar expressions are also commonly used). Although *kizukai* is one of the most important elements of communication in Japan today, it is considered more important for women than for men. This study aims to explore such an ideological aspect of *kizukai* by analyzing discourses on *kizukai*. It is based on an analysis of conversations among guests at a party: one female, one male, and one researcher (female).
This study first scrutinizes the conversation at the party, and reveals that *kizukai* can make significant contributions to the construction of relationships. One observation is that the man's commentary relates *kizukai* to femininity, and in so doing makes a significant impact on the development of the relationships (footing) of the three participants. The male participant poses the question of whether one can practice *kizukai,* while relating the question to whether one is a woman, and whether that woman can be a potential love interest. He tries to direct their footing and change the framing of their conversation by using the sentence-final particle "*ne*," the deixis "*ore-ra* (we)," and the diminutive suffixal title "*-chan*." Meanwhile, the female participant resists adopting his footing, and attempts unsuccessfully to re-frame the subject. It turns out that the male participant always takes the role of directing participants' footing, tries to take precedence over other female participants, and tries to judge whether one is a woman or not (thereby constructing gender categories).
In conclusion, *kizukai* proves to contribute significantly to the development of human relationships and the construction of gender categories. The negotiations between the male and female described above reveal how an asymmetrical relationship is constructed on *kizukai* and gender through discourse.

Sorina Serbanescu

Qui a peur de la mondialisation? Nouveaux comportements et usages langagiers dans la société roumaine (poster)

L'ouvrage porte sur les changements de comportements et de langage dans la société roumaine d'après la révolution anticommuniste des années 89. Nos analyses, imbriquant la sémantique du discours, la pragmatique linguistique et la psycholinguistique, se sont concentrées sur des corpus tirés des discours politiques et médiatiques, du langage publicitaire et de celui de la jeune génération, formée à l'ère des nouvelles technologies. L'étude s'est également appuyée sur des enquêtes menées dans le monde étudiant, à travers un questionnaire formulé autour des dimensions culturelles de Hofstede. Nous avons ainsi constaté que la société roumaine a changé de comportements et a remodelé son langage suite à la liberté de penser et de s'exprimer, récupérée après les interdictions totalitaristes de l'ancien régime communiste, sous l'influence, également, des modèles adoptés à cause de /grâce à la mondialisation, et que ces changements n'ont pourtant pas agi au niveau significatif des mentalités, étant été opérés, en général, d'une manière mimétique, ce qui a engendré des formes dépourvues de contenu, qui exercent, à leur tour, un rôle de formateur.

Anastasiia Sergeeva, Bogdan Kirillov & Ekaterina Voronina

"Habr is not for complains": Analyzing Russian IT-specialists professional virtual community (poster)

The written communication that we interact with while working in the Global Internet Environment contains a vast amount of information part of which structured as professional knowledge. A significant amount of this professional knowledge is generated by people functioning in so-called Virtual Communities of Practice or Professional Virtual Communities (PVCs): social systems of individuals who use information technologies to mediate their professional relationships and facilitate knowledge exchange and generation. Modern Professional Virtual Communities are using thematic forums, professional blogs and professional social networks to maintain it's ability to exist.

In our poster presentation we show a set of State-Of-the Art programmed tools created for the purpose of analyzing PVCs output (based on the Zhang, Ackerman, Adamic 2007). We have tested the tools on the popular computer science and programming PVC known as Habrahabr (http://habrahabr.ru) and revealed the 16 categories of users, based on the users overall rating, popularity and the frequency of posting the information and commenting the other users posts. Using the critical discourse analysis method on the typical samples from each category, we have evaluated a number of features that can be used to describe the PVC functioning such as:

1) Communication roles present in PVCs and their interdependence
2) Knowledge sharing influencing factors
3) Power structures of the community
4) Key Values of the PVC and their representation in the user-generated structures

Based on these features we have created a function model for the PVC, which includes user n-dimensional clusters that can be roughly interpreted as "trolls", "wizards", "apprentices", "realists", community values and knowledge-based power structures.

Ronit Shafran Webman

The pragmatics of requests in English by L1 speakers of Hebrew and Arabic (lecture)

Numerous studies of L1 speech acts across languages and cultures over the last three decades (Blum-Kulka & Olshtain 1984; Ruiz de Zarobe & Ruiz de Zarobe 2012) have revealed cross- linguistic differences in speech acts realization patterns. Given the well-documented influence of this variability on L2 speech production (Gass & Neu 1996) and the disconcerting finding that lexically and grammatically fluent second language speakers still lack sufficient pragmatic competence (Bardove-Harlig & Hartford 1990), further research is required to detect specific areas of difficulty in L2 acquisition of speech acts in different languages and social contexts so that they can be addressed in L2 instruction.

The current study investigated the production of requests in L2 English by native speakers of Arabic and Hebrew with high levels of English proficiency. Specifically it assessed the request strategies and patterns employed, in what ways these patterns/strategies differed between the two groups and whether they varied with respect to the relative status of speaker and hearer. Participants were administered the DCT (Discourse Completion Task) developed by Blum-Kulka (1982). The data were analyzed by a coding system similar to the one used by Blum-Kulka & Olshtein (1984).

The results showed that the dominant strategies were the same for both groups of speakers but the frequency of their use between the 2 groups often varied with respect to the relative status of speaker and addressee. Hebrew speakers of L2 English applied conventionally indirect strategies and polite markers more frequently than Arabic speakers of L2 English when the hearer was lower than or equal in status to the speaker whereas the reverse was observed for the Arabic speakers of L2 English who tended to use the same strategies more frequently than Hebrew speakers of L2 English when the hearer was higher in status than the speaker. Although for both groups of speakers the use of these strategies generally increased as the hearer's status moved from lower to higher than the speaker, for Arabic speakers of L2 English, this increase was much sharper. In addition, the Arabic speakers exhibited a greater use of direct request forms than Hebrew speakers when the hearer was lower or equal in status.

These findings are suggestive of a greater influence of social status on request forms in the L2 English of Arabic speakers compared to the L2 English of Hebrew speakers, and a general tendency to favor direct requests by the former. These tendencies are consistent with findings in request studies in L1 Arabic (Abuarrah et al. 2013) and L1 Hebrew (Blum-Kulka & Olshtein 1984) and are traceable to values and norms in the native cultures (Umar 2004).

Masoud Shaghaghi & Gila A. Schauer

Gender and speech act production: Investigating male and female EFL learners' and NSS' requests and apologies (lecture)

Although the field of language and gender has received much research interest since Lakoff's (1973) publication of Language and Woman's Place, the effect of gender on speakers' pragmatic performance unfortunately has not been investigated in great detail to date. While some aspects of native speakers' pragmatic performance have also been examined from a gender perspective, such as Mills' (2003) monograph on politeness and gender or the studies by Holmes (1988) and Rees-Miller (2011) on gender and compliments, the possible influence of gender on foreign language learners' pragmatic production has only rarely been investigated to date (but see Bataineh & Bataineh's (2006) study on gender and EFL learners' production of apologies).

According to Trosborg (1995) requests and apologies are among the most frequently used speech acts and being able to use these speech acts appropriately is of utmost importance for EFL learners. This is also why these speech acts feature as subcomponents of pragmatic competence in Bachman's (1990) communicative competence model.

In Iran, English textbooks in high schools (public sector) provide little and unsystematic information regarding the pragmatic knowledge of speech acts and therefore learners tend to attend private English schools (private sector) to acquire what they need to make them able to communicate effectively in target language (Sadeghidizaj 2014).

The aim of the present paper is to examine male and female EFL learners' and native speakers' pragmatic output with regard to request and apology.

The EFL learner and native speaker data comprises 60 DCT questionnaires which included 8 request and 4 apology scenarios. The data were collected from three different groups: EFL learners in Iranian state schools in their final year, EFL learner age peers attending private schools, and British English native speakers residing in England. In each group, 10 male and 10 female students completed the DCT.

The presentation will try to answer the following research questions: 1) Does EFL learners' gender have an impact on their production of requests and apologies? 2) Does the type of institution female and male EFL learners influence their pragmatic choices? 3) Does the EFL learners' production of speech act reflect that of their native speaker age peers?

Alexandra Shaitan & Lisa McEntee-Atalianis

Identity crisis: Half, hybrid or culturally homeless? (lecture)

For many years, a fascinating sociocultural variant has manifested itself in Japanese society: the '***haafu***', i.e. people of, 'half-Japanese' or, mixed ethnicity. Discourse in relation to this 'community' is eroding the image of Japan as homogeneous and/or monoethnic race/society. Born, raised and educated in Japan, people of mixed-ethnic parentage often find themselves as ethnically and culturally marginalized. Despite their native linguistic and cultural repertoire, they are treated as ***gaijin***(a foreigner) in Japan since they are phenotypically different to the majority. These so-called ***haafu*** report experiencing an ethnic and cultural identity crisis resulting from social marginalization not only in Japan but also in the country of their non-Japanese parent. While studies have examined bilinguality and hybrid identity in many contexts (e.g. Luke and Luke 1999; Noro 2009; Schilling-Estes 2004; Sechrest-Ehrhardt 2012), including studies of adolescents in Japan (e.g. Greer 2003, 2005, 2012; Kamada 2008, 2009; Kanno 2006; Murphy-Shigematsu 1997) this study is the first to focus on identity of ***haafu*** **adults** in Japan. Drawing on Bamberg (1997) and Bamberg and Georgakopoulou's (2008) model of positioning, this study will explore the constructive nature of small stories at the local conversational and interactional level (the micro level) and in relation to the sociocultural and ideological frame (the macro level). In particular, we will focus on what small stories reveal about 'haafu' identity: the narrative positionings/strategeis and how they construct their situations linguistically and discursively and relate these to 'master' narratives about 'haafu' in Japanese society.

Kohji Shibano

A quantitative formulaic analysis of large TV closed caption corpus – pragmatic use of utterance end in Japanese animation languages (lecture)

Very special and strange Japanese is used in Japanese cartoon animations. Japanese animations are not only one of the cool Japanese pop cultures, but the most important motivations for foreign students to study Japanese (Kumano 2010 2012). Therefore, many attempts have been made to use animation texts as teaching materials (Yazaki 2011).

Kinsui (2003, 2007, 2011) studied Japanese animation languages and coined a word "Yakuwari-go (stereotypical speech)" which explicitly express a personality of a character. He also pointed out that Yakuwari-go is appeared as a copula. However, quantitative verifications have not yet been done due to a lack of appropriate corpora. BNC (British National Corpus) pioneered to cover spoken corpus of 10 million words out of total 100 million BNC (BNC 2007). CSJ (Corpus of Spontaneous Japanese, Maekawa 2009) developed a spoken corpus of 7 million words. However BNC and CSJ only cover monologues and do not cover conversations.
A system was developed to record all TV programs from all seven terrestrial digital TV stations in the Tokyo area from the end of 2012. About half of the TV programs include closed caption texts. The closed caption texts were extracted and processed by the Japanese POS tagger, MeCab (Kudo 2013). To date, the corpus consists of 76,125 TV programs (about 45,000 hours and over 300 million words). There are 6,216 animation programs (about 3,700 hours and 2.5 million words) in the corpus.
Based on chi-square tests, significant usages of formulaic expressions of animation n-grams (1 to 7-gram) compared with other genres are obtained. The results showed that the significant levels of the chi-square test correspond to sizes of speech communities. It is shown that n-grams with significant levels $p<.001$, $p<.01$, and $p<.05$ correspond to formulaic expressions of a single person, a group, and a regional group (dialects).

Yumiko Shibata

A way out of trouble: A study of sound symbolic words in naturally occurring Japanese conversation (lecture)

In conversation, a speaker may deploy verbal and visual resources to search for a word that fits the trajectory of the ongoing turn. Conversation analytic studies of word searches have demonstrated that the speaker shows trouble with continuing the turn, and indicates he/she is searching for a word. During this process, the speaker may, for example, deploy delaying items (e.g., *ano* "well" and *nanka* "like" in Japanese), gaze away, and/or produce gestures. This is typically followed by the production of the searched-for item (e.g., M. Goodwin 1983; Hayashi 2003). Inspired by this line of research, the current study examines the deployment of sound symbolic words in Japanese after the speaker indicates trouble with continuing the turn. Sound symbolic words are a class of lexical items which by their sounds designate, for example, variable performances of actions and states of objects; subtypes have also been called mimetics or ideophones. One of their features is the variability of the meaning; they inherently carry multiple possible meanings. The other is the possibility for invention; the sound represents the speaker's idea as an image. This study reveals that the deployment of sound symbolic words during word search activities plays a unique role: First, sound symbolic words serve as provisional elements. When followed by other elements, sound symbolic words form a unit that is then replaced with another unit of non-sound symbolic elements. The unit therefore carries more socially recognized meaning.
Earlier studies on sound symbolic words were primarily interested in their morpho-phonological characteristics, while semantic studies tend to focus on the meaning of each occurrence of sound symbolic words (Akita 2012). Recently, a study investigated the relationship between their phonological structure and gesture production (Hosoma 2012). Yet, *there has currently been no research on*how and in what sequential context sound symbolic words are deployed in everyday interaction. To fill this gap, the current study examines the occurrence of sound symbolic words in face-to-face interaction, particularly in word search activities, to unveil little-known aspects of interactional uses of sound symbolic words.
With attention to the participants' bodily conduct, this study employs the analytical framework of Conversation Analysis. The data is over 20 hours of naturally occurring conversation among native Japanese speakers, which were video-recorded and transcribed. The analysis is driven by these questions: First, how does the speaker indicate that he/she is having trouble with continuing the turn and what verbal and visual features signify the trouble? Second, how is the production of the sound symbolic word contextualized? Third, how do participants come to understand one another after the occurrence of the sound symbolic word? The analysis demonstrates that the sound symbolic unit is replaced with another unit consisting of non-sound symbolic elements. Such rewording solicits the recipient's display of understanding; the deployment of the sound symbolic word in this environment works as a way out of trouble. Through the analysis of sound symbolic words, this study also contributes to our understanding of how human interaction operates through coordinating multimodal semiotic resources.

Yuka Shigemitsu

How questions facilitate first encounter conversation in an intercultural setting: A case of English speakers and Japanese speakers who have different perspective on question (lecture)

This study focuses on question-answer sequences for the first conversation with new people in an intercultural setting. The goal of the first time meeting with new people is to get to know each other. Participants try to get the information from the other participants. At the same time, they would like to be more polite than usual to the other participants since they would like to make their good first impression in order to build new relationships. Then participants may try to perform according to their norms based on their socio-cultural background. The videotaped data analyzed for this presentation are conversations between English speakers and Japanese speakers. The participants are all male. Two of the data were conducted in English and the other two were conducted in Japanese.

The analysis focuses on question-answer sequences to see how the sequences facilitate the conversation in intercultural setting. According to the follow-up interview after the video recording, it is found out that English native speakers and Japanese native speakers have different perspective on questions. English speakers ask questions because they want to show their competence and intelligence. They also believes that the goal of conversation is to get a new information and knowledge. On the other hand, Japanese speakers try not to ask questions because some of them believe that asking question is not polite behavior and some people do not like to be questioned. Some of the participants also say that they do not like to be questioned.

These different perspective on the question creates awkward atmosphere in some of the data of intercultural setting. For example, during the 30 min of conversation for the first meeting, an American participant asked questions 107 times but Japanese asked questions 9 times just to clarify the words he missed. Some English native speakers get irritated because Japanese participants never asked questions to the English speakers. Japanese did not like the way the English speakers asked questions.

This study also compare the conversational data which has relatively good atmosphere and relatively bad atmosphere to find out what will be the key role in the first encounter conversation in intercultural settings.

Hiroko Shikano

Using a-series demonstratives in Japanese in internal monologue (poster)

This presentation aims to show how a speaker selects an *a-* series (distal) demonstrative in Japanese during an internal monologue (*hitorigoto* in Japanese). Internal monologue is an utterance where one's "internalized" inner speech is carried out verbally and unconsciously (Vygotsky 1962). In internal monologue, the *a-* series demonstrative is chosen based on the speaker's "experimental knowledge" of the referent according to his or her own experience (Kuroda 1979/1992). However, Kuno (1973/1992) mentions that the a-series demonstrative is used to refer anaphorically. If internal monologue appears with an antecedentless anaphora through the speaker's own experimental knowledge, this research sheds light on how the *a-* series selection is determined in naturally occurring conversations and why the speaker particularly chooses the distal *a-* series demonstrative over the other demonstratives.

The data for this study consists of 20 dyadic Japanese female pairs who are asked to rearrange 15 picture cards to make a coherent story through cooperative work. Since there is no correct storyline and no time limit, the participants can talk freely at their own pace. Interestingly, participants' utterances with demonstratives are used toward the other participant, the listener, on the one hand; on the other hand, utterances with demonstratives are observed as showing the speaker's internal monologue.

In internal monologue, the thing/person/matter that the speaker is referring to is an arbitrary and invisible entity in a "deictic field" (Hanks 1992, 2005). When two people share one interest or event, they know and understand that they have the same interest toward the one object through sharing the same context, experience, and activity. This shared access to the same interest in two people is called "joint attention (Tomasello 1995; Emery 2000)." Because an internal monologue does not require the presence of an interlocutor, one's internal monologue can be understood by both the notion of joint and shared attention by two people having the same interest in one context. This study sheds light on how the *a*-series demonstrative functions not only deictically but also, especially for internal monologue, anaphorically.

Momoyo Shimazu & Yuriko Kite

What it means when a non-native speaker becomes a language teacher: An analysis of life stories in essay writings and episode interviews (lecture)

This study aims to explore non-native speaker (NNS) language teacher trainees' identity based on their life story. Life story telling reportedly helps individuals to understand themselves by reflecting on their life experiences, which consequently lead to changes in teaching practices. Thus, it is claimed to be a useful tool for teacher development (Iino 2009; Yokomizo 2006). However this area of inquiry is little investigated among NNS teacher trainees. This study of both Japanese language and English language

teacher trainees wants to see if their identity and self-reflection contributes to their potentiality as a language teacher. The identity approach by Norton (2011) was used as the study's theoretical framework. The participants are graduate students in teacher training programs at two universities, one in Korea and one in Japan: 10 Koreans who want to become Japanese language teachers, and 10 Japanese who want to become English language teachers. They were asked to write, "Why did I want to become a Japanese or English teacher?" In their life stories, they wrote about teachers who inspired them, learning experiences, and their path towards becoming a teacher, among other topics. Then, 5 participants from each group were interviewed based on episodes in their life story essay. As a result, their views on language, learners and learning became clear by the stories they told about learning incidents. The NNS trainees' identities were explained in "an imagined community" or "imagined identity" framework (Norton 2000, 2011). Their stories also show how they perceive their own potentiality as language teachers. Lastly, what this study implies for NNS language teachers and teacher training will be discussed.

Martha Shiro, Erika Hoff & Kat Shanks

Comparing uses of evaluative language in native and non-native mother-child interaction (poster)

We examine Spanish-English bilingual mothers; 4 interactions with their 30 month-old child in order to compare how evaluative language is used by the non-native English speaking mother and her child and how it is used by the native English speaking mother and her child. For the purposes of this study, evaluative language is understood as reference to non-factual information, such as emotions, pleasure, volition and epistemic stance (Shiro 2003, 2013). Research shows that child-directed speech has a considerable impact on children's language and cultural development (Rowe 2012). Children raised in bilingual households are immersed in two cultural practices that come into close contact as they interact in their parents' native and non-native language. Studies suggest that native child-directed speech is more beneficial for children's grammatical and lexical development (as measured in MLU and vocabulary size) than non-native child directed speech. Furthermore, children's language (and emotional) development is influenced by parental reference to emotions (Eisenberg et al. 1998) and children exposed to evaluative language (related to decontextualized language that does not refer to the immediate context, the "here and now", Snow & Uccelli 2009) tend to be more successful in school. The research questions are:

1. What expressions of evaluative language do English L2 mothers use when they interact with their children?
2. Are these expressions more frequent in similar interactions between native and non-native English speaking mothers and their children?
3. Do 30 month-old children exposed to dual language experience use similar evaluative language as their English speaking monolingual peers?

The data consist of 69 video recorded spontaneous mother-child interactions with their 30-month-old child. Twenty three Spanish-English bilingual mothers and 23 English monolingual mothers participated in similar interactions with their children. The mother's speech was coded for expressions of emotions ("I'm scared"), pleasure ("Good job"), volition ("Do you wanna eat?"), and epistemic stance ("You know what a safari is"). Results suggest that non-native English L2 mothers differ in the ways they use evaluative language from native English-speaking mothers. English L2 mothers use fewer expressions of volition and epistemic stance than English L1 mothers, but tend to use more expressions of emotion. Although the children used fewer lexical items that belong to the domain of evaluative language than their mothers, as expected at this early age, they followed a similar trend: children of English L2 mothers used more words of pleasure and emotion than children of English L1 mothers. Words related to volition and epistemic stance, however, were more frequent in children interacting with their English L1 mothers. Thus, children growing up in bilingual homes are exposed to hybrid cultural practices, different from the practices monolingual children are exposed to, and as a result, their uses of evaluative language differ from their monolingual peers.

Roberto B. Sileo

Slurs and truth-conditional content (lecture)

Richard (2008) proposes that slurring utterances such as "Only wops live here" are not "aptly evaluated in terms of truth and falsity"; while Potts (2005, 2007, 2012) suggests that expressives, such as "damn" and "bastard", trigger conventional implicatures under a new Neo-Gricean light. My approach to slurs and truth-conditional content is therefore twofold: first, while I concur with Richard that no one is contemptible because of her race or ethnicity, I demonstrate, with the assistance of contextualised linguistic data, that everyday conversational exchanges do not offer adequate support for his truth-inaptness view; and second, I argue that Potts' theory of conventional implicatures does not seem to

suitably apply to all instances of expressive language use. I claim that the meaning embedded within a racial or ethnic slur appears to contain two well-differentiated components, a basic proposition expressed (β) and a personal affective evaluation (ε, and that both dimensions of meaning can contribute to truth-evaluable linguistic content (the extent of such a contribution varying from context to context). Such a model, based on an integration of the now long-standing descriptive and expressive distinction (Kaplan 2004) into the radical contextualist approach provided by Jaszczolt's (2005, 2010) Default Semantics, can appropriately account for the use and interpretation of racial and ethnic slurs, expressives and also racial and ethnic neutral forms ("What can you expect? He is Italian."). In a nutshell, once context determines the values to be assigned to εs, such evaluations, which are not necessarily dictated by the specific lexical items that speakers employ, are apt to contribute to the primary meanings and the illocutionary forces of the utterances that speakers make.

