Bristol 2009

i-mean

@uwe

Meaning and Interaction

23-25 April 2009

University of the West of England,
Bristol, United Kingdom

www.uwe.ac.uk/imean
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Dear Delegates,

We would like to wish you a very warm welcome to the 1st International Conference on Meaning and Interaction at the University of the West of England, Bristol. We hope that you enjoy your time here in Bristol and that you find the conference fruitful either as a presenter or attendee. The conference brings together people from all over the world, and the wide range of research papers reflects the diverse nature of the socio/pragmatics field. We very much hope that i-mean will become an established event on the conference calendar, continuing to attract the broadest possible range of linguistic research.

The organising committee would like to thank the Department of Languages, Linguistics and Area Studies, the Centre for Intercultural Communication and the Bristol Centre for Linguistics for supporting the conference. We would also like to thank colleagues and students who contributed to the event. Particular thanks go to our administrator, Ms Sarah Connell, and project manager Ms Rosie Gilmour, for their time and help. We would also like to acknowledge the generous support given by the Association for French Language Studies (AFLS), the French Embassy and the Society for Intercultural Education, Training and Research (SIETAR). Our thanks also to Professors Janet Holmes and Elizabeth Traugott, and Drs Helen Spencer-Oatey and Véronique Traverso for agreeing to deliver the conference’s plenary lectures. Last but not least, we would like to thank you, the presenters and attendees, for submitting abstracts for papers, for being here and for taking part in what we hope will be a stimulating experience for all.

All that remains is for us to wish you an enjoyable and interesting few days.

The i-mean Committee

Dr Jo Angouri
Dr Kate Beeching
Information for Delegates

Internet access
Conference delegates will receive a UWE network username and password at registration. IT facilities will be available in room 3E11b throughout the conference. Wireless network access is available in the Library, Octagon, OneZone refectory and Core24 bar.

Posters
Posters may be put up immediately on registration and can be left up for the duration of the conference. Fixings will be available at the registration desk. The poster sessions will take place in the Glendinning Foyer on Friday, 24 April from 11-11.30am and 4-4.30pm.

Evaluation forms
There is an evaluation form in your conference pack. Please complete this before your departure so that we can have your feedback on i-mean@uwe. There will be a box at the registration desk for your completed form, or you can hand it to one of the i-mean@uwe organising staff.

Social events

♦ Thursday, 23 April, 6.45-10.15pm
Conference Dinner at Goldbrick House, Park Street, Bristol City Centre

Transportation will be provided from the Holiday Inn Filton to Goldbrick House, departing from the hotel at 6.45pm. The dinner itself will start at 7.30pm. The coach will return to the hotel from Goldbrick House at 10.15pm.

Please note attendance at the dinner had to be booked in advance of the conference.

♦ Friday, 24 April, 6-8.30pm
Reception sponsored by SIETAR and supported by Bristol City Council, Street Café, Frenchay Campus, UWE

This event builds on last year’s conference on Intercultural Dialogue, which was supported by Bristol City Council. For more details please visit http://www.uwe.ac.uk/cicc/research_past-events.shtml.
Frenchay Campus Map

All conference sessions and meals will take place in D block, E block and the Octagon. This area is circled in grey on the map below.

The Holiday Inn Filton is marked with an asterix * on the bottom right-hand corner of the map. To reach the campus from the hotel, go along Coldharbour Lane from the traffic lights to the pedestrian crossing lights and follow the footpath as marked with a dotted line along Coldharbour Lane and leading past Halley Nursery. Follow signs for Reception until you see signs relating to the i-mean@uwe conference. Hotel staff will be able to direct you to the footpath from the hotel.

It will take approximately 15-20 minutes to walk between the campus and the Holiday Inn Filton.
## Conference Programme

### Thursday, 23 April 2009

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<th>Time</th>
<th>Glendinning</th>
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<td>Conference Registration – Glendinning Foyer</td>
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<td>Conference Opening – Glendinning Theatre 2D67</td>
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<td>13.30-14.00</td>
<td>Gerhardt</td>
<td>Kapogianni</td>
<td>Limberg</td>
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<td>14.00-14.30</td>
<td>Dickinson and Bristoll</td>
<td>Theodoropoulou</td>
<td>McDowell</td>
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<td>14.30-15.00</td>
<td>Chilton</td>
<td>Adachi</td>
<td>David</td>
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<td>TEA – Glendinning Foyer</td>
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<tr>
<td>15.30-16.00</td>
<td>Sadeghi Esfehani</td>
<td>Christodoulidou</td>
<td>Winchester</td>
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### 16.15-17.15 Plenary: Helen Spencer-Oatey (Glendinning)

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<th>Time</th>
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<tr>
<td>18.45</td>
<td>Coach departs from Holiday Inn Filton for Conference Dinner</td>
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<tr>
<td>19.30</td>
<td>Conference Dinner at Goldbrick House, Bristol City Centre</td>
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<tr>
<td>22.15</td>
<td>Coach departs from Goldbrick House to Holiday Inn Filton</td>
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*Please note the coach will depart promptly at 22.15*
**Friday, 24 April 2009**