Janice H. Silva de Resende Chaves Marinho, Júlio de Faria Maia & Débora de Cássia Cruz,

From general nouns to connectors: A study on the evolution of the nouns "forma" (form), "maneira" (manner) and "modo"(mode) into connective expressions (poster)

In this poster we present a study on the evolution of general nouns like "forma" (form), "maneira" (manner) and "modo"(mode) into connective expressions. General nouns comprise a small set of nouns having generalized reference. They play a significant part in verbal interaction and are also important cohesive resources. General nouns can be found in crystallized expressions that are interpreted by speakers as a whole. These expressions do not mean the sum of the literal meanings of the words that compose them, since they incorporate a unitary meaning. The word "forma", for example, can be found in expressions like "de certa forma" (somewhat), "de forma alguma" (no way), "de forma que"(so, as to), "de toda forma" (anyway), "de qualquer forma" (anyway). In these expressions, the meaning of word "forma" does not correspond exactly to the etymological sense, that is: "mode in which a thing exists or manifests setting, shape, and exterior feature". In these phrases, the meanings of the word "form" name "properties" and do not name "things", so there is an abstract meaning for it. These findings seem to favor the process of grammaticalization of these general nouns that gives rise to connectors. The general objective of this work is to present the study of the evolution of the nouns "forma", "maneira" and "modo", which gives rise to the following connective expressions: "dessa forma", "dessa maneira", "desse modo"; "de forma que", "de maneira que", "de modo que"; "de qualquer forma", "de qualquer maneira" and "de qualquer modo". Initially, we are interested in knowing when and how these expressions are found in the Portuguese language as connectors. The analysis presented in this poster shows data about the occurrences of these expressions in written texts of three representative periods in the history of the Portuguese Language: (1) Archaic Age- – 14th and 169th centuries; (2) the Modern Age, – 17th, 18th and 19th centuries; (3) Contemporary Age – 20th century and 21th century. Then we present the contexts in which these expressions are used and we explain how the concrete forms of the words "forma", "maneira" and "modo" have changed into abstract meanings. We also discuss on the motivations of the process of grammaticalization of these general nouns in connectors. Our research is based on studies of grammaticalization from a functional perspective.

Becky Smith

Talking through text: Creating the social activist child (lecture)

The study this proposal describes focuses on a culturally relevant text, Kurusa's (2008) "The Streets are Free," presented to primarily Latino students in a 5th grade classroom in the United States. This lesson was taught as part of a social justice unit to explicitly demonstrate how children can become activists in their community. The study asks the questions: (a) What social justice categories and actions does the text talk into being; (b) How do the students and teacher further these categories and actions in classroom discussion; and (c) How do students remember the categories and actions well after the lesson was taught? During the lesson, the text introduced the binary of city/nature and the accompanying classroom discussion developed the category-bound activity of children's play in those locations. As the lesson progressed, I observed the teacher privileging the character's feelings and actions, demonstrating the category bound activities associated with the social activist child (SAC). Finally, the teacher reflected on the placement of this child in an adult world by developing the role of adults in relation to the character's abilities to complete their goal of building a playground.

The analysis of the lesson included a multilayered analytic approach: (1) critically deconstructing the text to examine social justice themes used by the teacher to explicitly focus on the categories employed in this social justice text; (2), applying membership categorization analysis to the transcribed classroom discussion to locate implicit/unexplained/unnoticed work that goes into the production of creating a social

activist child; and (3) using discourse analysis to unpack a post interview with the teacher after the reading to explore the development of children's membership categorization.
The analysis revealed that during the lesson the text, teacher, and students' categorizations work together to create identities and actions for the SAC and prompted discussions to clarify social justice themes. Another finding was that the SAC should be free to play in natural settings and allowed limited emotions including sadness and disappointment, but not anger. In addition, the SAC is categorized as helpless and dependent on adults for protection. Finally, students recalled prior social justice issues including juvenile hall and striking to help formulate social acceptable actions during discussion.
The analysis of the post interview showed the students' ability to retell parts of the story but also revealed their weakness in recalling social justice themes and the impact of the characters in the text. The interview revealed the membership categorization and category bound activities used to develop children's social justice reasoning. Interestingly, however, what seems to have really stuck with the students was not the lesson of social justice intended by the teacher but the character of a corrupt mayor who was lying to win an election.

Paul Spijkerbosch

Immersion in Japan: Describing changes in ELF communicative competence between Japanese and East Asian interlocutors (poster)

In situ learning in a foreign country has frequently been touted as an ideal way to learn a foreign language. This widely held truism has increasingly inspired many young people to travel abroad to enrich their language learning experiences (Berg et. al 2012: 6). Accordingly many universities help send interested students abroad to augment their classroom language learning (Jones 2013). Even companies have invested time and finance to broaden employees' intercultural awareness (Caligiuri & Tarique 2012: 321). Furthermore, studies have outlined the link between immersion and the enhanced acquisition of second language pragmatic competence (Bardovi-Harlig & Bastos 2011).
This raises the question of whether such immersion can lead to improved communication in a lingua franca such as English (ELF), particularly between non-native speakers of English (NNS). Although interlocutors may decide to use a NS-NNS approach to communication, using ELF in a NNS-NNS environment represents an alternative strategy.
This pilot study was centered round the premise of whether foreign NNS students could improve their ELF communicative competence through while studying in Japan. Being immersed in a Japanese environment was deemed likely to improve the foreign students' awareness of Japanese communicative features. Taiwanese and Chinese students were recorded undergoing an ELF communicative task with Japanese interlocutors both at the start of a 4-month immersion in Japan, and at its completion. Using Discourse Analysis, and drawing on theories of co-operation and accommodation, these interlocutors' communication were visually and aurally recorded, transcribed, analysed and the findings are described. Possible changes in the interlocutors' ELF communicative competence are considered.

Karyn Stapleton

"I don't mean necessarily absolutely intelligent": Accountability concerns in a discussion of mate preferences (lecture)

There is, today, a powerful social norm against prejudice (Billig 1988). Speakers orient to possible attributions of prejudice and protect their identities through rhetorical and pragmatic strategies, e.g. disclaimers, mitigation, denials and reformulations (Augustinos & Every 2007; Goodman & Burke 2010; van Dijk 1992; Verkuyten et al. 1994). Research in this area is undertaken from a Critical perspective and focuses on structural inequalities (e.g. race and gender). Such studies show how 'new' or 'modern' forms of discriminatory discourse allow speakers to express prejudiced viewpoints (i.e. to say the 'unsayable') without negative identity repercussions; thereby bolstering the very structures and inequalities that the speakers ostensibly deny. However, speakers may also demonstrate sensitivity to unexpected issues which lack overt prejudice connotations (Condor 2000). This paper examines how five young female academics problematise and resolve their preference for an 'intelligent' romantic partner. This preference is wholly uncontroversial in relationship/mate selection terms (Greitmeyer 2007; Furnham 2009), but here, it is treated as accountable. The data show functional and lexical features of new discriminatory discourse. The speakers orient towards attributions of intellectual elitism and use various discursive means to deflect these, including: disclaimers, hedging, mitigation of claims, particularisation, justifications, explicit denials, self-positioning and alignments with others, deflection of responsibility, personal examples, and extensive reformulation of intelligence both as a general concept and as a factor in a romantic relationship. Ultimately, the speakers maintain and indeed, reinforce, their stated preference for an intelligent partner, but simultaneously, they present their own identities as reasonable, practical and

egalitarian. The analysis demonstrates how the anti-prejudice norm extends across settings/topics and how accountability is occasioned and context-specific. In turn (and particularly because here, the speakers are not seen to be expressing the 'unsayable'), this has implications for how prejudice itself, as a discursive construct, can be empirically identified and evidenced.

Antonella Strambi & Colette Mrowa-Hopkins

Investigating human emotion through the prism of interactional pragmatics: Challenges and future prospects. (lecture)

The necessity to integrate discursive approaches with interdisciplinary research perspectives when investigating emotion communication, conflict talk and impoliteness has been highlighted by various researchers in pragmatics (for example, Matsumoto et al. 1998; Spencer-Oatey 2005; Metts and Planalp 2002; and Locher and Langlotz 2008). However, this requires careful selection and orchestration of methods, as different approaches may yield distinctive data, hence affecting result validity and reliability.
Over the last ten years, we have researched emotion communication in interpersonal conflict situations in a variety of settings, drawing upon a blend of psycho-socio-cultural paradigms, interactional pragmatics and discursive perspectives. Some of the challenges that we have encountered in relation to research design and method include: data identification and collection (authentic real life exchanges vs. semi-authentic fictional dialogues and TV shows), multimodal coding and analysis techniques (e.g. annotation of non-linguistic elements), and the comparability of data across cultures and textual genres.
Some of these methodological challenges, arising from the interweaving of interactional and discursive perspectives, will be discussed in our presentation. Examples will be drawn from our study of emotive discourse involved in the management of disagreement, highlighting the advantages and weaknesses of the analytical tools that we have used. We hope that this discussion will contribute towards a re-focusing of what it means to be conducting pragmatic investigations in the area of emotion communication, impoliteness and conflict talk.

Magda Stroinska & Kate Szymanski

Reported speech as translation: What happens to metaphors in psychological case reports (lecture)

Clients' narratives in therapy sessions are usually not fully transcribed but written down as case notes. As such, the *oratio recta* of the patient is either quoted verbatim or translated into the *oratio obliqua* of the therapist or the student. Research has demonstrated that therapist's *subjective* experience is represented unintentionally in the linguistic style of her case notes and is strongly correlated with effectiveness of treatment (Bucci, Maskit & Hoffma 2012). Study by Berkenkotter et al. (2002) suggests that in record-keeping therapist translates the client's experiences into a set of meanings corresponding to the psychiatric classification of psychopathology in the Diagnostic and Statistical Manual of Mental Disorders. This practice interferes with treatment by not allowing therapist to guide a therapeutic process via providing a record of the client's perspective. The notion of preserving client's voice in case notes is of particular relevance for traumatized patients for whom the narrative language is highly reflective of their psychological functioning. Transitioning from factual, concrete prenarrative to a symbolic, metaphorical expression demonstrates a traumatized client's progress in rebuilding a cohesive self.
Studies on metaphors in reported speech (e.g. Dobrzynska 2001 or Lamarque 1982; Tay 2013) point to several necessary transformations that depend on the placement of the metaphorical expression within the original utterance on the one hand and on the therapist's interpretation of the speaker's intentions on the other hand. While the first type of problems has been discussed, e.g. by Dobrzynska 2001, the second may involve an attribution of mental states by the therapist to the patient. E.g., if a patient says "My world fell apart when my mother passed away", the therapist who reports what the patient may note the words of the patient verbatim, paraphrase them ("the death of his mother deeply affected him") or may write them down in *oratio obliqua* ("he said/thought/believed/felt that his world fell apart when his mother passed away"), or as a combination of the above (e.g. "he felt that the death of his mother affected him deeply").
Our previous research on the use of metaphors in trauma narratives shows that the presence or absence of metaphor and simile in the narratives of trauma survivors may point to the stage of integration of the traumatic experience. It is therefore important to have access to what trauma survivors actually said in therapy sessions and so to reconstruct the metaphors from their translation into reported speech. Using the materials published in such psychodynamic journals as *Contemporary Psychoanalysis* and *Psychoanalytic Dialogues* we analyse some reported case studies. The purpose of the analysis is to identify the mechanisms of reporting metaphor based on its role (given or new information) and syntactic

position (subject, predicate, objects). We believe that understanding this mechanism is essential for proper assessment of trauma survivors based on notes from previous therapy sessions.

Miki Sugisaki

The multifunctionality of the Japanese mitigation marker 'nanka': A study of interactional discourse markers in Japanese conversation (poster)

This study presents an analysis of the Japanese discourse marker *nanka* using conversational data. The literal meaning of *nanka* is "some, any, something, anything"(*Daijirin* 1995). However, in informal conversation, it can function as filler, as mitigation, and as quotation in addition to the original meaning (Iio 2006). This study investigates how *nanka* plays an important role as a discourse marker in social interaction, as well as how it signals social meanings.

Although *nanka* occurs in various genres of spoken discourse such as narrative and debate, it is most common in conversation and appears frequently in initial, medial, and final position. Therefore, it is crucial to examine its use in natural conversation. In this study, the main body of data comes from Japanese conversation. All the processes and interactions of this data is DVD recorded and transcribed.

First, the processes associated with the grammaticalization (Hopper and Traugott 2003) of *nanka* are analyzed, with an overview of the word's development. It is concluded that the function of *nanka* as a discourse marker is produced by "bleaching" (ibid). Second, this research shows that *nanka* indirectly indexes social acts such as mitigation, quotation, insertion of filler, approximation, and avoidance of assertion. These mitigating styles of *nanka* convey a speaker's attitude in a less direct or abrupt manner. Third, this study proposes that *nanka* directly indexes the Japanese social value of shared feeling among participants of a conversation. Speakers try to create emotional ties among participants by using the word *nanka* and to develop their conversation. This analysis explains why *nanka* is used frequently, and how it contributes to create a feeling of unity in Japanese conversation.

Hideyuki Sugiura

Gaze behavior in everyday Japanese conversation: A case of agreement (lecture)

Prior studies of gaze-in-interaction showed that gaze behavior plays an important role in the management of the turn-taking organization. In his seminal paper, Kendon (1967) discussed the regulatory function of gaze direction. According to Kendon, the speaker regularly looks away at the beginning of an extended utterance and turns her gaze to a particular recipient near the completion so as to signal the recipient to take a turn. However, Rossano et al. (2009) have recently pointed out that participants' gaze behavior is not organized for general turn-taking practices. Focusing specifically on participants' gaze behavior in a question-answer sequence, they have indicated that participants' gaze behavior varies depending on the activity type. Following Rossano et al. (2009), this conversation-analytic study takes one step further to investigate how speaker's gaze practice is sensitive to the ways in which a particular type of action is expressed. The data used in the present study consists of 15 video-recorded naturally-occurring everyday Japanese conversations. The focus of the present study is on gaze behavior of the speaker who displays agreement with the prior speaker. The study demonstrates that the agreeing speaker's gaze behavior (hereafter, AS gaze behavior) differs depending on the degree to which the agreeing speaker is engaged in the ongoing assessment activities initiated by the prior speaker. The present analysis reveals that the AS strongly engaged in the assessment activity regularly turns her gaze towards the prior speaker at the beginning of the prior speaker's turn and sustains it for the rest of the prior speaker's turn. The AS further sustains her gaze towards the prior speaker during the production of the agreeing turn. The sustained gaze deployed by the AS is often synchronized with other non-vocal resources typically found in the expression of strong agreement, such as pointing, body posture, and successive head nods (Author 2011), to serve as a resource for a public display of the AS's strong engagement in the ongoing assessment activity. In contrast, the AS less engaged in the ongoing assessment activity (e.g., the AS orienting towards the next activity over the ongoing assessment activity) often delays turning her gaze towards the prior speaker during the prior speaker's turn. The AS then withdraws her gaze from the prior speaker at the beginning of the agreeing turn and keeps her gaze away until its completion. Such gaze behavior is not accompanied with the above-mentioned other non-vocal resources.

Vladan Sutanovac

Cultural and contextual determination of language formulas [speech acts]: The case of apologies (lecture)

The aim of this study is the inter-cultural and ethnopragmatic analysis of speech acts, the notion of context from an interdisciplinary perspective and how these fit into the Bakhtinian/Vygotskian theory of

dialogic verbal communication. Special focus is placed on the analysis of cultural and contextual determination of language formulas - apologetic speech acts in particular. The study itself involves a semantic and pragmatic analysis of the aforesaid speech acts from three distinct cultures/languages - Serbian, Austrian German and Australian English. Additional focus is placed on the cross-cultural and conceptual differences of the apologetic speech-act expressions used in the aforementioned languages. The augmented DCT [Discourse Completion Test] method will be employed to elicit the desired speech act and the specific strategies, which will in turn provide the basis for decoding cultural values within the elicited language, as well as the substance for forming relevant cultural scripts in NSM [Natural Semantic Metalanguage]. In addition, the augmented DCT method will be used to investigate the impact of explicit and implicit situational context on production of the pertinent speech act, as well as which specific sentence structures elicit the adequate linguistic response in situations deprived of explicit context. The NSM and cultural scripts are regarded as the primary tools for encoding the cultural, attitudinal and cognitive specificities behind explicit IFIDs [Illocutionary Force Indicating Devices]. On the one hand, such knowledge, coupled with the awareness of the metalinguistic aspects of verbal communication, can prove essential not only for deconstructing the socio-cultural dynamics and the underlying mechanisms but, equally importantly, for avoiding cross-cultural miscommunication. On the other hand, it can also prove crucial for language learners in avoiding the negative pragmatic transfer that occurs all too often in the process of second language acquisition.

Chizuko Suzuki, Kenichi Ishida & Shota Yoshihara

Exploring consensus-building discourse of group discussions in an Online international collaborative project: Visualization of its context and process by network creation tools (lecture)

This paper presents a part of a research project of "an empirical study on the internal and external factors in the university students' English language competence for accomplishing an international collaborative project and on the developmental process of its competence"*. The current study focuses on a question of how participant students from six countries worldwide: Bulgaria, Germany, Japan, Poland, Spain, & USA, were building and reaching consensus in each group's forum discussions of their own topic on education. The international collaborative project, called as "International Project (IPC)" has been developed and practiced on the internet as a form of SNS, for the purpose of nurturing teacher-training course students' competence in carrying out an international project in the English language. The 66 participant students' communication data posted in eight group forums during a project period for three months: Oct. 2012 - Jan. 2013, were comprised of 471 messages. From the data, 91 discourse units were extracted; each discourse consisted of 21 messages centering the message which included one selected consensus-building word 'agree'. All the 91 discourses each of which was evolved around the keyword 'agree' were electronically analyzed by using the network creation tools of KBDeX (Knowledge Building Discourse Explorer) software developed by Jun Oshima, in order to obtain animated visualizations of the context of consensus-building word use of 'agree' and the process of consensus building. Each discourse analysis demonstrated three kinds of discussion networks: the students/participants' network, the discourse unit network, and the selected word network. As a result, several tendencies were observed through the analysis and visualization of the discourses as follows: 1) as cross-culturally universal phenomena, a) the frequent co-occurrence of the word 'agree' with a question sentence, b) the frequent follow-ups by a group member from the same country, and so on; 2) as indigenous phenomena, a) a wide diversification in use of the word 'agree' among the participating countries, and b) the use of 'agree' in inverse proportion to the total message volume, which suggested that the consensus-building word might have been used to compensate for their rudimentary ability of English by inexperienced participants in the international collaborative project. Consequently, it became obvious that some other factors beside the language competence, such as the human relations, the participants' characters like the sense of responsibility for proceeding with the group work, and so on, should be taken into consideration to explore the consensus-building discourse which is internationally evolved and developed. In the presentation, the animated visualizations of analysis results are to be actually displayed.

Peter Szabo

The interplay between multilingual practices and institutional contexts. The case of the European Parliament. (poster)

The European Parliament (EP), a supranational polycentric and multi-layered discursive context of semiotic behaviour presents an intriguing research setting for practiced multilingualism. The vantage point of the interpreter; 4s booth in the institution offers an emic position for empirical pragmatic research in a linguistic anthropological perspective on the changing ecology of speakers; 4 repertoires and the

ways these are deployed in meaning-making across various configurations of participants and speech events. More specifically, code-choices and observed phenomena of mixing and crossing are discussed as explicit and implicit indexicals of orientation to salient aspects of context, and as contextualization cues in enacting relational subject positions defined by, and defining the situation. This interpretation of the phenomena raises potential implications to institutional language policy aspects of European Multilingualism, to the concept of multilingual communication and to "languages" therein. The aim of the poster presentation is to present and discuss this research perspective and methodology applied to interpret observed and recorded data of enacted multilingual pragmatics. The research is ongoing, with data (transcripts and audovisual records of methodological rich points of interaction) collected. I wish to test and collate the research framework and findings with critical opinions of other researchers studying the sociolinguistics of multilingualism from various directions and research traditions.

Margaret "Peggy" Szymanski & Ditte Laursen

Multi-party mobile phone conversations: Practices for managing copresence (lecture)

Mobility is germane to social action and participation in social life, and mobile phones have made new ways of social engagement possible, not only for dyadic conversations, but also for multi-party, mediated involvements. While mobile phones are designed to connect two people in conversation, we notice that other persons, copresent to the ratified phone call participants, often join in or are invited to join in to contribute to the main phone call conversation or an ancillary conversation. This paper aims to understand the practices of mobile, mediated, multi-party talk-in-interaction and couples conversation analysis of mobile phone calls and ethnographic observation of the participants as they engage in these phone call conversations.

This study examines and compares data sets collected in the United States and Denmark. The United States data features close-knit social groups who were s eparately observed and video recorded, each member of the selected groups over the same half-day period to learn about their patterns of mobile telepresence (Isaacs & Szymanski 2013). The Danish data consists of recordings of the mobile communication of six 14-year-olds over a period of six weeks, during which each person was recorded and observed for one week (Laursen 2012).

Our findings show some of the practices people have for managing copresence amidst mobile phone conversations. People on the phone can be observed to engage in various nonverbal behaviors to maintain interaction with their co-present interlocutor(s), without the caller's knowledge. They may also try to integrate co-present parties into the phone conversation, or co-present parties may by themselves initiate interaction, listening in on the call and contributing with information or even handling part of the call. In some cases, the mobile phone is passed from one person to the next, and the conversation thus goes around.

Consider the following excerpt between two sisters, CARmen and DRIna where Carmen is walking her dog in San Francisco and Drina is at home with their Mom. Carmen will be visiting soon, so Drina would like to know if she'll be using her Identification Card (ID) as their younger sister, Miranda, has already asked for Drina's card to go out drinking.

No example due to lack of space

At a pause in the conversation, Mom asks Drina to whom "she" refers, proposing a candidate answer in line 29, "Miranda?". The ability to overhear the copresent speaker's conversation is an engagement resource, yet ratified phone participants ultimately determine how this copresent speaker's talk will feature in the conversation.

In another instance, LEe and ALee are walking together when Lee calls SCott to return some sheet music he had borrowed; Lee suggests that he can bring it to the china gig where he assumes they will both be playing.

No example due to lack of space

Here, when Alee infers that he will not be at that gig from Lee's turn in line 71, she insists Lee ask Scott why; instead Lee relays Scott's answer to Alee which alerts Scott to Alee's presence, line 84.

Zia Tajeddin, Minoo Alemi & Roya Pashmforoosh

The fossilization of pragmatic routines in Persian-speaking learners of L2 English (lecture)

Fossilization refers to unsuccessful L2 learning which involves an interaction between the three systems of native language (NL), interlanguage (IL), and target language (TL). Given its local and selective nature, fossilization may occur at any point (i.e. beginning, middle, and end) in the course of language development. However, it seems that the effect of non-native speakers' proficiency levels on fossilizable L2 pragmatic routines has remained underexplored. The aim of this study was to explore to what extent

the exposure of Persian-speaking learners of English to pragmatic routines is sufficient for the acquisition of L2 English pragmatic routines. To this end, this study explored the most frequent types of errors in English pragmatic routines committed by pre-intermediate, intermediate, and advanced EFL learners. For advanced Persian-speaking learners of English, the sources of fossilization of English pragmatic routines were also subject to investigation. The participants of the study were 230 male and female EFL learners. A validated test for English pragmatic routines with the Cronbach's alpha reliability index of 0.76 was developed to determine the typical errors committed by EFL learners. The results of the test of pragmatic routines by the participants were analyzed and the common errors within them were identified. Regarding the common errors in the pragmatic test, 15 advanced EFL learners were asked to reconsider the items which they answered wrongly during the time of the test. The interpretations and examples given by advanced learners provided different pictures of the learners' understanding of a pragmatic formula. The results showed that "language transfer," "lack of knowledge," and "overgeneralization of target-like utterances" were among the most frequently mentioned sources of pragmatic errors. Besides, the findings revealed that specific pragmatic features proved to be likely candidates for fossilization, namely those that interfere with non-target-like use of L1-driven expressions. This can be due to the non-communicative pedagogical setting in which EFL learners fail to acquire the appropriate conversational routines. This knowledge is neglected in the language teaching curriculum and, thus, cross-cultural pragmatic analysis needs to be incorporated in the teaching of pragmatic routines.

Tomoyo Takagi & Emi Morita

Answering a difficult question and answering more than asked: Differentiated use of Japanese eeto and anoo prefaced responding turns (lecture)

We will examine two of the most frequently occurring vocal markers in Japanese, *eeto* and *anoo* - which have often been characterized as mere "fillers" or "time-buyers", in the attempt to reveal how they are distinctively employed as interactional resources.

Eeto and *anoo* may occur in various positions within a turn, but in this study we examine them specifically in the initial position of turns that are responding to information-seeking or information-confirming types of questions, as these are environments where both *eeto* and *anoo* tokens appear frequently and are also a crucial place for speakers to express their take on the previous turn and to project what is coming.

We adopt a conversation analytic approach, which allows us to systematically examine the details of the contexts, at various levels, in which the target tokens are deployed. Based on the detailed analysis of naturalistic data of ordinary conversations, we will show how *eeto* and *anoo* are distinctively used by the speakers and oriented to by the recipients.

Our observation reveal that *eeto* is an interactional resource that speakers use to display that, though there exist impediments for providing an answer straightforwardly, the respondents are committed to provide a comprehensive and appropriate answer in that particular sequence. By so doing, they indicate that they are prioritizing their intersubjective understanding of the questioner's concerns (e.g., assumptions, needs and expectations).

While *eeto*-speakers defer to the assumptions implicated in such questions and treat them as reasonable and rational ones in their form of answering, when a response is prefaced with *anoo*, it does *not* necessarily indicate such deference to the question's implicated constraints.

Anoo insteadpoints to the larger issues which go beyond the scope of the question, yet that needs to be shared through the subsequent sequence. Thus, *anoo*-prefaced responses to information-seeking questions are produced when the questioner's limited access to additional relevant information becomes apparent to the *anoo*-speaker through the wording of question. This claim is based on the following observations: First, in these responding turns, *anoo* often prefaces talk that explicates an aspect that goes beyond the scope of the question's assumption, or a telling that provide more information than the question asks for. Second, in many cases, the preceding questions are follow-up questions about what is implicated in the preceding telling by the *anoo*-speaker. Thus we argue that *anoo* can indicate that the respondent treats the preceding question as revealing some intersubjective discrepancy in expectations about how the on-going interaction will or should unfold, and projects that s/he utilizes the second position as an opportunity to overcome this problem through explicitly telling what has been the background to the prior talk.

In sum we show that both *eeto* and *anoo,* rather thanbeing solely epiphenomenal markers of private mental processes as often claimed or assumed in cognitive studies, function instead as interactional resources to display speakers' intersubjective understanding and their stances as competent and accountable respondents.

Hidemitsu Takahashi

A new look at indirect request forms in English: When each form prefers to occur and what it prefers to convey (lecture)

This paper reports the findings of an investigation into two indirect request forms *I wonder if you* and *I'd appreciate it if you*. Request forms speakers select in conversation have been investigated from multiple perspectives. Included are (i) the felicity conditions that need to be satisfied for proper inference (Austin 1962; Searle 1975; Clark and Schunk 1980); (ii) politeness theory (Leech 1983, Brown and Levinson 1987 and numerous others) pertaining to request formation and "negative face"; (iii) Conversational Analysis, in particular, the sequential management of requests and responses (Schegloff 1988; Curl and Drew 2008); and (iv) functional and/or cognitive-pragmatic mechanisms operating behind the performance of indirect speech acts (Givón 1993; Gibbs 1986; Thornburg and Panther 1997; as well as Pérez Hérnandez and Ruiz de Mendoza 2002).

However, despite the wealth of literature, the treatment of "indirectness" in speech act research continues to generate disagreement (Kádár and Haugh 2013: 23) and the distributional patterns of indirect request forms and their motivations remain largely unexplained within and across languages. This paper looks at request forms in English in a new perspective: (i) to identify the factors besides such notions as "social distance" and "formality" that play a critical role in the selections of the two request forms; (ii) to examine whether each form displays any preference for particular types of propositional contents; and (iii) to explain where in directive discourse each form preferentially occurs.

Careful observations of 134 tokens of *I wonder if you* and 111 tokens of *I'd appreciate it if you* collected from COCA (large-scale corpus of American English) as well as 12 tokens of each form taken from 27 fictional stories reveal the following. First, both forms have the strong tendency to occur when the speaker perceives a large gap between COST and OBLIGATION involved; i.e. the speaker construes the COST of the request as high whereas she does not assume much OBLIGATION for the hearer to comply. Next, *I wonder if you*, but not *I'd appreciate it if you*, strongly prefers to occur with a speech verb, which accounts for over 60% of the data, to convey information/communication-based requests (See Tables 1 and 2). Third, the occurrences of *I'd appreciate it if you*, as opposed to *I wonder if you*, are strictly restricted to the core or conclusive (as opposed to the initial) portion of directive discourse.

These findings are congruent with the observation of Curl and Drew (2008: section 4) that speakers select *I wonder if you* to avoid displays of entitlement to the requested objects or action, as well as a general principle on directive strategy proposed in Takahashi (2012:110) as "The higher the degree of COST and the lower the degree of OBLIGATION to comply, the longer/more tentative a directive construction becomes." The findings made in this paper imply that some request forms have a set of preferential verbs/propositional contents as well as preferential relative locations in directive discourse.

Table 1. List of most frequent verbs with *I wonder if you* (used for request) in COCA: 134 tokens /64 verb types (as of June 28, 2014)

(1) *tell 23 (me 10, us 12, 1)	(8) take 5
(2) give 12 (me 6, us 5, 1)	(10) be 4
(2) help 12 (me 8, us 3, 1)	(10) *describe 4
(4) *read 12	(10) *respond 4
(5) *explain 9	(13) *address 3
(6) *talk 8	(13) *answer 3
(7) do 6	(13) *speak 3
(8) *comment 5	* = speech verb

Table 2. List of most frequent verbs with *I'd appreciate it if you* in COCA: 111 tokens /56 verb types (as of June 28, 2014)

(1) *tell 9 (me 2, us 1., 3)	(6) keep 3
(2) stay 6	(6) stop 3
(2) come 6	(10) *address 2
(4) get 5	(10) allow 2
(5) leave 4	(10) give 2
(6) go 3	(10) let 2
(6) do 3	(10) use 2
	(* = speech verb)

Miyuki Takenoya

Beyond time and space: Historical stories and membership categorizations in political discourse (lecture)

The present study investigated into how speaker-audience interaction was constructed in the political discourse. In particular, historical stories presented in the speeches were focused, and the categorizations of speaker and audience memberships were analyzed. Bamberg (2013) pointed out that 'Positioning Analysis would be best capturing the interactionally situated properties of narrating practices, and how

they inform the situated practices of navigating identity.' Membership Categorization Analysis (Sacks 1972) was also used to examine the category construction of speakers and audience memberships.
The data for the present study was the collection of speeches delivered at the US National Democratic Convention in 2008. The preliminary analysis of the data revealed that historical stories used in the political discourse served to function as the means to bind categorizations of possibly diverse audience memberships. The following examples show two different pieces of historical stories. They appeared at the end of a speech delivered by one of the presidential nominees at the convention.

> Example 1 :
> …I'm a United States Senator… because in 1848 a group of courageous women and a few brave men gathered in Seneca Falls, New York, many traveling for days and nights, to participate in the first convention on women's rights in our history.…
> By telling a story of an event occurred in 1848, the speaker seemed to position herself as a women's rights advocate. In addition, the speaker was also constructing the identity to relate to New York, which was the state the speaker was representing as a senator. Here, the categories of gender and the state were relevant to the situation. In the following example, the category of ethnic group also became relevant.
> Example 2 :
> …This is the story of America. Of women and men who defy the odds and never give up. How do we give this country back to them? By following the example of a brave New Yorker, a woman who risked her life to shepherd slaves along the Underground Railroad. And on that path to freedom, Harriett Tubman had one piece of advice…. If you want a taste of freedom, keep going. Even in the darkest of moments, ordinary Americans have found the faith to keep going. I've seen it in you.….you always keep going. We are Americans. We're not big on quitting. But remember, before we can keep going, we have to get going by electing Barack Obama president.

This is a story of Hariett Taubman, an African American woman from the state of New York. In this closing of the speech, all three categorical elements (gender, the state, and ethnic group) were all combined in one particular historical figure, and this made it possible for the speaker to construct a larger category of Americans as a whole. Here, by going beyond time and space in people's collective remembering, the speaker seemed to have succeeded in going across different categorizations of audience memberships. The present study further examined the membership categorizations constructed through the story- tellings in the political discourse.`

Noriko Tanaka

Roles in interaction and sentence-ending particles (lecture)

Developing Thomas (1986), Tanaka (2001) proposed three categories to examine interaction: 'societal roles', 'interpersonal roles' and 'activity roles'. A 'societal role' is defined as a role the individual occupies in society, regardless of the relationship with another speaker in a current interaction. An 'interpersonal role' refers to the personal relationship obtaining between one speaker and another in society. When we focus on a specific setting and the roles in it, we may categorize them as 'activity roles'. The categorization was applied to private telephone conversations between a mother and her daughter (Tanaka 2005, 2006, 2009) and to face-to-face interaction (Tanaka 2010), and it was examined what linguistic choices the participants made to play their roles effectively. This paper will apply the same categorization to two casual interviews: a daughter interviewed her mother and her father. The interaction begins as the daughter asks her mother/father to tell her what s/he would like to say to the younger generations. One of their 'societal roles' of the mother, the father and the daughter is a hom emaker, a pensioner, and a teacher respectively. And their gender role (a woman and a man in the society) can be considered another 'societal role'. One 'interpersonal role' is mother/father-daughter, and another can be woman/man:<:<-woman. Their 'activity roles' are regarded as the interviewer (daughter) and the interviewee (mother/father). To consider how these roles affect their linguistic choices, this paper focuses on Japanese sentence-ending particles ('ne' 'no' 'yo' 'sa' and 'wa') and examines whether their use of these particles is related to the roles of the participants. The results show that the roles they have in interaction affect their use of sentence-ending particles: for example, their interpersonal role 'woman-woman' seems to increase the use of 'ne', and their activity role 'interviewee' may facilitate the use of 'yo'. As the roles discussed here are not exhaustive and sentence-ending particles are simply one aspect of their linguistic choice, this research has many limitations. Yet, the results show us that the roles we have in interaction certainly affect our linguistic choice. It is hoped that this study will offer an example of analysis to other researchers who are interested in this field.

Hiroaki Tanaka

Emergent explicature in conversation: What people take to be explicated by a prior utterance (lecture)

The immediate aim of this paper is to generate debate about how people draw explicature from a prior utterance in naturally occurring conversational data of Japanese and English. We show that explicature drawn (ED) in the interaction between the participants exhibits a number of realizations, among which

"X1 Y1 X2" is a cardinal schema just as three layered practices for other-initiated repair(Schegloff, Jefferson and Sacks 1977: 377; Schegloff 1987) (See lines 4 and 5 in (1)). The schema plays a pivotal role in unconsciously invoking explicature drawn from the previous sepaker.
"Communication in general is not an ideal transfer of information; instead, it is more like a trial-and-error process that is co-constructed by the participants" (Kecskes and Zhang 2009). A good manifestation is the imbalanced talk-in-interaction between them with utterances which begin with *to yu koto wa* (lit. *that means/you mean* in English), *ja/dewa*(lit. *then/well* in English), etc. where the second speaker makes manifest what she takes to be explicated by the first speaker's talk. One participant's(referred to as "she") deliberate articulation of what the other ("he") doesn't intend to utter emerges as a new explicature that adds up to one whole communicative explication between the utterers. He never gives a thought of expressing in words from the beginning in terms of intention representation ("no representation of intention"), so that she draws explicature from what she hears by reforming the prior utterance. This strategy for both utterers is adopted, first and foremost, as the one where the first speaker's utterance is seen as lacking in sufficient explication by the second speaker. Secondly, adding up to the first speaker's original explication is so much constrained by the context that it is not always the case that nothing wrong can be done by the second speaker due to the rather strict demands of compliance with cooperation, being polite and acting out of sense of oneness in the course of conversation (See lines 6 and 7 in (2)).
On the other hand, implicature is drawn (ID) from the prior utterance by the second speaker when the first speaker doesn't feel the need to express in words for some reason or other ("representation of potential intention") (See lines 3 and 4 in (3)).
ED is a communicative strategy through which she manages her talk on the basis of what she feels to be missing; whereas ID, which is implicature drawn, is used when one participant recognizes the other's intention on the basis of what she believes to be communicated by his prior turn. This shows imbalanced informational load in both cases, which implies that there are speaker's too much desire for economy and addressee's too much need for information.
Examples:
(1) (A is a host and B a caller at a radio talk show)
01 B: …but hh. lately? I have fears of driving over a bridge. B: And uh seems I uh—I just can't –if I have to cross a bridge I just don't go and make a trip at all.
02 A: What are you afraid of?
03 B: I don't know, (you) see
04 A: --> Well *I mean*, wait a minute. What kind of fear is it. Or you are afraid you're gonna drive off the bridge? Or you are afraid that you're gonna hit while you are on it? What.
05 B: -->> Off the bridge or something. Adapted from Schegloff (1987).
(2) (Adapted from TV Program "GOBUGOBU(lit.Fifty-Fifty)", MBS, Japan, 11/25/2013: (Two comedians, Hamada and Higashino strolls along an old town, Nara with a younger , home grown comedian, Tesu whose parents run a Japanese noodle (called *nyumen* in Japanese) restaurant at his birthplace. He shows around a famous shrine and stops by a Japanese noodle restaurant with the hosts of this program, Hamada and Higashino. They are eating the noodle on the scene at one restaurant.) (Below are English translation, origically in Japanese)
01. Hamada: "People here eat Japanese noodle a lot?"
02. Tetsu: "Well, uh, quite a lot, I think. They often put it into miso soup."
03. Higashino: "yeah, yeah, yeah."
04. Tetsu: "yes."
05. Hamada: "Aha, now it makes sense."
06. Higashino: --> "*Then*, they have a lot at home."
07. Tetsu: -->> "At home, yes, and also a lot of neighbors make it."
(3) (Mayumi has told Kyoko that she is going to move to a friend's apartment) (Below are English translation, origically in Japanese)
01 Kyoko: "Well then .hh are you moving out of there, Mayumi?"
02 Mayumi: ".hhh Yeah. For two months, for the time being."
03 Kyoko: --> "*Y'mean* you'll move out and come back again?"
04 Mayumi: -->> "I don't know.=what will happen after that." Adapted from Hayashi and Hayano (2013)

Tomoko Tani & Otsuka Seiko

The bounds of politeness research in Japan (poster)

Over the last few decades, the approaches to politeness research have dynamically shifted from rational approaches to discursive approaches globally. Though there is still no solid consensus among researchers regarding the definitions or its ultimate goals, many of us recognize the limitation of introducing rational approaches to rare data, as far as we try to deal with politeness as awareness or evaluation of lay people in the real society. Politeness research is now requiring various kinds of empirical studies in order to deduce a principle (if it is needed). On the other hand, Japanese is a language which has a specific honorific system and Japanese people have different ways of thinking, wakimae for instance, from English or other Western languages in which a substantial amount of research has been conducted for years. Japanese potentially includes possibilities to contribute to broadening the diversity of politeness research. However, most politeness researchers in Japan still tend to hold rational approaches. In my survey into

the latest papers in the last ten years on Cinii, the most reliable search engine for domestic academic papers in Japan, which include "politeness" in their titles, almost all of them introduce Brown and Levinson (1987) or Discourse Politeness(DP), which was suggested by Usami (2001) based on Brown and Levinson`s work. Despite the fact that DP still includes controversies which have been struggled with among researchers globally for these years, introducing DP to an analytical framework seems to be considered as a state-of-the-art trend in Japanese politeness society today. In this paper, this author especially takes the notion of "default" in DP, which is almost the same notion as politic behaviour in Watts (2003) but different in approach, and criticizes it by insisting that it is impossible to analyse row data only by introducing procedural, theoretical methods. For example, Usami (2001) defines the default in a particular conversation by just summing up the usage of honorific forms at the end of sentences. However, based on the awareness of lay people, marked expressions and evaluations to them can dynamically change even during the same interaction. Especially in first encounters, on which Usami conducts researches, the first usage of plain form by one participant can be marked highly by the other(s), but those in the end part do not have the same impact as the first one. I insist that the default is defined by power negotiation among participants and constructed co-operatively through them. Further, regarding my investigation into couple conversations, I empirically show that the default cannot be easily defined only by social norms but rather interpersonally determined. Usami's quantitative, researcher-oriented approach to honorific usages do not explain the fact properly. The most problematic issue for me is that DP has become the most powerful of all other approaches including discursive approaches which researchers in many countries try to construct deductively. I desire to give warning for Galapagosization of today's politeness research in Japan.

Ryuko Taniguchi & Hanem Ahmed

The relationship of apology, thanks and voice-cross-linguistic research: Toward the integration of syntax and pragmatics (lecture)

This research is based on the hypothesis of Taniguchi (2013) that the speech act of apology and thanks can be divided into two types(same phase or different phase) from the view point of pragmatic typology. It examines how the syntactic features of the respective languages are related to the different phase.

Based on the concept of topology, Taniguchi (2013) showed that apology and thanks in Japanese and Chinese are on the same phase, whereas, apology and thanks in Arabic are on different phases, through the evidence of the existence of expressions with dual meanings of apology and thanks, adjacency pairs and expressions with multiple pragmatic functions in speech act data from TV dramas and role play data.

This presentation further develops the previous research and explains that whether apology and thanks are on the same phase or not is related to the syntactical features of the respective languages. For example, in Japanese, even if the hearer, voluntarily performs an act, the speaker can use a causative expression to say- "tsukiawasete gomenne" (=I'm sorry to make you help me) , but such causative expressions do not exist in Chinese and Arabic. Furthermore, while there are three types of 'give and receive' expressions in Japanese '~shite moratte arigato/sumimasen" or "~shite kurete argato "(thank you/ sorry for doing it) , there is only one expression -"gei", who has two types of direction in Chinese-.

I will explain that such syntactical limits are related to the choice of apology and thanks expressions by showing the data of spoken language in TV drama and film in Japanese, Chinese and Arabic.

Sanna-Kaisa Tanskanen

Averting conflict: Lessons from an online student community (lecture)

Research on discussion forums has revealed that in this type of computer-mediated discourse "metacommunication is an important argumentative resource in the negotiation of norms and expectations" (Kleinke & Bös 2015; Tanskanen 2007). This study looks at metapragmatic comments, which are not concerned with the topic of discussion but comment on the communicative act itself. Participants use them in order to make visible their assessment of their own and their fellow participants' contributions (Hübler & Bublitz 2007; Tanskanen 2007). With material from the forums of an online student community, The Student Room, the present study shows how the members of the community use metapragmatic comments for averting conflict. :

Conflicts are not uncommon in The Student Room, a community with 1.5 million members ready and willing to "discuss anything" (http://www.thestudentroom.co.uk). Rather than looking at how disagreement and conflicts are created in the community, the present paper looks at how they are either averted or resolved. An investigation of the participants' metapragmatic comments reveals that the members of the community reflect on their own and their fellow participants' messages with the intention of averting or resolving (potential) conflict; the following examples illustrate this behaviour:

(1) I wrote a long answer to that, which upon subsequent inspection seemed to be offensive to certain people. So I've decided it's better not to submit it.
(2) I think you have made your point, no need to want others to agree to your view. Hammering on about it will not make it more conclusive. You think your way and others think differently. End of discussion.
In example (1), the writer has deemed his/her own contribution as potentially offensive and thus conflictual, while in (2), the writer seeks to end a disagreement by addressing another writer. The analysis explores how such instances of metapragmatic activity are positioned in the context of the discussion and the sequence of the messages. The paper will contribute to our understanding of how the members of an online community try to avoid or end conflict.