**9.00-10.00 Plenary: Véronique Traverso** (Glendinning)

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<tr>
<td>10.00-10.30</td>
<td>Theisen, Oberlander and Kirby</td>
<td><strong>Atelier AFLS</strong> Bellachhab</td>
<td>Tipton</td>
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<td>10.30-11.00</td>
<td>Hatipoğlu</td>
<td>Galatanu</td>
<td>Pichler and Levey</td>
<td>Nanbakhsh</td>
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**COFFEE / Poster Session – Glendinning Foyer**

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<td>Darics</td>
<td>Kallen-Tatarova</td>
<td>Brône and Zima</td>
<td>Langlotz and Locher</td>
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<td>12.00-12.30</td>
<td>Kobela</td>
<td>Oursel</td>
<td>Abe</td>
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<td>12.30-13.00</td>
<td>Engfer</td>
<td>Plesa</td>
<td>Otsuki</td>
<td>Young, Sercombe, Ming and Lin</td>
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**LUNCH – OneZone**

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<td>14.00-14.30</td>
<td><strong>Workplace Colloquium</strong></td>
<td>Angouri &amp; Marra</td>
<td><strong>Diachrony Colloquium</strong></td>
<td>Fernández Amaya</td>
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<tr>
<td>14.30-15.00</td>
<td>Svennevig</td>
<td>Schnedecker</td>
<td>Degand and Fagard</td>
<td>Ordóñez-López</td>
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<td>15.00-15.30</td>
<td>Behn</td>
<td><strong>AFLS round table</strong></td>
<td>Detges</td>
<td>Dontcheva-Navratilova</td>
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<td>15.30-16.00</td>
<td>Graf</td>
<td><strong>AFLS round table</strong></td>
<td>Geisler and Schwarz</td>
<td>Min-Hsiu Liao</td>
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**TEA / Poster Session – Glendinning Foyer**

**16.30-17.30 Plenary: Janet Holmes** (Glendinning)

17.30 Social event supported by SIETAR and Bristol City Council
## Saturday, 25 April 2009

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<td><strong>Workplace Colloquium</strong>&lt;br&gt;Koester</td>
<td>Aguilar</td>
<td><strong>Diachrony Colloquium</strong>&lt;br&gt;Ingham</td>
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<td>9.30-10.00</td>
<td>Miglbauer</td>
<td>Padilla Cruz</td>
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<td>10.00-10.30</td>
<td>Mullany</td>
<td>Farnia, Rozina and Suleiman</td>
<td>Pichler</td>
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<td>10.30-11.00</td>
<td><strong>COFFEE – Glendinning Foyer</strong></td>
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<tr>
<td><strong>11.00-12.00 Plenary: Elizabeth Traugott</strong> (Glendinning)</td>
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<td>13.00-13.30</td>
<td>Petrić</td>
<td>Gordon Wells</td>
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<td>13.30-14.00</td>
<td>Bargiela-Chiappini</td>
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<td>14.00-14.30</td>
<td><strong>Workplace round table</strong></td>
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<td>14.30-17.00</td>
<td><strong>Going beyond established traditions in IC methodology round table</strong></td>
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<td>16.30-17.00</td>
<td>Zhu Hua</td>
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<td>17.00-17.15</td>
<td><strong>Conference Closing – Glendinning Theatre</strong></td>
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Plenary Speakers

Abstracts
Janet Holmes  
*Victoria University of Wellington, NZ*

‘Well shout at them a bit eh’: leadership discourse in culture and context

Leadership construction is a complex balancing act (Grint 2005). Universally it seems that leaders are required to present themselves as decisive and authoritative, but in different cultures these requirements need to be weighed alongside competing and even contradictory sociocultural expectations (Jackson and Parry 2001). Consequently, those who aspire to be successful leaders must be aware of and negotiate a wide variety of constraints in accomplishing the project of constructing a convincing leadership identity. Relevant constraints range from broad societal and institutional constraints, through those based in the cultural norms of particular organisations and communities of practice, to the situational constraints of a specific interaction. Underpinning all these in New Zealand society is the influence of Maori cultural values and interactional norms (Ka’ai & Reilly 2004).

Drawing on the extensive research of the Wellington Language in the Workplace project (Holmes and Stubbe 2003, [www.victoria.ac.nz/lals/lwp](http://www.victoria.ac.nz/lals/lwp)), this talk explores the challenge that balancing and negotiating competing constraints presents for those who aspire to effective leadership in New Zealand organisations. Data recorded by leaders in three different organisations is used to illustrate the relevance of culture and social context in the construction of an appropriate leadership identity in New Zealand. The analysis examines, in particular, the subtle ways in which the different constraints are evident in the discourse of leaders in Maori and Pakeha organisations.