Maria Tarantino

Enhancing perspectives on inquisitive discourse genres (lecture)

The paper suggests that analysis and descriptive models of inquisitive discourse might benefit from the inclusion of dialectical components of argumentation. The latter involve dialogic strategies whereby scientists question knowledge, on aspects of nature, propose new paths for understanding phenomena, subject thinking processes, model of investigation and results to critical reasoning, on both sides, and then open claims to the judgment of field experts (Spranzi 2010).
The speech genres whereby scientists formulate questions and try to grasp answers about latent processes and configurations of nature underlying surface appearances have been a source of interest in language sciences. Linguistics has provided qualitative and quantitative descriptions of morphosyntactic items and expressive functions recurrent in scientific writing. Pragmatics has drawn attention to contextual elements which establish form-meaning relationship and guide text processing. Rhetoric has described stylistic nuances which render the message more effective. Each contribution has added depth to text analysis and descriptive models. Yet argumentation specialists remark that, although linguistic, pragmatic and rhetoric components are essential in text processing, scientific discourse is a complex entity whose descriptive models should be in awareness of other dimensions (Bazerman 1998). These include aspects issuing from the history, epistemology, actual context of inquiry and experiment, criteria of data and claim evaluation, dialectic strategies of disciplinary worlds (Pera 1999; van Eemeren 2010).
In view of these observations, the paper explores the dialectic dimension of inquisitive discourse in a historical perspective. It traces the definition of dialectic 'as the truth seeking tool' which through questions and discussions pivots 'the knowledge making genre' back to Aristotle's *Topic*. It then touches on the systematization of inquisitive dialectic or 'road to truth' in Renaissance treatises. Quotes from scientific writings prove the new dialectic influence on the genre whereby science evolved from an exploratory to a hypothetico-demonstrative and law finding enterprise. The feat was achieved through the interweaving of verbal and non-verbal codes of thought, investigation and representation. Thus, dialectic evolved from a single to a multi-strata device suitable to understand, explain and discuss physical processes.
The discussion leads to reflect both on the revival of dialectic by Toulmin (1958) and on the argumentation model he proposed. The analysis of two scientific reports illustrates the working of this model. Namely, its logical way to interlace propositions, ground them on established data, support the thinking and argumentation process with verifiable facts, warrant the evidence posed, evaluate counter evidence, check one's own argument for possible flaws and attenuate claims. The explanation brings to the fore dialectic strands which interweave argumentation steps, enlighten the truth finding path, anticipate counter argument by reasoning on 'both sides'. It also reveals how dialectic strategies determine linguistic forms and text deployment.
Therefore, it seems reasonable to conclude that since dialectic appears to be a fundamental component of inquisitive genres, its inclusion in their analyses could widen research perspectives and favour the development of more adequate descriptive models.

Naohiro Tatara

Communicative strategies in live football coverage in Japanese and English (poster)

Through an analysis of live football coverage in Japanese and English, this paper will attempt to explicate how the different linguistic resources are utilized in sports announcer discourse in both languages.
Sports announcer talk (SAT), or the language of football live coverage and commentary in this case, is a unique and specialized field of language, containing its own vocabulary, prosodic features, idiomatic phrases and pragmatic and interactional conventions. The contrastive analysis of SAT between Japanese and English, however, gives us a fruitful insight into the language structures and communicative characteristics of both languages, in that football games nowadays, both national football leagues and

international tournaments, are broadcasted and commented on in various languages. Moreover, the same matches are described by native speakers of different languages without translation.
Numbers of previous studies, Fujii (2012), Ikegami (2004, 2005, 2008), Mizutani (1983) to name but a few, show that the communication styles and strategies of English and Japanese speakers are different in many respects. Ikegami (2008) and Honda (2005) points out, for example, that English speakers tend to situate themselves outside of the situations to be described and construe the whole event objectively, Japanese speakers, on the other hand, have a strong tendency to construe situations subjectively and describe them from within the scenes. These studies revealed that these tendencies can be observed in a variety of linguistic phenomena, with English speakers and Japanese speakers often adopting different linguistic expressions to describe the same situation. Mizutani (1983) points out that the audience plays an active role to co-construct dialogues with the speaker in Japanese conversation and uses a term *kyowa* (collaborative talk) to describe this communication style. Fujii (2012) characterizes English and Japanese communication styles as "a logic-centered verbal interaction" and "interaction-centered", respectively. Using the theory of "*ba* (field)", she illuminates the differences between Japanese and English speakers in proposing ideas and co-constructing a story.
This paper, based on the depth analysis of live coverage of football games, attempts to illuminate the differences between Japanese and English interaction in SAT, and to explicate how the culturally constructed values and disciplines are reflected in media discourse.

Donna Tatsuki & Noel Houck

Gaps in pragmatics teaching materials (poster)

The teaching of pragmatics to language learners has been advocated because of empirically demonstrated needs and benefits (Bardovi-Harlig 1996, 1999; Bardovi-Harlig 2003; Kasper & Schmidt 1996; Kasper & Rose 1999). Furthermore, language textbooks rarely include pragmatic information and teacher manuals generally fail to offer any supplements (Vellenga 2004).
Over the past decade, efforts have been made to collect and publish pedagogical guides and materials for use by language teachers. The purpose of this analysis is to catalogue the pragmatic topics addressed by several such pedagogical collections (e.g., Bardovi-Harlig & Mahan-Taylor 2003; Tatsuki 2005; Ishihara & Cohen 2010; Martinez-Flor & Uso-Juan 2010; Tatsuki & Houck 2012; Ronald, et al. 2012; Houck & Tatsuki 2013) in order to determine if some topics were under represented compared with others.
Results of analysis indicate that directive and expressive speech acts (especially requests, apologies, compliments, refusals and suggestions/advice-giving) are the most common topics for teaching materials/lesson plans. Awareness-raising activities are the next most frequent. The areas not represented by teaching materials include deixis (with the exception of person deixis as related to terms of address), commissive speech acts, and other topics such as implicature/explicature.
Various explanations can account for why these areas may have been overlooked or not attempted. Concrete suggestions are offered for the kinds of pedagogical activities that would be suitable to rectify this situation and fill the pedagogical gaps.

Tazanfal Tehseem

Construal of political identity in news headlines: An inquiry into Memogate Scandal (lecture)

This paper explores the linguistic construal of political identity in Memogate Scandal in Pakistan with a focus on its discursive construction in a way that portrays the main stakeholders: Government, Opposition and the former Pakistani Ambassador to the US. Also, it investigates newspapers' political affiliations on the basis of its findings. The linguistic choices which are significant to key aspects of identity discourses within a coherent framework reflect underlying ideology of the journalists. Identities that are construed and mapped into journalistic discourses nevertheless have to be introduced into the text and organized as semiotic reality. Therefore, deconstructing texts to identify agents helps the analysts to uncover implicit interpretations and biases that media discourses exhibit.
The paper draws on two analytical frameworks of discourse analysis developed within functional linguistics i.e. transitivity analysis (Halliday and Matthiessen 2013) and kinds of entities (Martin and Rose 2003) by providing a detailed, empirical account of the process of identity construction in hard news. The reason for working out with two frameworks is that the former helps in finding entities deployed in different roles on the cline of dynamism (Hasan 1985) and the latter is done through participant representation at the level of nominal group, classified in three categories - concrete, abstract and metaphoric. The analysis has shown noticeable linguistic resources which help writers to refer to entities in an ideological way; for example, in the government category, the Pakistan leader has been referred as Zardari - a politician vs. the President and Presidency, and the ambassador has been shown

likewise. In contrast, entities from the opposition have been deployed in individual capacities like Nawaz, Imran etc. The data come from three leading newspapers: The News, Nation and Dawn and the participants' frequencies have been generated by using UAM corpus tool.

Jan D. ten Thije

Lingua Receptiva in academic discourse (lecture)

Lingua Receptiva (LaRa) concerns a multilingual communication mode in which in interactants employ a language and/or language variety different from their partner's and understand each other without any additional lingua franca. Understanding is possible because the recipients activate knowledge of the language and/or variety of their interlocutor(s). (Rehbein, ten Thije Verschik 2012). Lingua Receptiva is related to other concepts such as Intercomprehension (Grin 2008) or Receptive Multilingualism (ten Thije & Zeevaert 2007). In the LaRa mode the language choice is not restricted to both mother tongues of interlocutors, but can also include language varieties interlocutors are most comfortable with in the given situation depending of their language competencies. This communicative mode has been investigated at the work place (Ludi 2007; Werlen 2007), in the army (Berthele 2012), communication between salespersons and customers (Verschik 2012), and during meetings in cross border administration (Ribbert & ten Thije 2007; Beerkens 2010).

This paper focuses the application of Lingua Receptiva in educational settings (Zeevaert 2004; Vetter 2012; Sağın-Şimşek 2014; Rehbein & Romaniuk 2014; Blees, ten Thije Wijnen 2014). Stams (2014) has investigated educational practices and attitudes towards Lingua Receptiva in the context of teaching Dutch as a Second Language. The respondents include teachers in adult educations and at universities in the Netherlands and Flanders. The outcomes show that 91 percent of the respondents have a neutral or positive attitude towards the use of Lingua Receptiva, but teachers are often not aware using LaRa in the context of their teaching. The willingness to apply Lingua Receptiva more extensively in their classes depends on the knowledge the respondents have gathered with regard to Lingua Receptiva. This paper reports of the results of this study and relates the outcomes to pilots studies in which Lingua Receptiva is applied in seminars with local and international students at Utrecht University.

Kuan-Ming Teng

On utterance-final particles in negative imperatives in Taiwanese Southern Min (lecture)

This study aims at exploring the core meanings and functions of utterance-final particles (UFPs henceforth) appearing in negative imperative sentences in Taiwanese Southern Min, one of the primary dialects spoken in Taiwan. UFPs, one abundant class of functional categories in Chinese the language, are often attached to the end of an utterance and mainly used to deliver speakers' attitudes and/or emotions (Qi 2002). For a long time, not much attention was paid to particles, and thus people seemingly neglected they were substantial in a sentence. However, with the recent trends on the exploration to the complementizer phrase (CP) (Cinque 1999; Coniglio & Zegrean 2012; Rizzi 1997; Speas & Tenny 2003), it is found that particles in fact play a crucial part in sentences. While UFPs commonly stand aloof from the proposition in a sentence, they make a significant contribution to the overall interpretation of an utterance in which they occur.

Previous literature on UFPs in TSM was rare, and most of them (Chang 1989; Xu 1990; Yang 1991) descriptively introduced the distributions of UFPs in an unsystematic way. Little research put their focus on the interaction between clause types and UFPs. According to the observation, clause types play a key role to determine the presence of UFPs in sentences. Not all UFPs are compatible with any of clause types. We thus specifically pinpoint the clause type of imperatives as the preliminary step to learn how they make an influence on the use of UFPs. In addition, UFPs scarcely present in formal writings but frequently arise in interpersonal communications. Colloquial conversations in TSM hence would be the proper data source to find out the core meanings and discourse functions of UFPs (Li 1999).

With the framework of Conversational Implicature Theory (Grice 1975), we regard the Taiwanese UFP "*lah*" as a subjective marker, which represents speakers intend to disclose what they said is their own personal opinions. The particle "*ah*" could be distinguished as two classes. One class of "ah^1" could be an aspectual marker, which is meant to show the perfectivity of the events. The other class of "ah^2" is a real UFP, whose core meaning is to activate the knowledge state of the interlocutors. The UFP "*ooh*" has two kinds of varieties, one high-pitch and the other low-pitch, and both of them are the markers to introduce the new or important information to different interlocutors in a conversation. As for the UFP "*leh*", it is mainly to show the contrast between the speakers' and the addressees' anticipations. And the UFP "*honn*" is with the feature of questioning so that it makes a marker to seek for the agreement from addressees. In the end, we examine the combinatory possibilities among these UFPs to construct their hierarchy inside

the layer of CP (Law 2002; Li 2006) as shown below: DeikP(*ah*[1]) < EvalP(*leh*) < DiscP(*ah*[2]) < EvidP(*lah*) < EpistP(*ooh*) < MoodP(*honn*) and hope it can shed some light on the structure of UG.

Els Tobback

Is turn-taking language/culture dependent? A cross-cultural comparison of Dutch and French political discourse. (lecture)

This paper takes part in a scientific debate (cf. Stivers *et al*. 2009; Oloff 2009) which opposes two hypotheses with respect to turn-taking in conversation, the first one stating that turn-taking is a universal system with minimal variability, the second one considering turn-taking as language and culture dependent.

In order to test these hypotheses, I selected two languages, a Germanic language (Belgian Dutch) and a Romance language (Belgian French), limiting myself to one particular discourse context (and format), viz. political television debates. The Belgian case is the more interesting since in general intercultural studies, Belgium is generally considered as a whole, irrespective of the language of the speakers (e.g. Gesteland 2005; Hofstede *et al.* 2005; Trompenaars & HampdenTurner 1993). Moreover, since both languages are in contact in the Belgian context (though less often than in the past, as shown by the fact that there are no common television and radio broadcasting companies, which entails two distinct public spheres (e.g. Sinardet 2009)), the existence of a linguistic/cultural bias towards turn-taking would even constitute a stronger claim for the language and cultural dependence of (variables involved in) turn-taking.

The hypotheses mentioned above have been tested by means of a fine-grained quantitative study of two cross-cultural data sets, viz. two comparable spoken corpora of non-elicited data. More specifically, the corpus consists of 8 long political debates, 4 in Dutch and 4 in French, within similar programs that focus on political actuality), broadcast respectively by the Flemish (VRT) and the French (RTBF) public broadcasting corporations. Following Béal (2010), some typical features of the turn-taking system, such as turn-openers, backchannels, gaps between turns, overlaps and interruptions have been examined. The results show some statistically significant differences between Dutch speaking and French speaking participants in the debates (e.g. overlaps being significantly longer in the French language debates). Interestingly, these results confirm some of the differences observed by Béal between Australian and French speakers. As a whole, the results constitute a plea for the relevance of (quantified) cross-cultural comparisons in this respect and show the need of a more fine-grained approach of the complex Belgian situation within intercultural studies.

Danièle Torck

(French) Political humor as a mirror of political discourse (lecture)

French political humor has led to trials against humorists (D. Porte, S. Guillon, S. Aram) for abuse and insult towards politicians (2011) and to reflections and debates on the boundaries between humor and abuse/insult. A previous study (Torck 2012) focused on four aspects of the scenography, in columns ('billets d'humeur') on French radio (France Inter), following Charaudeau (2006, 2008): context (legitimacy of the speaker), topics, textual direction ('mise en scène textuelle'), and language and discourse processes. This description led to a proposition for a Principle of (Political) Impertinence (based on the Grice's Cooperation Principle and its four Maxims): Quantity (allowing various forms of complicity 'connivences'), Quality (based on political facts and declarations), Manner (clarifying the humoristic intention) and Relevance (political news and their context). This will be illustrated by an analysis of one column by Sophia Aram, accused of insult ('gros cons') towards the people who voted Front national, and reactions to the column.

I will then focus on similarities between political humor and political discourse in France, and will describe some aspects of their cultural specificity (History, culture, self-image, language use, discourse (frequency of accusations of 'pensée unique', langue de bois', 'double language', ..).

Alla Tovares

Contesting gender, ethnicity, and language in an online space: A heteroglossic chronotope of the YouTube commentary about a Ukrainian performer (lecture)

This paper draws on Bakhtin's notions of heteroglossia and chronotope to examine written comments posted on YouTube during the last 5 years regarding a text that is particularly salient in the current sociopolitical context, and public discourse about it: A popular music video of Ukrainian male singer Andrij Danylko who uses a mixture of Russian and Ukrainian called surzhyk to perform as a female character, Verka Serduchka. I suggest that as a site of participatory culture (Burgess and Green 2009)

YouTube allows its users to engage in discussions of identity that are both heteroglossic (combining different voices, styles, or points of view) and chronotopic (bridging time and space); it is thus a space made possible by the YouTube platform and the adaptability of language. Building on Androutsopoulos's (2013: 66) argument that YouTube users "contribute to and negotiate the social construction of knowledge," this paper uses computer-mediated discourse analysis (Herring 2004) to explore how individual comments are threaded together to animate multiple voices and perspectives that negotiate the singer's -- and commenters' own -- linguistic, ethnic, and gender identities and ideologies. For instance, comments about the singer's gender go beyond whether the performer is male or female to include users' statements about their own and others' sexual/gendered identities. Because Andrij/Verka sings in surzhyk, the performer's language and ethnicity are also contested, as are the language and ethnicity of commenters. Many of the YouTube comments explore differences and similarities between Slavic languages and cultures—Russian and Ukrainian in particular—a discussion made urgent by the current situation in Ukraine. Thus my analysis shows how the participatory culture of YouTube allows users from more than fifteen countries—adopting and adapting different languages and scripts— to transcend boundaries of time and space and maintain a conversation about the complex linguistic, ethnic, and gender identities of a performer from Ukraine. In doing so, they negotiate their own and others' multifaceted identities, and grapple with different belief systems and cultural norms on gender, ethnicity, and language. This paper contributes to the growing body of work that uses Bakhtin's ideas to study language and identity online (e.g., Al Zidjaly 2010; Androutsopoulos 2013) by showing how the notions of heteroglossia and chronotope characterize and are created in interaction in the mediated public sphere.

Elizabeth Traugott & Arnold Zwicky

Derailing default interpretations: Investigating the MY HOBBY webcomics by Randall Munroe. (lecture)

Cartoons and comic strips have main content – visuals, usually (though not always) with speech from the characters. Visual literacy, cognitive processing and how we derive meaning from sequential images has been the main topic of research on the language of comics to date (e.g. Cohn et al. 2012, Cohn 2013).

Metatext in cartoons and comic strips is of at least six types, sometimes in combination: inserts, captions, titles, footnotes, and, on the internet, mouseovers and accompanying text (Zwicky 2014). Typically metatext is designed to guide the way to read the comic. We zero in on how metatext may also contribute to online pragmatic reinterpretation of the text. In this paper we investigate the role of metatext in the webcomic series MY HOBBY by Randall Munroe.

Webcomics provide an exceptionally rich medium for exploiting metatext on several levels. For example, a character (A) in *xkcd* 559 webcomic by Randall Munroe says to an addressee (B): 'I THINK HE'S INTERNALIZED HIS GIRLFRIEND'S ATTITUDES—NO PUN INTENDED—AND SO...'. This comic in the MY HOBBY series has the subtitle 'APPENDING "NO PUN INTENDED" TO LINES WITH NO PUN IN THEM'. An insert, beginning with 'THREE HOURS LATER', depicts B as agonizing over what was meant: "INTERNALIZED"? LIED? ANALYZED? OR IS IT "ATTITUDES"? DAMMIT", and a mouseover that addresses the reader directly.

The content of this webcomic is a conversational exchange-type that has been very little studied. In American street language it is called "messing with someone's mind". It is a form of an especially aggressive teasing that involves saying something that is thought-provoking but not evidently appropriate to the situation at hand — often communicated with a formulaic expression like "no pun intended" or "pardon my French". In the *xkcd* case, the recipient has been tricked into spending hours fretting to make sense of the original.

The subtitle frames the content as a 'messing-with X's mind' exchange. Without the subtitle, readers might, like B, fail to recognize that A is being uncooperative. Using a subtitle flouts conventions of comics, most of which do not have them, and also serves as a directive how to read the text. The treatment of B's response as an insert, rather than as a separate panel, undercuts the potential narrative implied by 'THREE HOURS LATER', and focuses attention on the length of time that A's cliché has occupied B's attention. To fully appreciate the webcomic, readers must understand the multiple conventions, both conversational (in what A says to B and what B thinks internally), and metatextual (in what the author conveys indirectly and directly to the reader).

We analyze *xkcd* 559 and several other webcomics in the MY HOBBY series to investigate the types of linguistic function that metatext has in Munroe's work, with particular attention to the way metatext is used to derail potential default interpretations.

Johanne Tromp, Antje S. Meyer & Peter Hagoort

Pupillometry reveals increased processing demands for indirect request comprehension. (poster)

Fluctuations in pupil size have been shown to reflect variations in processing demands during language comprehension. Increases in pupil diameter have been observed as a consequence of syntactic anomalies (Schluroff 1982), increased syntactic complexity (Just & Carpenter 1993) and lexical ambiguity (Ben-Nun 1986). An issue that has not received attention is whether pupil size also varies due to pragmatic manipulations. In a pupillometry experiment, we investigated whether pupil diameter is sensitive to increased processing demands as a result of comprehending an indirect request versus a statement. During natural conversation, communication is often indirect. For example, in an appropriate context, "It" cold in here" is a request to shut the window, rather than a statement about room temperature (Holtgraves 1994). We tested 49 Dutch participants (mean age = 20.8). They were presented with 120 picture-sentence combinations that could either be interpreted as an indirect request (a picture of a window with the sentence "it's hot here") or as a statement (a picture of a window with the sentence "it's nice here"). The indirect requests were non-conventional, i.e. they did not contain directive propositional content and were not directly related to the underlying felicity conditions (Holtgraves 2002). In order to verify that the indirect requests were recognized, participants were asked to decide after each combination whether or not they heard a request. Based on the hypothesis that understanding this type of indirect utterances requires additional inferences to be made on the part of the listener (e.g., Holtgraves 2002; Searle 1975; Van Ackeren et al. 2012), we predicted a larger pupil diameter for indirect requests than statements. The data were analyzed using linear mixed-effects models in R, which allow for simultaneous inclusion of participants and items as random factors (Baayen, Davidson, & Bates 2008). The results revealed a larger mean pupil size and a larger peak pupil size for indirect requests as compared to statements. In line with previous studies on pupil size and language comprehension (e.g., Just & Carpenter 1993), this difference was observed within a 1.5 second window after critical word onset. We suggest that the increase in pupil size reflects additional on-line processing demands for the comprehension of non-conventional indirect requests as compared to statements. This supports the idea that comprehending this type of indirect request requires capacity demanding inferencing on the part of the listener. In addition, this study demonstrates the usefulness of pupillometry as a tool for experimental research in pragmatics.

Keiko Tsuchiya

Repairing content or language?: A corpus-based comparative study of learner-learner interactions in CLIL and EFL classrooms at a university in Japan (poster)

This presentation will report a preliminary comparative study of learner-learner interactions in a Content and Language Integrated Learning (CLIL) classroom and a general English class (GE) at a Japanese university, focusing on their use of *repair* (Schegloff, Jefferson and Sacks 1977). Two five-minute conversations in these two settings were examined using a miniature time-aligned corpus. Schegloff et al. (1977) categorise four types of repair: self-initiated self-repair (SISR), other-initiated self-repair (OISR), self-initiated other-repair (SIOR). Dalton-Puffer (2007) also identifies three types of repairables through teacher-learner interactions in CLIL classrooms: *factual* (subject content), *linguistic* (pronunciation, morph-syntax and lexicon) and *procedural repairables* (aspects of activities and their sequencing). The main research questions here are: (1) are there any similarities and differences in numbers of words, turns and speaking time in learner-learner dialogues between these two settings?, and (2) what repairables are marked and what repair strategies are used in the two conversations? However, the main purpose of this study is to test the feasibility of the research methodology.

Two five-minute-long dyad conversations were audio-recorded in a CLIL and a GE classroom respectively at a university in Japan. All of the four participants are Japanese and their levels of English are B1 in CEFR. The CLIL class is a module of English Language Teaching for undergraduate students, where Taka (male) and Mika (female) were preparing for their group presentation about their lesson plan. In the GE class, Sota (male) and Kazu (male) were talking about plans for summer vacation. The audio-recorded conversations were transcribed and analysed using a quantitative corpus-based analysis and a qualitative conversation analytic approach.

The results from the quantitative analysis show that the numbers of words, turns and speaking time in the interaction in GE are larger than that of CLIL. Through the qualitative analysis, more factual repairables and less linguistic repearables were observed in the CLIL interaction than that of GE. There was only one occurrence of procedural repearable observed in the CLIL conversation. In terms of repair strategies, more instances of SIOR were used in the CLIL interaction than the GE interaction. Although it is a preliminary study, these two distinct contexts seem to affect discursive practices in learner-learner interactions, and different learning outcomes could be expected from the two settings.

Takeshi Tsurusaki

Scope, c-command and pragmatic considerations (lecture)

Since Reinhart (1983), it has generally been assumed that a quantificational expression must c-command any pronoun that it binds. Barker (2012) argues, however, that the evidence motivating this claim is not particularly strong, and concludes that the relevant requirement is a scope requirement rather than a c-command requirement. This paper opposes his conclusion, claiming that a c-command requirement is indispensable even in a scope-theoretic account of bound anaphora. In fact, there are several precursors of Barker's (2012) approach in the literature, though the notion "scope" has never been explicitly defined. Ruys (2000), for example, provides us with a very convincing argument in favor of the scope-theoretic account of bound anaphora, but he pays little attention to the notion "scope" per se. The same criticism applies to Barker (2012) as well—he provides us with a convenient intuitive test for detecting scope possibilities, but he does so without clarifying the notion "scope." In this paper, I first focus on the notion "scope." In my view, three categories of scope should be distinguished: the original scope, the syntactic scope, and the propagated syntactic scope. The original scope of an item is the item itself. The syntactic scope of an item is defined by reference to a version of the notion c-command. The propagated syntactic scope is the scope resulting from what Ruys (2000) calls exceptional scope assignment. I argue then that the propagation of the syntactic scope of an item is a pragmatic process and is always an option if the wider interpretation of the scope is pragmatically favored and unless it is blocked by idiosyncratic semantic properties of the construction and/or lexical items. I also argue that scope propagation is costly in terms of sentence processing (i.e., it requires a certain amount of conscious effort on the part of the reader) and, as a result, usually unavailable, unless it is triggered by some pragmatic consideration. My primary conclusion is that a sophisticated version of scope theory allows us to characterize a wide variety of bound anaphora possibilities, if it is supplemented with several independently motivated principles, including Safir's (2004) Independence Principle (IP) and Tsurusaki's (1995) pragmatic principle called Presupposedness Constraint on Interpretation (PCI). My secondary conclusion is that c-command is still relevant for characterizing bound anaphora possibilities, contrary to Barker's claim.

Mbagwu Ugochukwu & Cecilia A. Eme

Litotic/hyperbolic paradigm in the Igbo language: Preliminary analysis (lecture)

Litotes is understatement while hyperbole is overstatement. Litotes is linguistically characterized by a negative. However, by context of use it contributes to a positive output. Hyperbole is not characterized by any specific linguistic elements; words are used to express situations beyond reality. The litotic and hyperbolic phenomena receive more literary stylistic than linguistic or pragmalinguistic attention. In this paper, we provide some morphological/syntactic evidence in Igbo that gives strong indication that the litotic and hyperbolic relations are encoded in the language; hence could be accounted for linguistically or pragmalinguistically. We identify that the morphemes, -gbu 'kill' and -rụ 'corrupt' mark the relations. These morphemes could be free and in some cases appear as bound morphemes (i.e., affixes, particularly suffixes). In such cases as suffixes they serve to express the litotic or hyperbolic relations. They express the litotic relation when they modify a state of affairs in which excessiveness may have a positive implication. Hence, the negative implication of the suffixes does not cancel the significance of what is stated but concludes to asserting it positively. On the other hand, they express the hyperbolic relation when they modify an action about which excessiveness is negative. Here, they are evidently degree markers. They express the degree of what is denoted usually out of normal proportion. We readily see that the suffixes express the litotic relation with stative verbs while they express the hyperbolic relation with dynamic verbs. Beyond this linguistic fact, we note that their use is context-sensitive; and, this paper demonstrates the contexts implicit in their use.

Giancarla Unser-Schutz

Language in and out of interaction: An examination of the language from conversational lines and thoughts in Japanese comics (poster)

It is generally taken for granted that language is a social phenomenon, used primarily in interactions with others. However, there are many uses of language that do not function as such, from vocalized or internal monologues to private diaries and writings. The relationship between (external) speech and inner speech were an important part of Vygotsky's (2012) writings on development, and more recently, self-talk has been shown to be in creating distance and self-regulation (Kross et al. 2014). Given the necessarily different contexts of spoken and internal language, comparisons between the two types may also offer insight into how interaction and context shapes language use, but while there is much research on topics

such as self-talk in sport (reviewed in Hardy 2006), there is still little research on inner speech as a linguistic phenomenon.

This is likely do to a great degree because such internal language is impossible to collect naturally, making it necessarily dependent on self-reporting. In this paper, I propose using a corpus of the text from a corpus of *manga* (Japanese comics) as an alternate way of examining how language differs in dialogue and internal thoughts, and conduct a preliminary investigation of the linguistic characteristics seen therein. Because all text is embedded visually into the drawings in manga, it is clear what type of text they represent; all dialogues, internal monologues and thoughts are also free of quotatative markings, making them representative of free direct speech and free direct thought (see Short & Leech 2007). Manga may thus present a rich and unique way of examining the differences in the representation of speech and thought.

The corpus presently consists of all the text from the first three volumes of 10 popular series, or 688,341 characters categorized into one of eight categories, of which *Lines* (spoken text; 72.63% of total characters) and *Thoughts* (non-vocalized monologues; 13.34%) are the subject of this paper's analysis. Both were subject to morpheme analysis, resulting in 224,434 and 40,295 words, respectively. The average length of *Lines* and *Thoughts* was comparable (14.58 vs. 14.10 characters), and in general, they were comparable on many points, with no significant differences in the number of nouns, verbs, auxiliaries or conjunctions. However, *Thoughts* showed a smaller percentage of interjections (1.50% vs. 3.73%) as well emphatic sentence final particles (4.38% vs. 6.00%). Aside from simple disfluency, interjections are often an important part of strategizing to buy time and present one's self while speaking, while sentence final particles are often used to show one's stance or attitude towards a given matter. As such, neither may be as necessary when strategies and stance-taking are unnecessary. Nonetheless, that they are still used in *Thoughts* suggests that there may be something else at play, and thus making them points worth considering. In this way, while *Thoughts* in manga are clearly an "artifice" as they are in other fiction genres (Short & Leech 2007), looking at how inner speech is represented may nonetheless give clues to how interaction—and lack thereof—shapes language.

Foluke Unuabonah

Assessment and emphasis pragmatic markers in Nigerian investigative public hearings: A discourse-pragmatic study (lecture)

Assessment pragmatic markers such as *in my own opinion* and *(un)fortunately* are markers which indicate a speaker's assessment or evaluation of a message. Emphasis markers such as *indeed* and *really* are pragmatic markers that highlight the basic message in a discourse (Fraser 2005; Han 2011). Assessment and emphasis markers which abound in investigative public hearings are significant in investigative hearings, in which speakers are interesting in persuading the hearers to align with the speakers' line of thought. These hearings, often referred to as public or parliamentary inquiries, are public meetings which are organised in order to obtain public testimonies or comments on the violations of legal rights of citizens (Meinig 1998). They involve the presentation of complaints, defences and questioning. Thus, speakers (complainants, defendants and interrogators) in the hearings are interested in emphasising their messages and evaluating both their own messages and those of other interlocutors in the interactions.

Important as assessment and emphasis markers are to the hearing process, barely any study has fully investigated their interactional relevance in investigative public hearings. Rather, the studies have focused on codeswitching, discourse structure and critical discourse aspects in these hearings without focusing on pragmatic markers in the interactions (e.g. Verdoolaege 2009; Bock 2011; Unuabonah 2012). This lack of focus on pragmatic markers in investigative hearings is considered as a vital omission in the literature because these markers are significant in managing discourse and interpersonal relations (see Archer et al 2012). In particular, there is the need to study the forms and functions of these pragmatic markers which are used in a non-native English context such as Nigerian investigative public hearings where English is used as a second language. This paper, therefore, examines assessment and emphasis pragmatic markers used in the 2008 investigative public hearings on the Federal Capital Territory (FCT) administration in Nigeria. This is done with a view to investigating their forms and functions in the hearings. Thus, the research questions include (i) what are the forms of assessment and emphasis pragmatic markers in Nigerian investigative public hearings? (ii) what are the functions of these markers in the hearings? (iii) what are the implications of the findings for second language teaching?

The data comprise forty purposively sampled video recordings of the Nigerian FCT hearings which were conducted in non-native English and which have been transcribed. The hearings focus on the investigation of cases of revocation of titles of landed properties, evictions, demolitions and sales of government properties by the FCT administration from 1999 to 2007. The data are analysed qualitatively using Fraser's (1996) and Han's (2011) description of the forms and functions of pragmatic markers. It is expected that this study will provide an insight into the forms and functions of pragmatic markers used in

Nigerian investigative public hearings. This will help in achieving a clearer understanding of how these markers are employed by the interactants in managing discourse and interpersonal relations in the hearings.

Biagio Ursi

A touch of green: Task sequences for visually impaired pupils during a garden visit (lecture)

This contribution explores the multimodal resources used by guides and teachers to promote a multidimensional perception and description of objects in museum visits with visually impaired children. We investigate a particular interactional setting: four pupils between seven and ten years old visiting a museum garden. They are accompanied by two teachers, and a guide introduces the m to the museum garden to "experience" some plants. Two main activities are concerned, regarding the overall organization of the interaction: (1) children have to collect leaves from different plants in order to put them in a pot, which is subsequently shaped (2) during a pottery workshop inside the museum. Through a conversation analytic approach, museum tours have been already studied as settings in which visually impaired adults can construct artworks as tactically experienced objects (Kreplak & Mondém 2014). Moreover, previous research has shown the primary role of collective trajectories of actions and sequential organization to achieve social inclusion in exhibitions (vom Lehn 2010).

In our corpus, that has been video-recorded in a museum in Paris, children present different degrees of physical impairment: two of them have problems with motor skills and also have cognitive disabilities; the others are only visually impaired. The duration of activities and the construction of task sequences seems to be adapted to the physical and/or cognitive troubles of children.

Through a conversation analytic approach, we will focus on moments in which the guide initiates task sequences by overtly orienting herself towards one of the children. When the selected participant does not respond, then either the guide or the teacher produces subsequent questions or instructions following their first versions (Zemel & Koschmann 2011). In doing so, the questioners create a pedagogical framing of the activity through a specific task (e.g. to decode the Braille letters of the plants' names on panels) or by connecting tasks to classroom stories and activities ("as I told you the other day"), and ordinary experiences in the past.

Our aim is to study the sequential organization of this type of interaction, which relies on the mobilization of laminated and cooperative human actions (Goodwin 2013), and multimodal resources involving multidimensional ways of object perception and description (for plants: "it smells good", "it stings", etc.). Indeed, in order to pursue the accomplishment of a task, teachers can suspend courses of actions and then refocus children's attention on available sensory resources, e.g. word recalls, tactile ways for exploring objects (plants and craftworks) and manipulating clay like play dough.

Taina Valkeapää

Interaction between careworkers and people with intellectual impairments in residential care: How are directives designed? (poster)

People with intellectual impairments often need some type of support in their everyday life. Many adults with intellectual impairments get residential care. This means that they live in an institutional setting where they get professional help in their daily needs. In this poster presentation, I will discuss ways in which professional careworkers ask the person with intellectual impairment to do something, focusing on ways that the careworkers design their turns with that aim.

Antaki and Kent (2012) state that when needing to get residents to do something, the careworkers face an institutional dilemma of getting the action done by the resident and, at the same time, doing it so that the adult resident's independence is respected. In their study on a British residential home, they found that the staff designed their request as to emphasize the action to be done at the expense, for example, of taking into account the resident's potential trouble and inability in doing the action. Based on data from Finnish residential homes, I will analyze actions similar to those in the study by Antaki and Kent, and explore how the dilemma between getting the resident to do something and respecting the resident's independence is managed by the Finnish careworkers.

The preliminary findings indicate that forms of the directives made by careworkers vary between contexts. E.g. in the context of cooking where the careworker controls the ongoing project, directives are task-orientated, orders and instructions rather than requests. Differently, in contexts where the careworker's authority and the need to control are lower, directives are designed more as requests than orders. Contrary to what Antaki and Kent found, the careworkers in my data orient often to the resident's independence and/or competence in doing the action. Also, in many cases directives are accompanied by an explanation. My data differs from that of Antaki and Kent: the residential care is organized in private

homes and the careworkers live their everyday life and practice their profession at the same time. I will also consider the role of the way in which the care is organized on the design of the actions by the careworkers.
The data are collected from two residential homes where altogether thirteen persons with intellectual impairments and four careworkers live. These residential homes have existed about thirty years with almost same residents. The data consist of audio and video recordings of interactions, and ethnographic notes.

Jessica Van de Weerd & Patrick Dendale

The circumstances and reasons for use of "devoir épistémique" in French. A corpus study in comic strips. (poster)

In this poster, we will analyze the use of epistemic *devoir* in a specific text genre, the comics of Tintin. In line with many authors since Dendale 1991 and 1994, we consider "epistemic" *devoir* in French as a marker with an inferential evidential function. It indicates "that the grounds of the assertion do not come from direct experience of the event itself" (Aksu-Koç & Slobin 1986: 161), but that the speaker inferred his knowledge from evidence: visual, auditory, gustative, verbal.
We will first give an overview of some of the main types of states of affairs in our specific corpus - where images accompany text - that are not directly perceptible, but only inferable, like: mental states of other persons, descriptions of places far from the location of the speaker, descriptions of states of affairs at moments distant from the moment of speech, speculations about causes of states of affairs, predictions of future states of affairs and consequences of states of affairs, identification and characterization processes of persons and objects, etc.
We will then propose a discursive characterization and classification of contexts in which appear propositions with epistemic *devoir*, and an explanation of the general reason of use of these propositions. This classification and explanation will be based primarily on the parameter of "'anomalous' or 'astonishing' situation": e.g. a bomb explosion, signs of surprise of a character, etc. In other, rarer, cases, however, epistemic *devoir* appears in sentences that describe relatively trivial and everyday, "normal", situations: e.g. someone does not respond to a phone call, someone is looking for another person, etc., for which another explanation will be needed.

> [professor Tournesol is looking for something]
> [Tintin] "Il a perdu quelque chose?..."
> [Haddock] "Oui, il **doit avoir perdu** quelque chose..." (Hergé 1977: 45)

At the end, we will briefly show the differences between *devoir* and other markers with an inferential evidential function, like e.g. *visiblement*, *apparemment* or *certainement*.

Maaike van Naerssen

(Dis)preferred responses in Dutch and Indonesian - a matter of politeness? (poster)

People follow certain 'rules' in conversation: when (not) to speak, when (not) to take turn, when (not) to change the subject. But conversations are guided by a different set of norms as well; norms guiding the manner in which we speak: what type of response is expected and accepted, what type of answer or response is taken to be sufficiently informative, how you show disagreement or support. These norms presumably differ from one speech community to another, but every (near-)native speaker of a particular language supposedly has some basic standards and assumptions as to what is valued and expected in conversation (Wierzbicka 2003).
In my research I describe and analyze responses in natural, friendly conversations in Dutch on the one hand and Indonesian on the other. All conversational material is taken from TV-reality show Big Brother, which aired its first ever season in 1999 in the Netherlands and was brought to Indonesia in 2011. The ways in which people show (dis)agreement to what was said can provide insight in the conversational norms they observe. Using these conversational data I hope to capture the conversational norms speakers of either language observe. Following Clark (1996), every initiating turn is believed to propose an activity or project for the participants to undertake. Interlocutors generally try to formulate their utterance in a way they believe to illicit a preferred response, i.e. a response that supports their proposed action.
First analyses of data from my contrastive Dutch-Indonesian corpus, indicate that what is accepted as a response differs strongly between the two languages. In fact, what is and is not a preferred type of response seems to differ. For instance, whereas Dutch interlocutors are direct and to the point, the Indonesian interlocutors often keep their comments vague, marked by the frequent use of hints. I argue that conversational norms guiding these preferences can be discussed in terms of politeness, but a more insightful approach would be to discuss cross-cultural politeness in terms of conversational norms.

Pamela Vang

Doing being Good Guys: Adapting the "face" of the oil industry to changing socio-political contexts (lecture)

Taking its point of departure in the concepts of dialogism and the New Rhetoric, the thesis that underpins this paper is that not only individuals, but also companies and even industries, need to adapt their communication to the prevailing socio-cultural contexts and preferences. For companies, advertising, which I conflate with public relations, is perhaps the principle way in which they communicate with the different publics or stakeholders that constitute their audiences. The purpose of advertising is to elicit a positive response on the part of the individual addressed, and is an activity which is inherently dialogical. As it is an activity through which one party, the advertiser, employs a variety of rhetorical strategies to persuade another to act in a specific way which is advantageous to the advertiser, it is particularly important that the advertiser "identifies" with the intended addressee. Thus, for an advertiser it is important to "foresee a model of a possible reader" (Umberto Eco 1984: 7) and to ensure that the interplay between the advertising text and the current context accords with the preferences of the "perceived I" of the projected audience. In other words, the self-identity of the advertiser is reflexive.

In the case of the oil industry, both technological developments and an increased awareness of the direct and indirect impact of the industry on the environment have strongly influenced advertising communications. The changes in the way that different stakeholders consider the nature of oil and its derivatives and how these impact on lifestyles and on the environment, has guided the ways in which the companies that comprise this industry orient towards their publics and influence the "face" that they choose to display to the world.

From a longitudinal study of the print advertisements produced by the major companies in this oft-contended industry, it can be seen that their "preferred face" has undergone considerable changes to reflect the moods and attitudes dominant among their contemporary publics. Moreover, increasing globalisation has forced the companies to adapt their rhetoric to wider and less homogenous publics. This paper addresses the way in which changing socio-cultural contexts have caused the companies to adapt and orient different aspects of their advertising discourse towards the needs, desires and expectations of these publics. It is shown that what is advertised as well as how this is done, has changed dramatically since 1900 and today. For example, there has been a shift from product to presence. Further, a process of "relexicalization" (Norman Fairclough 1992: 29) has moved the focus of the discourse from oil to energy, while pronominal changes show how the relationships depicted in the participant roles have shifted from paternalism to partnership. Furthermore, the language that is used in the advertisements has become simpler. Finally, although specific contemporary and local cultural references have largely disappeared, it is still possible to observe some national tendencies and differences between advertisements that target the United States and those that are oriented towards a European or more international audience.

Alena Vasilyeva

The construction of conflict in the course of the elections debate (lecture)

The present study examines the construction of conflict in the course of a multi-party argumentative activity in the institutional context, namely the elections debate. One of the features of contemporary research on political argumentation, public debates in particular, is viewing it as institutionalized communication (e.g., Constantinescu 2010; Haaften 2010; Mohammed 2008; Zarefsky 2008). Focusing on interactions that can be gathered under umbrella of institutional talk, Drew and Heritage (1992) point out that institutional talk differs from ordinary conversation on five major dimensions, namely, lexical choice, turn design, sequence organization, overall structural organization of the interaction, and social epistemology and social relations. These institutional forms of talk carry certain constraints on what is considered to be an adequate contribution to the interaction, and what is a violation. Some conversational actions are avoided while others are promoted in institutional talk (Drew & Heritage 1992). The paper focuses on how conflict emerges in the course of an elections debate and how the debaters resist an institutionally preferred form of interactivity, advanced by the moderators, in the view of constraints that the interaction order (Goffman,1967) and institutional order impose on the discussion.

The research is based on the constitutive view of communication that treats interaction as a process of meaning creation, on the one hand, and social construction of social entities such as personal relationships and organizations, on the other one (Littlejohn & Foss 2009). According to this view, a conversation is a social achievement, which means that communicators work together to create organization of their talk and make joint efforts to accomplish actions. The video recording of the 2010 Presidential Elections Debate in Belarus serves as a source of interactional data. This elections debate is of particular interest due to the fact that it deviates from a normal course of debates where debaters are engaged in

argumentative activity with each other. In the case under consideration, the confrontation arose between the debaters and the moderators.
The study uses the method of discourse analysis. The close analysis of the video recording and the transcript is organized by the question: how the participants' use of language contributes to the construction of conflict. The analysis includes the examination of the moderators' actions that the debaters treat as problematic and the moves the debaters make to resist the format of the debates. For example, the preliminary analysis shows that some of the moderators' actions that the debaters consider as inappropriate are making a negative assessment of the candidates, telling jokes, usurping the floor, unequal distribution of time for the debaters' responses. T he debaters challenge the moderators and the format of the debates in a number of way: by addressing questions to the moderators, criticizing the moderators, disagreeing with them, refusing to respond to their questions, explicitly questioning the rules of the debate, aligning with other candidates.
The findings of the study provide grounds for theoretical reflections on conflict and institutional discourse.

Ildikó Vaskó & Thorstein Fretheim

From imperative verb form to mirative marker: Hungarian képzeld ("imagine") and Norwegian tenk ("think") (lecture)

In languages that do not encode an attitude of surprise by means of inflection ('mirative mood'), expressions that are functionally equivalent to mirative affixes are often fully or partially grammaticalized items historically derived from verbs that encode concepts related to imagination or reflection/pondering. This is true of the utterance-initial expressions *képzeld* ('imagine', 2nd p.sg. imperative) in Hungarian and *tenk* in Norwegian, derived from the Hungarian verb *el-kép-zel* (verbal particle-'picture'- denominal suffix) and from the imperative form *tenk* of the Norwegian verb *tenke* ('think'), respectively. The present paper examines the degree of grammaticalization that these forms have undergone and the formal and functional similarities as well as differences between *képzeld* and *tenk* as mirative markers in spoken discourse. Special attention is given to their information-structural properties.
It is argued that the imperative *képzeld* and the imperative *tenk* have undergone parallel processes of grammaticalization that has led to a lexical split between the imperative and a segmentally identical, desemanticized particle that encodes an attitude of wonder or surprise directed at the expressed truth-conditional content, a so-called mirative marker. We examine the major grammatical properties that support our recognition of a mirative *képzeld* and a mirative *tenk* as lexically distinct from the respective imperatives:

- Loss of conceptual content and replacement of a prior conceptual meaning by a procedural meaning,
- Loss of grammatical properties pertaining to members of an open lexical category (word class), including morphological variation that is due to paradigmatic oppositions within inflectional paradigms,
- New membership in a closed category of morphologically invariant function words.

We look for the lexical differences between the Hungarian and the Norwegian mirative, which we believe to be attributable to conceptual differences between the Hungarian and the Norwegian verb.
Képzel /elképzel ('imagine') is a Hungarian verb that presents its complement not as a real object or a real state of affairs but as an imagined object or state of affairs, something that lacks a denotation in the actual world as experienced by speaker and hearer. Mirative statements starting with *képzeld* display several formal and functional properties that are incompatible with the rules pertaining to the lexical verb *elképzel*, among others a marker of emphasis or intensification which frequently accompanies markers of mirativity in many languages.
Hungarian utterances with the mirative particle invariably convey information that the speaker believes the hearer to be unfamiliar with. One syntactic construction with the Norwegian particle works in the same way, but when the complement of *tenk* has the look of an embedded clause, the information conveyed belongs to speaker and hearer's common ground, so that the only new information is the non-truth-conditional attitude of surprise or unexpectedness. The finite 'that'-complement of mirative *tenk* expresses a singular proposition which is presupposed to be true (unlike imperative *tenk* constructions); the infinitival complement of mirative tenk expresses a presupposed general proposition.

Camilla Vasquez

Humor and critique in parodies of Online consumer reviews (lecture)

The Internet has been described as a space brimming with ludic possibilities, where playfulness combines with "a particular focus on manipulating linguistic material for aesthetic and intellectual pleasure"

(Deumert 2014). It is not surprising then that new parodic genres have emerged across diverse forms of digital media. Although parody is an ancient form (Bakhtin 1981), it has also become an important element of contemporary media texts. Recent research on social media (Georgakopoulou 2014; Leppanen et al. 2014) has shown how, through processes such as entextualization and resemiotization, parodic texts found in online environments can convey multiple layers of meaning. In this paper I concentrate on parodies of one particular genre of digital text – user-generated online consumer reviews – and I explore the aesthetic, playful, critical, and even subversive dimensions of these types of internet texts. These texts can be considered heteroglossic in that their authors appropriate recognizable conventions of the reviewing genre, yet they also adopt the voices of "imaged others" in their creation.
I propose a working taxonomy of review parody types. This includes aestheticizations, which make use of various forms of interdiscursivity (such as drawing on a recognizable poetic or song structures) to transform a review of a banal, consumer product into a (quasi-)aesthetic text. I also examine parodies which rely on word play, such as "misinterpreted directions," to produce humorous effects. Recognizing that parody is at the same time humorous and soberingly critical (Bakhtin 1981), I focus on the critical functions of parody reviews as well. These include the use of parody to address various social issues, such as marketing efforts intended to "gender" a particular product, as well as current political events. I also consider those parodic reviews which function as more general commentaries on late capitalism, hyper-consumption, and globalized processes of mass production and distribution. Finally, I discuss the use of parody reviews to mock certain classes of people who participate in particular taste cultures: for example, reviews of the now famous "Three Wolves T-shirt," an object which has pervaded multiple realms of popular culture. This final example demonstrates the processes by which participatory culture (Jenkins 2006) turns some frequently parodied objects into larger memes, widely recirculated and resemiotized in other forms of digital and mass media. In sum, I illustrate how online review parodies coexist in a complex network of relations with "bona fide" reviewing practices, with other forms of media, and within broader social and political discourses.

Bram Vertommen

Systematicity in multilingual speech: Conceptual schemes, viewpoint aspect and topicality as determinants of code-switching (lecture)

Alternational code-switching (CS) (Muysken 2000) is one of the most thoroughly analyzed manifestations of multilingual speech (Bullock & Toribio 2009; Gardner-Chloros 2009). It refers to a switch of the Matrix Language (ML), i.e., the language defining the syntactic structure for a particular utterance (Myers-Scotton 1993). In (1), the ML switches from **Turkish** to Dutch (see Backus 1996):

(1) **Bir bak-tı-m.** Ja, ik heb daarvoor niet de opleiding ge-daan, weet je.
one look-PAST-1SG yeah I have.PRES.1SG for.that not the education PP-do you.know
'I gave it a look. *Yeah, I haven't got the right education for that, you know.'*

Up to now, the majority of multilingualism studies have predominantly focused on a description of (specific, never-identical) local interactional contexts in which alternational CS occurs (Auer 1998; Li Wei 2002), (i) avoiding any generalization with respect to its potential systematicity throughout entire interactions and (ii) predominantly emphasizing its role as a non-verbal cue of macrosocial (i.e., identity, power) and conversation- or discourse related (i.e., turn-structuring principles) concepts (Gumperz 1982). This paper, however, wants to illustrate that, in peer group encounters among Dutch-Turkish and Dutch-Moroccan Arabic (MA) speakers in the Netherlands (Nortier 1990; Backus 1996; Boumans 1998; Eversteijn 2012), alternational CS is *systematically* used in order to mark distinctions which have a *primarily semantic and (discourse) pragmatic* nature (Vertommen, Backus & Lahousse, in prep.; Vertommen & Gentens in prep.). It shows that Dutch and Turkish/MA informative sentences used by these bilinguals significantly differ in terms of:
(i) the basic *conceptual archetypes* or *schemes* they predominantly express (e.g., ascription (Dutch) vs. (caused) motion/transfer (Turkish/MA) (Goldberg 1995, 2006; Radden & Dirven 2007));
(ii) the *aspectual viewpoint* from which these conceptual archetypes/schemes are prototypically presented (e.g., habitual/gnomic (Dutch) vs. progressive/iterative aspect (Turkish/MA) (Smith 1997; Johanson 2000));
(iii) the *point of departure* of the entire proposition(e.g., aboutness-topic (Dutch) vs. frame-setting stage-topic (Turkish/MA) (Erteschik-Shir 2007)), which can be made explicit through left-peripheral non-arguments of the predicate (if any) or (object) scrambling
These observations suggest that – apart from other, mainly extralinguistic motivations – alternational CS amongst these Dutch-Turkish and Dutch-MA speakers serves to mark a transition between two types of Information Structure (IS): (2) *categorical* and (3) *thetic* propositions (Kuroda 1972, 2005; Lambrecht 1994; Sasse 1996).

(2) Zelfs met de ding-en, radiolog-en, daar had ik goede contact mee.
even with the thing-PL radiologist-PL these have.PAST.1SG I good contact with

'Even with the things, the radiologists, [even] with them I had a good relationship.'

(3) **Şey-de** **yilbaşın-da** **kart** **gönder-miş-ler** met alle iedereen foto-'s daarbij.
thing-LOC Christmas-LOC postcard send-INF-3PL with all everyone picture-PL with.it
***'At thing, at Christmas, they sent a postcard** with pictures of everyone included.'*

Categorical propositions give a comment on a referent (i.e., person, object) which, according to the speaker, the addressee is able to individualize. They prototypically correspond to individual-level, general statements which hold true regardless of which point in time is taken into account. In (2), the speaker assumes that the radiologists are contextually inferrable, and attributes a property to it (i.e., that he had a good relationship with them). Constituting the utterance's point of departure, *radiologen* expresses the (*aboutness-)topic* of the proposition. This is formally marked through left-dislocation.

Thetic propositions report an entire event as new information in the discourse context. They prototypically correspond to stage-level statements which emphasize the event's contingency. In (3), the speaker does not attribute a property to a discourse referent, but covers a unique event (i.e., *the sending of a postcard by the radiologists*) situated at a specific point in time and/or space (*at Christmas*). This spatio-temporal coordinate is the utterance's point of departure, and corresponds to the *(stage-)topic* of the proposition.

Julie Villessèche

Films' ratings: Adapting language to age. History of a language criterion through British and French classification institutions. (lecture)

Language in films is already a settled subject in pragmatics. What is not is how language in films is considered not from an audience, or a film director point of view, but by classification institutions. This paper will explore how, in Britain and in France, a telecinematic discourse about language is constructed to associate types of language with age-ratings.

Film classification in the United Kingdom as in France is handled by a single institution. In the UK, it is the BBFC (British Board of Film Classification), created in 1912 and entirely dedicated to classification. In France, since 1946, classification is undertaken by a commission inside the CNC (Centre National du Cinéma). In the case of the UK, guidelines about language are more precise than those in France. They define it in two different ways: on one hand, types and degrees of language, and, on the other hand, in a context-related way.

In this case, language becomes highly malleable for several reasons. "*Timing is everything..*", says Robin Duval, former Director of the BBFC (1999-2004). Indeed, the first reason is that each film is considered in its own time: while "bum" was part of the deleted words in 1931, it can be found nowadays in PG-rated films. But classification also mean continuity: thus, what was offensive in *Life of Brian* in 1979 is still relevant according to its classification given by the BBFC, because this film is tied to its own inner specific context, but it also refer to outer social and cultural elements, which still make sense nowadays. The second reason is that language is also about negotiating: it is the diffusion of a film that is at stake with ratings. In France, the commission of the CNC aims at the preservation of the entire version of the film, but this is not the case in the UK, where films' cuts are part of the institutional background of the BBFC. The third reason related to the malleability of language is when translation is required, through subtitling or dubbing: how a film is translated determines how a film will be rated.

So, these are the elements I would like to present through this paper. The aim is to show how language is adapted to age-ratings and also how film classifications are at the intersection between language and its context, through the discourse of examiners but also, using documents from the archives and examples from films: mainly from the 1960s to nowadays, such as, for example, *Ulysses*, directed by Joseph Strick, or *Sweet Sixteen*, directed by Ken Loach.

Daciana Vlad

Formes de représentation de la polémique dans le discours médiatique (lecture)

Les médias fonctionnant en tant que médiateur entre la réalité socio-politique et les citoyens, elles constituent une institution autorisée à rapporter des faits et des dits à l'intention d'un public. Parmi les événements médiatiques qu'on porte à l'attention de celui-ci, la polémique entre adversaires sociaux ou politiques représente un sujet d'intérêt dont la diffusion remplit une fonction de captation plutôt qu'une fonction d'information, vu l'engouement des gens pour les situations conflictuelles (cf. Charaudeau 2005a). Dans le discours médiatique, la polémique apparaît donc très souvent comme un événement rapporté (cf. Charaudeau 2005b): le journaliste rapporte une polémique impliquant des acteurs sociaux ou politiques, sans forcément prendre position dans le conflit. Le but de cette contribution est d'identifier et de décrire les formes que prend la représentation par le journaliste d'une interaction polémique opposant deux instances énonciatives adverses. Nous appuierons notre démarche sur un modèle global de la polémique (cf. Vlad 2010a et 2010b), qui envisage ce type de discours conflictuel comme une forme

particulière de polyphonie, à savoir la polyphonie conflictuelle. Nous décrirons le dispositif polyphonique que le journaliste met en place dans la représentation d'une polémique, ainsi que les procédés qu'il mobilise à cette fin : rapport en style direct, évocation sous forme d'îlots textuels, narrativisation de la polémique. Nous nous arrêterons plus longuement au dernier procédé, qui consiste à employer des verbes (ironiser sur, railler, accuser, bousculer, attaquer, taper sur, dénoncer, fustiger, s'indigner, etc.) ou des noms (attaque, coup de griffe, choc, frictions, etc.) qui explicitent la valeur illocutoire des propos rapportés.

Dimitra Vladimirou & Juliane House

Impoliteness and discourses of exclusion in Online spaces (lecture)

Researchers of impoliteness have recently turned their attention to the link between doing facework and identity positioning (Hall and Bucholtz 2013) in a number of contexts, including traditional and online media (e.g. Garces-Conejos Blitvich 2009; Lambert-Graham 2007). Less attention, however, has been paid to impoliteness situated in specific socio-political contexts. This paper embedded in interactional and discursively-oriented approaches to impoliteness seeks to better understand the ways in which impoliteness is linked to the discursive construction of personal, professional and political identities and collectivities in a Greek online forum.

The starting point of the data collection was a language ideological debate that took place in Greece during the summer of 2012. The dataset includes 219 responses to a letter entitled *'The Greek language has to remain intact'*, published in a teachers' forum.

Specifically, we address the following questions:

1. What kind of individual, or collective identities do participants construct across online and offline spaces?
2. How are individual, professional and political identities negotiated and co-constructed within the context of the Greek socio-economic crisis? How are these linked to discourses of exclusion, such as racism, extreme nationalism, and homophobia?

In the first part of the paper, we attempt to operationalise the complex participation and attack framework observed in the dataset, stemming from the affordances of online interaction (including overhearers, online and offline participants).

In our results we find examples of impolite behaviour that gradually becomes extremely offensive, racist or homophobic, leading to an escalation of impoliteness. This behaviour is often co-constructed by the various participants and exacerbated by the creation of collectivities, which often extend in online and offline spaces. The analysis also focuses on the use of creativity, entertainment, power negotiation and trolling and links these to the socio-political context of the Greek economic crisis.

Jelena Vranjes, Hanneke Bot, Kurt Feyaerts & Geert Brône

Multimodal feedback mechanisms in interpreter-mediated interaction (lecture)

In interpreter-mediated dialogues, the interpreter's overall task is to create mutual understanding of the subject matter and establish communicative contact and rapport between the primary participants who have no access to each other's language (Linell, Wadensjö & Jönsson 1992; Pasquandrea 2011). However, the presence of the interpreter may result in difficulties for the primary speakers to address each other directly and to display signs of acceptance or mutual understanding (Linell, Wadensjö & Jönsson 1992; Davidson 2002). It is therefore assumed that multimodal resources such as nods, hand gestures and specific gaze patterns are of particular importance in this kind of complex interaction (cf. Pasquandrea 2011), especially for the collaborative process of grounding as described by Clark (1996). This grounding process, in which interlocutors try to establish mutual understanding, becomes most evident in the acceptance phase, when the addressee provides some kind of (verbal or non-verbal) feedback to the speaker's utterance (cf. Clark 1996). Previous studies on grounding mechanisms in interpreter-mediated interaction have mainly paid attention to verbal feedback (Linell, Wadensjö & Jönsson 1992; Davidson 2002). Davidson (2002) provides a collaborative model of interpreted discourse based on the stipulation that there is not one, but two separate sets of common ground constructed between the interpreter and each of the two interpretees (Davidson 2002). However, what is missing in this model is the process of grounding between the two primary participants, which, we argue, may be explored on the non-verbal level.

In the present study, we focus on the role of eye gaze in relation to other (non-)verbal signals in providing and eliciting feedback signals in the specific institutionalized setting of interpreter-mediated dialogue. Our study builds on existing research on grounding in monolingual face-to-face conversation through gaze and other multimodal resources (Bavelas 2002; McNeill 2006; Allwood & Cerrato 2003). In order to determine how much communicative contact is displayed by both interpreter and primary participants on

verbal and non-verbal level, the present study provides a detailed account of temporal dynamics and multimodal packaging (McNeill 2006) of feedback signals. We also take into account how specific feedback patterns are linked to the communicative context of the interaction and to the specific interactional roles (cf. Goffman 1981; Wadensjö 1998; Roy 1999) in the interpreter-mediated interaction.
We recorded a set of interpreted encounters by making use of unobtrusive mobile eye-tracking glasses (Gullberg & Kita 2009; Jokinen 2010; Brône & Oben 2013). Eye-tracking allows for the detailed study of interlocutors' gaze patterns and at the same time captures other semiotic channels, such as gesture and posture.
The analysis of our data reveals specific patterns of gaze distribution related to grounding signals in the interpreted dialogue. We also find indications of a strong temporal correlation between eye gaze, speech and gesture in the establishment of common ground. Our study not only reveals multimodal feedback patterns between the interpreter and the two primary speakers, but also between the primary participants themselves. The results are thus indicative of the establishment of common ground at different levels of communication in interpreter-mediated interaction.

Orit Sonia Waisman

Mismatches as markers of conflict: A semiotic analysis of gesture-word mismatches in conflict dialogues between Israeli Arabs and Jews (lecture)

This presentation will focus on cases of gesture-word mismatches that were identified during conflict situations and were analyzed semiotically (Waisman 2010).
Word/gesture mismatches were examined in conflict situations, using a large corpus of natural spoken and audiovisual recorded data. Mismatches seem to point to a situation in which the speaker's high emotional state leads to a search of a different, highly emotive means of expression. This conclusion is consistent with Goldin-Meadow's claim that mismatches serve as a signaling of a transitional state (Church & Goldin-Meadow 1986; Goldin-Meadow et. al. (1993) and Goldin-Meadow (2003). Interestingly, in the context of learning processes, she found that mismatching actually helps the learner formulate new ideas. Indeed, the mismatch phenomena mark a point of significance in the text and act like a guide, revealing significant events or emotionally noteworthy interactions. Fascinatingly , one of McNeill's mismatch experiments revealed that listeners were prepared to go to a "quite radical length" to avoid conflict between the modalities, to come up with a message that avoided the contradiction caused by the mismatch between them. In fact, the gestures of the speaker were unconsciously taken in, aiming to recover the conveyed meaning (McNeill 1992: 143).
The main data is comprised of a series of video-recorded sessions between Israeli - Arab and Israeli-Jewish students. The video recording was done through a one-way mirror, resulting in a total of 16 videocassettes, with some 30 hours of filmed discussions. The material was subsequently transcribed resulting in a text of approximately 1000 pages.
The mismatches were analyzed through the theory of Phonology as Human Behavior (PHB) of the Columbia School (CS) sign-based theory of linguistics (e.g. Davis 2006; Tobin 1990; Tobin & Schmidt 2008) and the theory of Word Systems (e.g. Aphek & Tobin 1988). These approaches were originally designed for the study of linguistic signs. The present study, however, includes bodily signs in its analyses.
The author is both a linguist and a dance-movement therapist which gives her a holistic perspective on the linguistic text that includes the adaptation of various movement analyses that are used in the field of dance movement therapy. Therefore this study contributes to our understanding of linguistic\non-linguistic mismatches in situations of conflict and may pave the way for similar research in sociology, socio-linguistics, psycholinguistics, and political science. (see also Cuffary 2011).
Mismatches between verbal and non-verbal modalities provide a rich and promising area of research for many and diverse fields. The role of the mismatches in the text can be regarded as a crack in the glass, or a slit in the fabric that engulfs the speech production process. Analyzed through the theories of PHB and CS sign-based theories and the semiotic framework of Word Systems, mismatches were found to mark a point when the speaker reveals the depths of "the multiple layers that compose the complex act of speech production.

John Wakefield

Indirectness and lying: Contrasts between Cantonese and English (lecture)

This paper adopts Peeters' (2013) applied ethnolinguistics approach in an attempt to describe and discuss some differences in speech behavior between Hong Kong-Cantonese (HKC) and Anglo-American English (AE) speakers. The speech behaviors under examination exist among both HKC and AE speakers, but to different degrees and for different reasons; they occur when: a) a speaker says X, but

means Y; or b) a speaker says X when s/he believes X is false. Two of the five pathways laid out by Peeters are used to develop cultural scripts which are proposed to account for what lies behind these differences. First is the ethnopragmatics pathway, which draws on my 30 years of cross-cultural interaction as an L1 speaker of AE and an advanced learner of HKC. My personal observations are supplemented by descriptions found in the literature of related speech behavior in culturally similar speech communities. To this end I review and discuss Ma's (1996) so-called "Chinese rule [of] saying 'yes' for 'no' and 'no' for 'yes'," as well as Chen et al.'s (2013) study that examined American English speakers' and Chinese speakers' differing views about a) what constitutes a lie, and b) why speakers lie. Second is the ethnoaxiology pathway, which is used to examine the extent to which this paper's proposed cultural scripts reflect the existence of some commonly described Eastern vs. Western values. Specifically, the behavior under discussion appears to relate to some frequently discussed East vs. West differences that classify the speech of Eastern cultures as "indirect" and "high-context," and the speech of Western cultures as the opposite: "direct" and "low-context." The HKC and AE speech communities are sub-cultures of the East and the West, respectively, and do indeed appear to show characteristics of these so-called opposing speech behaviors. After developing the cultural scripts and linking them to the literature and to some concrete examples, this paper concludes by arguing that the process (and end result) of formulating cultural scripts using one or more of the ethnolinguistic pathways is arguably the best method by which an advanced learner such as myself can understand an adopted culture's speech and behavior. As an AE speaker who has immigrated into HKC langua-culture, I have benefited from reading about Chinese culture and learning about speech differences in terms of "direct" vs. "indirect" and "high-" vs. "low-context." However, reading about differences in general terms such as these has not helped me fully understand the cultural values and beliefs that guide these differences in behavior. The process of developing cultural scripts enables advanced language learners to not merely see general differences, but to understand *why* given contexts will cause speakers from the two communities involved to speak differently. This is especially helpful when the speech appears on the surface to go against the general norm (e.g., direct speech used in so-called indirect speech communities, and vice versa), but can be understood when explained in terms of being guided by culture-specific values.

Alan Wallington

On indirectly motivated metaphors (lecture)

Traditionally, Conceptual Metaphor Theory (Lakoff and Johnson 1980; Lakoff 1993) views metaphor and meaning extension as involving a domain-to-domain mapping whereby a typically concrete source-domain has an array of correspondents in an abstract or less delimited target-domain, e.g. LOVE AS A JOURNEY. There are a number of problems with the domain-to-domain view that are relevant to this paper.

Thus, descriptions of Conceptual Metaphors typically list a small set of correspondences, presumably the most entrenched. However, it is not spelled out in detail how related utterances not utilising these specific source-target correspondences are interpreted. Rather, the notion of metaphorical entailment is invoked whereby a mapping projects 'source-domain inference patterns onto target-domain inference patterns' (Lakoff 1993), with inference patterns governed by the 'image schematic structure' of the source. However, I shall present sentences showing that non-imagistic attributes such as 'value judgement' and 'emotional state' if inferred as holding of the source, will also map to the target. And, this raises the issue of exactly what can and cannot be mapped.

Secondly, a number of approaches such as ATT-Meta, with its concept of 'Map-Transcending Entities (Barnden et al. 2003), and Blending Theory, with its concept of 'emergent structure' (Fauconnier and Turner 2002), have highlighted cases where aspects of the target appear to have no corresponding source equivalent.

Since the late 1990s, it has been proposed that conceptual metaphor involves not domain-to-domain, but motivated concept-to-concept links. Grady (1997) argues for 'Primary Metaphors' involving a linkage, directly grounded in recurring experiences, between concepts with response content and concepts withimage content. Others (e.g., Barcelona 2000) have argued that metonymy underpins metaphor. Relevance Theoretic approaches to metaphor (e.g. Sperber and Wilson 2008) whereby a concept might be 'broadened' or 'narrowed' can also be cited.

However, the concept-to-concept approach raises the topic of this paper; what now motivates the range of correspondences, conventional and non-conventional, found in domain-to-domain mappings? In my presentation I shall propose a solution and draw a fundamental distinction between directly and indirectly motivated metaphors. I argue that a motivated metaphor can be extended, adding new information not sanctioned by a direct source-target link. Certain specified types of information, (c.f super-schematic structure; Grady 2005; View-Neutral-Mapping-Adjuncts; Barnden et al. 2004; Wallington 2010) are invariant. If they are required of the target and if they can be inferred as holding of the source, then they

will be assumed to hold also of the target just so long as the target is directly linked to the source, treated, so to speak, as an honorary source entity. Simplifying, consider the primary, hence motivated, metaphor, IMPORTANT IS BIG. Its dual, UNIMPORTANT IS SMALL, is, arguably, not directly motivated; in general, small objects are not unimportant. A range of complex cases will be discussed.
Meaning from indirectly motivated elements could be described as 'emergent structure' and a comparison will be made both with Blending Theory and the inferential broadening and narrowing approach of Relevance Theory. Issues of diachrony and frequency of direct versus indirect metaphors will also be discussed.

Hansun Zhang Waring, Elizabeth Reddington & Nadja Tadic

Maintaining control without undermining participation in the language classroom

(lecture)

While much has been written on the nature of classroom order (e.g., Cazden 1988; Edwards & Mercer 1987; Lemke 1990) and departures from that order (e.g., Broner & Tarone 2001; Pomerantz & Bell 2011; Waring 2013), we know less about how such departures may be managed in ways that enable teachers to maintain control without inhibiting student participation—a difficult balance that teachers constantly endeavor to strike (Paoletti & Fele 2004, p. 78) . In this talk, we make an attempt to detail the methods with which the apparent paradox between control and participation may be resolved. We focus specifically on instances where the learner departure entails (1) not doing what is asked, (2) doing what is not asked, or (3) challenging the teacher's epistemic authority.
The data include 66 hours of video-taped adult English as a Second Language (ESL) classroom interactions from 17 classes taught by 20 teachers at a community English program in the United States. In reviewing the videos and transcripts, we identified instances in which students appeared to have embarked on some sort of departure from the regularities of classroom talk, which was then tactfully dealt with by the teachers in the subsequent turns. These instances were then subjected to a thorough examination guided by the principles of conversation analysis.
As will be shown, in achieving a balance between encouraging participation and maintaining control, the teachers deploy two broad sets of practices: *appropriating diversion* and *invoking institutional frame*. In the case of *appropriating diversion*, learner deviation is allowed to remain underground as the teacher charges forth with his/her agenda under the guise of alignment with prior learner talk. With *invoking institutional frame*, the teacher either (1) places the deviation on record but does so in a light-hearted way that preserves the open environment for further participation or (2) redirects the interaction towards the institutional business of learning; the redirection constitutes a unique resource for salvaging a moment of threatened authority as the teacher carefully engineers a return to his or her epistemic territory. While minor deviations such as contributing at the wrong moment or talking quietly on the side tend to be treated with the light-hearted appeal to "rules", more serious challenges to the teacher's epistemic authority are handled with redirection.
Within the dominant (and unquestionably critical) conversation that emphasizes the value of mitigating teacher control in favor of greater learner voice (e.g., Canagarajah 1997; Foster 1989; Heath 1983; Lemke 1990; Rex 2000), we hope that our project will serve as a gentle reminder that the urgency to reduce teacher control need not diminish the importance of that control. After all, maintaining social order is a means "for the practical purposes of achieving educational objectives" (Mehan 1979, p. 81). On a more practical level, we hope that the teachers' skillfulness in managing the difficult balance between control and participation as made evident in our analyses can serve as a useful resource for practitioners intent on expanding their pedagogical repertoire and promoting the interactional richness of classroom life.

Michel Wauthion

Language policy in Vanuatu: An attempt to shift from monolingualism to plurilingualism in a postcolonial context (lecture)

During the colonial period, Vanuatu was administered jointly as the Anglo-French Condominium of the New Hebrides and has inherited when it gained independence in 1980 two parallel education languages, English and French. In 30 years, social changes observed are important. The educational system was also exposed to three successive important reform plans, which however resulted ineffective. This paper tries to explore the context of this failure to adapt language policy to the social change. On the basis of discourse analysis it put in light some language ideology present both in stakeholders and decision makers.
Social practices have mainly evolved by the extension of the use of bislama pidgin into society. In 30 years, the pidgin has been gaining ground both up (widespread use in the media, in Parliament,

dissemination of writing) and down (extension of the knowledge of the pidgin to the entire Nation, creolisation in urban areas) without threatening the vitality of the numerous vernaculars

1. Fundamental Law and education: a dual monolingual stream Educational policy that that accompanied the country"s access to independence aimed to promote nation building. To this purpose, the Vanuaaku pro independent party stated on the eve of independence the principle of generalization of an exclusive instruction in English, in order to pave the way to a generalized use of the pidgin in education. The threat of a civil war brought the leaders to choose the status quo, namely the maintenance of two parallel education systems, in French and English. The English government encouraged the development of public schools in English and it was mostly Christian communities that allowed maintaining instruction in French.

2. World Bank Comprehensive Reform Program and masterplan for Education.

The turn of the millennium saw the arrival of a Master plan for education proposed by theWorldBank, which consistedof a generalization of basic educationin the vernacular, inspired by the Education for All program from Unesco. This proposal introduces the principle of generalization of bilingual education in education, but also stated the massive introduction of vernacular languages in school, with important economic consideration in mind. Toachievethe goal of "education for all", it was indeed necessary to developthe use ofteachers, which means savings inteacher training, particularly in the mastery of the majorlanguages of education.

3.Towards ahorizontalmultilingualismin education.

The National Education Summit in 2006 launched the project of unifying the school language of instruction system by replacing the two existing English and French streams with a single system which should put the entire school population starting with mother tongue literacy followed by a bilingual education for all both in English and French. This plan was presented by the Ministry of Education in 2011 and clearly marked by the advocacy of the *Council of Europe* language policy of a multilingual (*plurilingual*) and intercultural education.

Yipu Wei & Jacqueline Evers-Vermeul

Three-layer approach towards the cognitive representation and linguistic marking of subjectivity and perspective (poster)

Background: People use linguistic elements to express cognitive features. Some linguistic elements express discourse coherence, such as connectives. Specific connectives also code information in the dimension of subjectivity, such as Dutch *want* 'because'. These connectives function as processing instructions for readers and affect the on-line processing of coherence relations (Canestrelli, Mak and Sanders 2013). Processing studies suggest that other linguistic elements such as epistemic modals (*perhaps, probably*) and expressions with cognition/communication verbs (*John thinks/says*) also influence on-line processing and interact with the processing effects introduced by connectives (Canestrelli, Mak and Sanders 2013; Traxler, Sanford, Aked and Moxey 1997). Works on subjectivity and perspective have termed these expressions as perspective markers (Verhagen 2005) or mental space builders (Sanders, Sanders and Sweetser 2012).

Research questions & Methods: Most previous studies look at perspective and subjectivity separately. With this theoretical paper, we aim to provide a unified account towards subjectivity and perspective and answer the following research questions: at the linguistic level, what are the functions of linguistic elements in marking various degrees of subjectivity and different perspectives? How can we categorize these linguistic elements using an integrated approach and how do they interact with one another in the discourse representation? At the cognitive level, what is the relation between subjectivity and perspective? Can perspective and subjectivity be analyzed in an integrated fashion?

We have conducted a literature study on previous research to develop a unified approach. The new model is expected to systematically describe the isolated linguistic phenomena of perspective markers reported in literature and to analyze subjectivity and perspective in an integrated way.

Analysis: We will present a three-layer framework, developed from the three metafunctions by Halliday (1985). Under this framework, information coded by linguistic elements is functional at different layers, i.e. the propositional layer, the relational layer and the interpersonal layer. Perspective markers can be categorized according to the layers they function at. The integrated approach can be applied to account for the phenomena such as scope ambiguity, ambiguity in defining causal domains, etc. From the cognitive aspect, this three-layer model gives insights into the conceptual configuration of subjectivity and perspective: subjectivity in coherence relations is formed at the relational layer, while the extra cognitive effort brought by subjectivity is relieved at the interpersonal layer by the explicit marking of perspectives. Furthermore, this three-layer approach provides a new view point to analyze discourse markers, specifically connectives in relations with other perspective markers in corpora.

Jean Wong

Interactional know-how in storytelling: A look at L1-L2 phone conversation (lecture)

A generic practice of ordinary conversation is storytelling (aka oral narrative) with tellers recounting past or future events, and recipients displaying alignment and affiliation as preferred responses. Using a CA framework, I juxtapose 'tellables' from two differing L1-L2 phone conversations in English. Not only do the participants discuss the same stories, but the L2 teller remains constant, which allows us to compare her interactional competences across story-recipients. Given recipients' respective responses, the form and shape of each telling rewinds and replays in differing ways. Each story- recipient displays how or whether she aligns and affiliates, thereby allowing us a glimpse into how they "do" friendship, and how they shape and form their relationship as intimate or distant. From the perspective of L1-L2 conversation, we confirm that storytelling is an interactional achievement just as it is in L1 conversation. It is a product of fluid dynamic co-construction and fine-tuned analysis (or not) on the part of the participants involved. Put another way, there is not one singular story or one set of facts to be conveyed to an unknowing story-recipient. Findings direct attention to the CA principle of recipient-design, and a renewed appreciation for its critical role in underpinning social interaction. The paper has implications for how we are to interpret what constitutes (L2) interactional know-how, which rests upon participants' understandings of what is achieved (or not) on a contingent moment-by-moment basis.

Helen Woodfield & Cesar Felix-Brasdefer

Pragmalinguistic and sociopragmatic awareness: Retrospective verbal reports in second and foreign langauge contexts (lecture)

Verbal reports have been used to examine learners' cognitive processes to recall information during or after performing a task (Cohen 1996; 2012; Gass & Mackey 2000). Although this methodology has been utilized to analyze various aspects of L2 pragmatic knowledge (e.g., Faerch & Kasper 1987; Félix-Brasdefer 2008; Woodfield 2012), learners' perceptions of L2 knowledge need to be investigated in other learning contexts, with different pragmatic targets, and with different learner populations. The aim of this talk is to examine the cognitive processes of learners of English (ESL) and Spanish (FL) in two learning contexts, namely, learners studying English in England and Spanish as a FL in the United States (Indiana, USA). Using Cohen's (2005) proposed classification of language learning and use strategies, we examine the learners' cognitive processes when retrieving and identifying pragmalinguistic and sociopragmatic information, linguistic difficulties, sociocultural information, and the selection of the language of thought in SL and FL contexts. Method: Twenty eight learners participated in the present study in two learning contexts, ESL (N = 8) and FL (N = 20). Learners participated in four role play situations featuring two requests for action and two refusals to requests; two were directed to a person of higher status (+P, +D) and two to person of equal status (-P, -D). Verbal reports were collected after the role-play task. The data were analyzed with regard to noticed/attended features of the role play situations, linguistic difficulties, planning and execution of the speech act, sociocultural information, and the selection of the language of thought.

Results showed the learners' ability to retrieve and use different types of pragmalinguistic information (grammar and vocabulary) for the service of pragmatics after completing a face-to-face role-play interaction (cognition). Further, we discuss the benefits of retrospective verbal reports to raise awareness of sociopragmatic knowledge in equal and unequal situations (pragmatic knowledge), as well as the selection of the language of thought during the execution and planning of the speech act. The issue of the amount and exposure to input in each learning context will be addressed. Finally, we will discuss pragmatic development, variation in L2 learner perception of speech acts, as well as methodological and pedagogical implications for using retrospective verbal reports in pragmatics research.

Mengying Xia

Layered contexts in the interpretation of metaphor (lecture)

From the perspective of a new, developing contextualist account on metaphor, this article aims to present a layered organisation of contexts, in order to show how contextual information is utilised in the production, processing and interpretation of different kinds of metaphorical expressions. The term "context" discussed here includes all the linguistic and extra-linguistic information that the speaker and hearer could make use of in communicative exchange. Apart from the linguistic context that has been thoroughly researched in the literature, other information from the intra-sentential context, the co-text and the cultural and social-cultural context is also included, which plays a crucial role in the interpretation of metaphor.

Context influences the interpretation of metaphor in a way that is more complicated than the assignment of variables for indexicals (c.f. Kaplan 1989a, 1989b; Stalnaker 1978). Firstly, the context does not assign any referent or provide any definite meaning to a metaphorical discussion (c.f. Stern 2000), but to provide a series of clues for the hearer to filter all the possible interpretations that a vehicle may have, until he selects the most appropriate one. Moreover, while previous research has attempted to integrate metaphysical context in a theory of metaphor (see Bergmann 1982; Leezenberg 2001; Stern 2000) , a metaphysical context is not sufficient for the calculation of an exact semantic representation of a metaphorical expression, and a better solution is to maintain an epistemological context.

The layered structure of contextual information develops from the "dimensions of context" proposed by Meibauer (2012) , as well as the organisation of context identified by Fetzer (2012) on the basis of Sperber and Wilson (1995). The structure of contexts used in the interpretation of metaphor is similar to an onion: the kernel is the most static layer, and the accessibility to contextual information is gradually higher from inside to outside, which means that the influence of contextual information is gradually more recognisable. Three major layers are identified in this paper: the intra-sentential context, i.e. the surrounding text of a word or phrase that is used metaphorically, which is the most superficial layer and provides judgement of the awareness of metaphoricalness; the discourse context, including the co-text and the communicative context, which is situated in the middle of the onion-like structure and used to select the intended interpretation from several possible interpretations of a metaphorical utterance; and the cultural and socio-cultural context, which is the kernel layer, affecting the preferred mappings in one language and the preferred "emotional categories" of a metaphorical vehicle.

Compared with existing contextualist accounts on the semantics/pragmatics interface (e.g. Carston 2002; Recanati 2004, 2010; Sperber & Wilson 1995), this proposal could better illustrate pragmatic preferences between different cultures by integrating cultural factors into the context, which is important in the interpretation of metaphor; although it is designed to elaborate the interpretation of metaphor, this structure of contexts can also be applied to interpret other literal and non-literal uses of language.

Jianwei Xu & Hui Huang

Developing pragmatic awareness and competence in heritage language learners: The effects of intergenerational and intercultural encounters (lecture)

Traditional literature on pragmatics instruction in second or foreign language classroom settings tends to predominantly focus on the acquisition of native-like pragmatic norms. Recently, however, an increasing number of researchers have proposed a shift of focus from acquiring such pragmatic norms to developing intercultural positions (e.g. Judd 1999; Dervin & Liddicoat 2013; MaConachy 2013). Essentially, this proposal is motivated by the concern that in intercultural education it is not necessarily the end product for many learners to take on native norms; rather, it is the processes of meaning making and interpretation at the intersections of language and culture that should be deemed as paramount for language learners. In this sense, opportunities should be created for learners to develop a heightened awareness of the cultural connotations of particular ways of speaking and recognize how linguistic meanings are embedded in cultural systems of understanding (He 2008; McConachy 2013; Schieffelin & Ochs 1986). This paper addresses the unique opportunities created by a large project in Australia in which younger second language (L2) learners were paired with older bilinguals and conducted naturalistic conversations in order to enhance the L2 (Chinese, German and Spanish) development and intercultural communication experience of young Australians learning the languages as L2. The focus of the paper is upon the ways in which a cohort of Australian upper secondary students (novice learners) learning Chinese as a heritage language engaged with the deeper associations of language and culture through the guidance of older speakers (expert users) of Mandarin. Drawing on discourse and conversation analyses, we are interested in how the expert users assisted the novice learners in tying conversational routines and speech acts to a range of cultural assumptions in order to teach them to think, feel and act in accordance with the values, ideologies and traditions of the group (Duff 2007). It is expected that the findings and the discussion will shed light on the importance of the approach to studying pragmatic awareness in intercultural education.

Hitoko Yamada

Japanese kinship terms for strangers (lecture)

Japanese has a systematic kinship terminology for the relationship by blood and marriage like many other languages do. But Japanese kinship terms can also be used to refer to or to address people with no kin relationsip with the speaker, and often to address even perfect strangers, as Norbeck and Befu (1958) mentioned more than half a century ago.

This paper collects and examines data with Japanese kinship terms from *the Balanced Corpus of Contemporary Written Japanese (BCCWJ)* of National Institute for Japanese Language and Linguistics.

Close examination of their uses in various contexts clarifies the cognitive and pragmatic process of categorical changes of Japanese kinship terms.
Although English kinship terms are metaphorically used in Christianity, Japanese kinship terms are not for Buddhism, one of the most traditional and popular religions in Japan. To become a Buddhist priest or nun is expressed as *shukke,* which literally means to leave the family. The idea of "family" or "kinship" does not go along with the spirit of Buddhism.
Japanese kinship terms are not used for Buddhism, but broadly used for everyday social life. Not all kinds but eight kinds of kinship terms for "grandmother," "grandfather," "mother," "father," "aunt," "uncle," "elder sister," and "elder brother" are used to refer to and address friends, neighbors, and strangers in the society.
Two factors, "familiarity" and "age difference," are the keys for these uses. All the kinship terms have "familiarity" as their common important feature. And among the kinship terms, "age difference" can be a salient feature. Salient features attract the speaker's attention and bring about category extensions. (Sperber & Wilson (2006), Yamada (2012)) Attention to these two salient features, "familiarity" and "age difference," causes the extensions of the categories of Japanese kinship terms.

Naoko Yamamoto

Tautology and denial (lecture)

Some previous studies have suggested that the process of interpreting tautology (e.g. Business is business) could be accounted for in terms of negation, but none has been based on comparisons with other negative expressions. The similarities and differences between tautology and other negative expressions are unclear. Adopting Carston's (1996) notion of 'echoic', this paper compares tautology with cases of denial such as metalinguistic negation, and claims that tautology communicates the speaker's attitude to an attributed utterance or thought in the same way as metalinguistic negation, but without being echoic. Wilson (2000) argues that metalinguistic negation, which is placed in the denial category, conveys the speaker's attitude to an attributed utterance or thought and can be treated as echoic.
(1) Around here we don't eat tom[eiDouz] and we don't get stressed out. We eat tom[a:touz] and we get a little tense now and then. (Carston 1996: 320, cited by Wilson 2000: 434)
In (1), the speaker rejects and corrects the American pronunciation of 'tomato' and the use of the expression 'get stressed out'. This metalinguistic case repeats linguistic factors such as pronunciation and style or register, and expresses an attitude to them. The attitude expressed by (1) is objection or rejection.
(2) and (3) demonstrate that tautology conveys the speaker's attitude of objecting.
(2) [Langton tries to hand a pilot a bearer bond, but the pilot doubts that it is genuine.]
(Langton says) "It's the same as cash."
"Only **cash is cash**," the pilot said, handing the bond back.
(3) [At a restaurant, a woman had been scared of a whole boiled lobster.]
I had a boiled lobster ... I'd never had my food look at me before I was going to eat ... t was quite intimidating. However, **food is food**, and eventually I figured out how to eat the little guy.
In (2), which is a quotation from a novel, *cash is cash* is used to object to an utterance attributed to the previous speaker, Langton. In the quoted passage (3), *food is food* is used to object to a thought attributed to the speaker herself in the past.
Note that a tautological utterance is interpreted as rejecting an attributed utterance or thought. Thus, it is argued that nominal tautological utterances convey the speaker's attitude to an attributed utterance or thought. The attitude is objection or rejection. It can also be said that nominal tautological utterances do not repeat the attributed content partially or completely, and so (2) and (3) cannot be considered echoic in Carston's (1996) sense. The above comparative research reveals that tautology and metalinguistic negation convey the speaker's attitude to an attributed content and the attitude is objection or rejection, but tautology is not echoic, unlike metalinguistic negation.

Chie Yamane-Yoshinaga, Jinny Park-Craig & Yasue Kimura

Interview discourse of Sochi Olympics - comparing Japanese, Korean and Chinese TV and newspaper discourse- (poster)

It is said that language changes its style by the scene or the usage. We focused on the data of the Olympics and had been researching them by Yamane (2011), Yamane and Park (2011, 2013). This study succeeds to our previous research and analyzes TV and newspaper interview data (mainly collected from athletes) of the Sochi Olympics. The aim of this study is to pursue the similarity and the differences of spoken and written interview discourse among Japanese (data: Japan Broadcasting Corporation News 25 athletes, Asahi Newspaper 55 athletes), Korean (Korean Broadcasting System News 16 athletes, Chosunilbo 14 athletes) and Chinese (Xinwenlianbo News 2 athletes, Beijingwanbao 1 athlete). The results of this study at the moment are as follows: 1. China (Chinese) As China is a communist country,

few interviews are broadcast. They are selective or censored. Therefore the contents of discourses were exemplary like "I tried to do my best." "I am proud of myself to do a winning run with a national flag." However in the popular newspaper, the same athlete disclosed his real intention like "I am very excited." "I held a fantasy to get a gold medal before I slept." 2. Japan (Japanese) and Korea (Korean) 2.1. Both languages have spoken and written language styles. Polite form is used at the end of sentences for official interview and plain form is used for written languages like newspaper. However, through this research, we found that polite form was used in about 12 percent of whole written sentences of each language. In addition, ending particles such as 'yo', 'ne', 'na', abbreviations of 'ja', 'kya', 'cha', 'kedo(although)' and colloquial forms of 'sugoi(very)', 'ippai(many)', 'iron'na(various)' appeared in only Japanese discourse. This phenomenon violates the adaptability of the spoken and written styles. However it is effective for the expression of the real spoken discourse into written discourse. The ratio of intermixture of spoken and written styles is higher in Japanese than Korean as Japanese is tolerant to the permission of it. 2.2. The phrases of 'I think~', 'I feel like~' were often used at the end of spoken discourse (about 50 % of the whole spoken sentences) in both languages. Especially in Korean, usage such as the third person is used even though the speaker herself spoke was found such as "I feel like hanging on while thinking about my elder sister." On the contrary, Japanese used not only 'I think~' but also more variety of modal expressions like '~tai (want)', '~janaikana(might)'. We could see sentences such as "I think I want to get a medal." "I might think that it is certified my dream comes true." These phrases can be seen more in spoken discourse than in written discourse. Through these results, we realize that speakers like to convey their opinions gently. It is used as a kind of mitigation. For both languages, mitigation is a kind of adaptability to express opinions. It also helps to prevent becoming the focus of criticism from mass media if athletes cannot get prize.

Lynda Yates & Maria R. Dahm

Pragmatics in action: Strategies for doctors and medical educators (lecture)

This paper reports on a study exploring pragmatic variability and appropriateness in doctor-patient consultations and the potential of pragmatic analysis to improve the feedback provided by medical experts to doctors from a range of language backgrounds preparing to practise through English.

It draws on an analysis of two sets of video-recorded interactional data involving simulated doctor-patient interactions and feedback on these by medical educators on from. In the first data set, eight medical students in their 4th and 5th year of study in Australia conduct simulated consultations in which they elicit information, conduct examinations and discuss management with patients suffering from chronic conditions recruited from a public hospital. These are complemented by video-recordings of the feedback sessions in which the trainee doctors are given feedback. The second data set comprises semi-authentic role plays between chronic patients and five international medical graduates (IMGs), and the written feedback on their performances given by medical educators. The IMGs were practising in an Australian hospital while preparing for full medical registration. While the patients and their medical conditions in both data sets were real, the role-plays were conducted for educational purposes.

The doctor-patient data were transcribed and analysed for the pragmatic strategies used by the doctors to conduct the consultation. A particular focus was how far these strategies enabled them to elicit information, examine the patient and discuss patient management in a time efficient and yet patient-centred manner. The feedback from the tutors and medical educators as it related to communication issues was also analysed and compared with the pragmatic analysis of the doctor-patient interactions. The contribution of pragmatic analysis to the accuracy and efficacy of feedback in medical training and the implications for medical communications training in a multicultural environment are discussed.

Rachel Yifat, Naomi Shapira-Abas & Patrice L. Weiss

Intersubjectivity in peer interactions of children with Autistic Spectrum Disorders during computer games (poster)

Autism is a spectrum of conditions which affect, to various degrees, the development of interpersonal engagement and collaborative actions. Some researchers view autism as a primary deficit in the achievement of intersubjectivity (Muratori & Maestro 2007). Peer play is a significant activity in childhood that requires intersubjectivity. Children achieve intersubjectivity in social play by negotiating their ideas, verbally and non-verbally, with one another. There is research evidence that without explicit guidance, children with Autistic Spectrum Disorders (ASD) display difficulties to engage in social play (Hobson et al. 2013), primarily due to their limited ability to grasp the social meaning of collaborating with peers.

The aim of this study was to examine the achievement of intersubjectivity between children with high functioning ASD (HASD) while playing computer games. The games are based on a computer

technology that was designed specifically to foster collaboration between pairs of children, using different types of collaborative interaction patterns in a multi-user context (Weiss et al. 2011). In the present study, collaboration was reflected in the performance of two types of joint actions: sharing of personal resources to achieve a common objective, and mutual planning where collaboration requires the children to formulate and perform a joint plan.
Data included 96 video-recorded game interactions of 16 (8 pairs) children with HASD, age range 6:03-8:01 and 16 (8 pairs) typically developing (TD) children, age range 5:05-7:05. Children's utterances and nonverbal behaviors were transcribed from the videotapes and subsequently data was analyzed and coded. Intersujectivity was revealed through participants' initiations of various types of requestive communicative acts, production of responsive communicative acts and the level of association between the two. Results revealed that similar to the TD children, the children with HASD demonstrated a high level of collaboration and achieved intersubjectivity during the games. The implications of this study's findings are discussed in terms of their importance for furthering knowledge about the potential of children with ASD to collaborate with peers and be engaged in a social play.

Jae Rim Yoon

Multilingualism in policies and interactions of marriage immigrant women in South Korea: Ethnographic discourse analysis of transnationalism (lecture)

As globalization has increased the mobility of semiotic resources and discourses, recent sociolinguistic studies have destabilized cultural and national boundaries in research on multilingualism. Nation-state discourses such as policies on multilingualism also interact with globalization by either accepting and using it or adhering to modernist discourses (e.g., one language–one nation policies). Nation-state policies interact with multilinguals' lives, in that they can regulate, suppress, institutionalize, promote, or commodify multilingualism in globalization. One significant phenomenon of globalization in South Korea is the international marriage between South Korean men and foreign women, which has drawn nation-wide attention to multicultural families and marriage immigrant women (*gyulhon imin yusung*) due to their growing number and unique arrangement through agencies. Despite the interests across different disciplines, little sociolinguistic research has investigated how such changes interact with different levels of discourses in Korea.
Motivated by the significance of the societal change and the research gap, this study examined how multilingual changes interplay with multicultural family policies and daily practices of *gyulhon imin yusung* in the Korean as a second language (KSL) classroom at a Multicultural Family Support Center, which is run by the government. Drawing on the concept of transnationalism (Vertovec 2009) and adopting ethnographic discourse analysis as an overall approach, the study explored how Multicultural Family Policies interact with multilingual changes and how 12 *gyulhon imin yusung* from six different countries utilize their home cultures and languages as well as those of their new communities in daily interactions. The data of this study consist of policy statements available to public access and audio-recorded interactions inside and outside the KSL classroom collected over nine months. Participant interview narratives and field-notes were also used as supplementary data when useful.
The analyses illustrate d that the underlying perspective of the government policies is integrationist (Weber & Horner 2012), which emphasizes Korean language education and social integration. These perspectives influenced *gyulhon imin yusung* on a daily basis, considering that the Korean class for the participants was provided as a part of integration policy and that they frequently oriented to the Korean language proficiency test and social integration programs. The interactions among *gyulhon imin yusung* showed they enact integrationist perspectives and accept such societal discourses at times but also discursively challenge and resist degrading views upon *gyulhon imin yusung*. The participants often discussed how they use multilingual and multicultural resources by communicating both in Korean and their home languages, using home languages and cultures for their career, or participating in social groups of transnationals in Korea. They also shared anecdotes of being insulted by Korean people due to their ethnicities or nationalities frequently, to which the participants' orientation differed depending on their nationality, socioeconomic status, linguistic background, or the nature of their marriage. The findings of the study will contribute to better understanding the voices of *gyulhon imin yusung* and transnational nature of their multilingual lives,which will eventually contribute to reflecting them in multilingual policies of South Korea.

Megumi Yoshida

Requesting or what? Strategies in the speech act of request in English (poster)

"Your translation will appear on the Japanese side of the new website. You work will be recycled and reused many times so please do your best!"

This is a comment appeared in an email written by an English native speaker. While asking for a favor and requesting to make a translation of some document, the writer focuses on the benefit that the person who is requested would achieve. Requesting in English often includes such comments that emphasize the requestee's benefit. However, this may often sound more like a negotiation for non-native speakers of English and can be a cross-cultural problem in pragmatics. This study examines the strategies used in English requesting speech act.
Most previous studies on the speech act of request either discussed the appropriateness of expressions in terms of politeness or examined the realization pattern by analyzing the conversation structure of the requesting speech act. These discussions are based on the request made in a variety of situation. The current study focuses on the degree of impositions of a request as a factor that determines the strategies and examines the cultural differences in the use between native speakers of English and Japanese learners of English. In the study, a discourse completion task in which the participant is asking for a favor in English is created and conducted by Japanese learners of English. The request in the task has two different versions in terms of the degree of impositions, and each version is given to the two different groups of the participants in terms of the proficiency in English. The strategies used in their request are analyzed and compared to the strategies used in the answers by native speakers of English and in the answers by native speakers of Japanese in the Japanese translated version of the ACT.

Di Yu,

Multimodal management of turn-taking in presidential debate crosstalk (lecture)

Within the realm of Conversation Analysis (CA), few studies have been done on turn-taking in political debates (Bilmes 1999, 2001), and even fewer have integrated a multimodal perspective. The current project studies the 2012 US presidential debates, and attempts to bring together two lines of work: turn-taking in overlapping talk and political discourse studies, employing a multimodal perspective. Following the work that regards gestures as embodied actions (Goodwin 2000, 2013), the current project aims to analyze a set of multimodal turn-taking practices used by debate participants during long stretches of overlapping talk, and how these practices result in changes in the turn trajectory of their co-participant.
The data set of this project consist of video recordings of the 2012 US presidential candidates, 3 between the presidential candidates and 1 between the vice presidential candidates. By examining the use of multimodal resources, I show three practices: 1) progressively intense embodied turn design, 2) prosodic and lexical repetition, and 3) bodily-visual orientation. These practices enable the speaker to change the turn trajectory of their co-participant in the following ways. First, participants launch increasingly complex turns accompanied by increasingly intense hand gestures. Such practice results in the co-participant relinquishing the floor. This practice also enables the previously non-primary speaker to secure primary speakership, and is consistent with the finding of Ford and Stickle (2012). Also, with persistent prosodic and lexical self-repetitions, one can force the co-participant to change their course of action, i.e., from further building multi-unit turns without acknowledging any insertions from the other party at talk to having to address the other party and respond to their allegation. Finally, participants physically orienting to breaking off mutual gaze and selecting another addressee forces the other party at talk to prematurely end their turn and change their course of action. Simply by physically displaying a tendency to close the discussion, with very minimal verbal input, participants are able to signal their orientation and induce a change in the turn trajectory of their co-participant.
With this analysis, I also hope to further the discussion regarding the particular participation framework of political debates (Goffman 1974; Goodwin 1986; Bilmes 2001) and what distinguishes its particular institutional order from other types of talk.

Tatiana Yudina

Polarisierung im Diskurs. Politische Semantik im Kontext. (poster)

Der aktuelle öffentlich - politische Diskurs in Russland zeigt eine ganz neue Dynamik. Im Zentrum der Untersuchung stand das Thema: die Reflexion der europäischen Partner im aktuellen öffentlich-politischen Diskurs (kulturelle Aspekte). Das empirische Material umfasste solide Publizistik und das analytische Material in den Massenmedien sowie öffentliche politische Werbung im urbanen Bereich. Die Ergebnisse präsentieren, wie standartisierte sprachliche Strukturen ganz unterschiedliche pragmatische Semantik in neuen Kontexten erwerben.
Der gesellschaftliche Diskurs entwickelt sich in polarisierende Richtungen: 1. agressiv militant und isolationsorientiert; 2. kooperativ, europaorientiert, weltoffen. Das Verbale und das Visuelle werden dabei öfters in einer Einheitlichkeit präsentiert. Im Zentrum der Darstellung stehen:

- pragmatische Intentionen bei der „Konstruktion der neuen Wirklichkeit"
- neue Verkettungen und Vernetzungen von alten Stereotypen

- diskursive Konstruktion der „nationalen Identität“ (R. Wodak, T.v. Dijk)
- verbale Mittel, die „Wertesysteme“konstruieren (Busse 1997).

Die Untersuchungsmethode stellt in das Zentrum der Analyse Äußerungen (darunter auch Slogans, „brisanteWörter“). Äußerungen und die Reaktionen auf Äußerungen, neue Verkettungen von Äußerungen zeigen neue diskursive Praktiken.
In dem „national orientierten“ Diskurs spielen „Kollektivsymbole“, idealisierung/ Romantisierung der Vergangenheit und Mobilisierungsrhetorik eine grosse Rolle. Neue Slogans tragen eine deutliche Rückwärtsorientierung.

Yantao Zeng

A pragmatic approach to the composition, type, function and interpretation of Chinese-specific cursing terms Guo Ma (lecture)

Guo Ma (Chinese-specific cursing terms) is a type of scolding expressions widely spread in colloquial Chinese, expressing such emotion as dislike, grudge, indignation. This paper, aiming at the composition, type, function and pragmatic force of typical Chinese-specific cursing terms, reveals that these cursing terms under observation convey not only negative attitude and emotion as traditionally recognized but also neutral or even positive attitude and emotion. The researcher does not intend to offer a deliberate justification for these terms but shows that they are not diabolic expressions and deserve a full attention of linguists.

Shaojie Zhang

Theorizing a choice-adaptation framework for the grammar-pragmatics interface (lecture)

The grammar-pragmatics interface, compared with the semantics-pragmatics interface, has not been given sufficient attention so far in post-Gricean pragmatics. This study, based on the data from Chinese-English Corpus authorized by the Center for Chinese Linguistics PKU, is intended to theorize a choice-adaptation framework which enables a large range of grammar-pragmatics phenomena to be explained.
The framework draws on, both from systemic-functional grammar, the conception of “choice as meaning”, and from pragmatic adaptability theory, the conception of “adaptability for communicative needs”. In order to construct such a framework, the paper proposes that two kinds of relationship need to be clarified, namely, the relation between conventionality and intentionality and the relation between grammar and pragmatics at the use level. The first relation is involved in human communication as a process of choice-making in which the speaker chooses a grammatical form in the context of situation to express his or her intention for certain communicative needs and the hearer, in normal circumstances, recognizes that intention based on conventionality as the collective intention agreed upon by the language community. This relation suggests how conventionality makes it possible for explicit communication to happen. The second relation is involved as an interaction between grammar as a set of coding recourses for making choices as meaning and pragmatics as possible communicative needs that grammar serves to adapt to so as to meet with expressed intentions and contextual constraints on such choices. This second relation, relying on the first relation as a theoretical premise, suggests that how intentionality determines pragmatic choices for implicit communication. These two relations, understood as such, allow for a choice-adaptation framework to be constructed from the functional perspective.
It argues that the interacting of grammatical phenomena, ranging from voice, tense, to mood, with pragmatics can be accounted for within such a framework.

Wei Zhang & Angela Chan

Dealing with turn-taking troubles: Managing turn-taking, repair and sequence organization in Chinese conversation (lecture)

Turn-taking and repair organization are among the fundamental infrastructures underlying human social interaction (Levinson 2014). One of the grossly apparent facts about conversation as listed in Sacks et al’s (1974) seminal paper on the organization of turn-taking is the repair mechanisms that deals with turn-taking troubles. Repair mechanism is seen at work when two parties find themselves talking at the same time and one of them gives up on bringing his/her in-progress turn constructional unit (TCU) to completion (Schegloff 2000) thus resolve the trouble of ‘more-than-one-at-a time’ (C.f. other kinds of trouble-source dealt with by repair as documented in Schegloff et al 1977; Drew 1997; Lerner & Kitzinger 2012; Hayashi, Raymond & Sidnell 2013 among others). However, the very practice for repairing turn-taking troubles “is itself otherwise violative in turntaking terms, namely stopping a turn before its possible completion point” (Sacks et al 1974: 724). In this paper, we examine how participants

manage repairing troubles of turn-taking and turn completion in spontaneous Cantonese and Mandarin conversation. We observed that speakers who have given up on an in-progress TCU may leave it as incomplete as shown in example (1). Or, they may find their way back to the incomplete turn, picking it up from where it was apparently withdrawn and bring it to completion as shown in example (2). We then examine the sequential contexts where the 'giving-up' and 'picking-up' cases are situated and explore the interactional contingencies that are relevant to whether a speaker goes back to his/her earlier withdrawn turn and how he/she does it. While in many cases turn-taking troubles are repaired at the expense of turn completion, in other cases an incomplete turn would be picked up and brought to completion when the action being implemented is at some sort of stake, e.g. a dramatic point in the telling would be lost or a self-defense in the face of negative assessment would be weakened if the turn is left incomplete. Speakers reactivate their withdrawn turn by repeating the part of TCU up to its withdrawal. However, when facing a 'winning' turn with a sequence-initiating action (Schegloff 2007), they often aligning to that action first before attending to their own turn which has been left incomplete. We will conclude the paper with a discussion on how participants manage interactional organizations through which the goals of the interaction is achieved.

(1) Cantonese-EF

01 Eve: 暇 完堺完 屍 , [婦 堺 熹 悔 夠 慘 .
jigaa jiu ting . jat . ting sin, [daanhai jat jat zau m gau w o.
now just stop first but one day then not enough PRT
'*Now I need a break, but one day doesn't seem enough.*'

02 Fra: -> [**殿 :**
[ngo soeng:
'*I want:*'

03 Fra: => 從 ▪
haa?
'*Huh?*'

(2) Cantonese-AB

01 Ada: -> 哋 多熹 ▪ 嶽 : heh ▪ 哋 [heh ▪ ▪ **咗 -**
ngodei gamjat daaifung _ dou ne: heh, ngodei [fong ne heh, **hoi_zo –**
we today strong.wind_COMP PRT we room PRT **open_ASP**
'*we have such a strong wind today: heh, our room, heh opened-*'

02 Ben: [▪ ▪ **必** f .
lin kwan dou ceoi hei .
even skirt all blow up
'*your skirt ballooned.*'

03 Ben: hehehe [hehehe

04 Ada: => [悔婦 悴 ▪ ▪ **咗 -** ▪ **咗** 禪 ▪ ヅ ▪
mhai aa, **hoi_zo- hoi_zo** go coeng ne, ganzyu ne,
no PRT **open_ASP open_ASP** CL window PRT then PRT
'*no, the window in our room was open, then, ...*'

05 Ada: 禪諫 ▪ **必**咗 吖 .
go coenglim dou ceoi _ zo ceotgaai aa .
CL curtain all blow_ASP go.out PRT
'*... the curtain was blown out of the window.*'

Ling Zhou & Zhang Shaojie

A corpus-based qnalysis of culture-specific Miànzi and Liǎn in Chinese (lecture)

Recently the emic-etic studies on face call for greater attention to the culture-specific properties of face. The notion of face, literally translated as *Miànzi* and *Liǎn* in Chinese, is more complicated in both its expression and meaning. This study aims to account for the resemblances and distinctions of Chinese *Miànzi* and *Liǎn* and further to understand what underlie these similarities and differences on the basis of the data analysis of V+*Miànzi* and V+*Liǎn* collocations sorted out from an open Chinese oral corpus through the computerized processing.

The data shows that *Miànzi* and *Liǎn* share their similarities and differences both in collocations and face-sensitive factors. To be specific, the collocations Diū/ Méi(yǒu)/Búyào/Gěi/Yǒu/Yào+*Miànzi*/*Liǎn* are found to be commonly used, but the frequency of those identical collocations varies greatly. For instance, Méi(yǒu)+ *Miànzi* is found to be the most prominent collocation, while Diū+*Liǎn* is shown to be the most salient one. In terms of face-sensitive factors, on the one hand, Fame, Social Status, Economic Status, Social Power, Dignity, Self-Esteem, Public-Self Image, Social Value, Trust, Capability and Favor are proved to be sensitive to both *Miànzi* and *Liǎn*, and on the other hand, Vanity is more likely sensitive to *Miànzi* in contrast to Morality and Social Norms which are more sensitive to *Liǎn*.

Based on the data analysis, it is found out that: first, both *Miànzi* and *Liǎn* can be realized as individual, relational and collective face. However, *Miànzi* is more social and *Liǎn* is more individual. Second, positive face in Chinese is defined as "the desire or behavior that people want to be accepted and approved in consistency with expectations at the individual, relational and collective levels on public

occasions"; and negative face in Chinese is "the desire or behavior that is considered as out-of-expectations at the individual, relational and collective levels on public occasions". Third, *Liǎn* is generalized to be more liable as negative face compared with *Miànzi*.
Finally, this study offers an alternative account of *Miànzi* and *Liǎn* in terms of id face, ego face, and superego face categorized by borrowing Freud's psychological terms. Specifically, the id face, which refers to the biological face of people in general, is well manifested in Chinese as the cultural gene transmitting, reduplicating, and copying both *Miànzi* and *Liǎn* like one coin of two sides. The ego face, specially associated with *Liǎn* lying in-between the id and the external world, represents the psychological facet of one's quality. The superego face, closely connected with *Miànzi* , represents the social facet of one's quality and emerges in more social involvement and interaction.

Jan Zienkowski,

Critical discourse interventions of public intellectuals as counter-hegemonic strategies (lecture)

This paper investigates the 'critical discursive interventions' (CDI's) of Flemish intellectuals in the debates about the austerity reforms proposed by the winning political party of the triple regional, federal and European elections in Belgium of 2014. CDI's can be defined as strategic performances aimed at a re-articulation of existing social, economic and / or political inequalities in the public realm through publicly accessible media. Debates are thereby considered in terms of negotiations over the adaptable (meaning of) resources, identities, practices and concepts that define our societies. In principle, every type of citizen can participate in such debates. However, in this paper the author focuses on the discursive strategies used by academic and public intellectuals. Special attention will go to discussions about the 'index' through which the Belgian government automatically adapts wages to changes in the costs of key products of consumption. This Belgian welfare policy has been one of the main objects of critique that the winning neoliberal and nationalist party called N-VA (New Flemish Alliance) attacked. The author will provide an interpretive and functional discourse analysis based on pragmatic and poststructuralist heuristic principles. This will result in an analysis of the types of critique Flemish intellectuals articulate in online and offline texts. As such, the author will ask how and to what extent the CDI's under investigation challenged the fantastic dimensions of the hegemonic project underlying the proposed austerity measures. As such, he seeks to contribute to a more accurate understanding of the interface between academic and political discourse.