**References**


Achieving understanding in intercultural interaction: an intercultural competence perspective

International partnerships/collaborations are commonplace nowadays in many sectors, including in higher education, yet the intercultural aspects of partners' interactions are frequently overlooked. As the business sector has found, the emergence of global companies is less easily matched by the development of 'global people'. Although there is increasing acknowledgement that intercultural competence is of vital importance, there is uncertainty not only as to how it can be developed, but also as to how the notion of intercultural competence itself can best be conceptualised. There has been very little pragmatic research on this issue, either conceptually or through data analysis, and there is a clear need for more work in this area.

In this presentation, I will start by describing some well known frameworks of intercultural competence developed in other disciplines, such as Gudykunst (1998) and Ting-Toomey (1999) in communication studies, and Byram (1997) in foreign language education, and briefly comment on their relative strengths and weaknesses. Next I will draw on authentic data from collaborative projects between British and Chinese university staff (as part of the eChina-UK Programme; http://www.echinauk.org/), and describe some of the intercultural communication issues that arose.

Finally, I will consider the extent to which the intercultural competency frameworks developed by Gudykunst (1998), Ting-Toomey (1999) and Byram (1997) are adequate for examining the competencies needed for effective intercultural interaction. I present the Global People Competency Framework (Spencer-Oatey and Stadler 2009), focusing particularly on the competencies associated with the communication aspects of intercultural interaction. I illustrate the competencies with authentic data from the eChina-UK Programme, and argue that this framework provides a more suitable basis for analysing intercultural competence than the other frameworks do.

References
Most functional linguists currently assume that language change is at least in part due to negotiation of meaning in interactional situations, rather than to passive language acquisition by children in early life. Turn-taking is an interactional strategy often invoked in work on contemporary conversation, e.g. Hopper (2001) argues that WH-pseudo-clefts do not have the information-structure meanings usually associated with them (e.g. Prince 1978, Lambrecht 2001), but are used at turns to delay an assertion or to impress the listener that the speaker has something noteworthy to say. Work on contemporary conversation and continuous “emergence” have suggested that current usage may be projected back on the past. E.g. Hopper and Thompson (2008) propose that the onsets they find in contemporary use of monoclausal WH-pseudo-clefts “have become sedimented as pieces of biclausal constructions in more formal, normative uses of language” and imply that this sedimenting is true not only of contemporary English but also of the original development of the construction (p. 118). The question, then, arises ‘What evidence is there of the effects of interactional negotiation in historical texts?’. Absent examples of natural conversation, the best resources are represented interactions in drama, epics and novels, and, in some cases, transcripts of trials. Turn-taking (which is not limited to naturally-occurring conversation) has been hypothesized to be a strategy that may lead to grammaticalization (see Detges 2006, Waltereit and Detges 2007). Detges’s examples suggest that contesting “dialogic” contexts may have been equally as or more important than turn-taking. Evidence from seventeenth and eighteenth century corpora, including the Old Bailey Proceedings 1674-1834, suggest that turn-taking was not the primary context in which ALL-and WH-pseudo-clefts arose, but dialogic contexts were (Traugott 2008, Forthcoming). Nor did they originate as monoclausal structures; rather, they are clearly biclausal and information-structuring. Although the Old Bailey Trials are written down, and are transcripts that are edited (apparently mainly for content), they do not support Hopper and Thompson’s assumption that they developed in normative writing. The current usage patterns of WH-clefts appear to have been enabled by the appearance in the early twentieth century of onsets with intransitive verbs as in ‘What happened was…’. We must be cautious in projecting the present back on the past, since multiple changes may have occurred, as in the case of the pseudo-clefts.

References


Hopper, Paul J. and Sandra A. Thompson. 2008. Projectability and clause


A multimodal analysis of transitions between activities in a collective household work situation

This paper deals with co-action and participation. It investigates how multimodal devices are put into play in the development of collective activities. It is based on a very ordinary situation, and shows that what has been described for very complex technological settings is also at work in a daily housework situation.

The paper mainly focuses on how two activities are simultaneously conducted in a two-participant work situation: two women are cooking together while discussing their training as teachers of children with special needs. We investigate how each participant signals which activity she is mainly engaged in at a given point, and what she does in order to get her interlocutor to join in.

The analysis shows how the management of the two activities and the continuous switching between them rely on both verbal and gestural devices (including the handling of objects), through which participants set up very local participation frameworks (Goffman, 1974, Goodwin C., 1981, 1997). Our main interest concerns the semiotic diversity of the elements that are used in order to create these local frames in the situation, as well as their continuous change. They are not only spatial arrangements of bodies, gestures and objects in which talk is produced and understood, but also temporal organizations continuously changing as actions unfold. In the analysis of a short piece of data (1 hour), we will identify a general sequential format for accomplishing the transition between activities in a multi-activity setting. Our second step will be to describe how this general format varies according to the action in progress at the moment of the transition, and according to who initiates the transition (i.e. the participant who is currently doing/talking initiates the transition or the other one).
Colloquium:
Meaning in Diachrony

Abstracts

This colloquium aims to draw together insights concerning historical semantic changes which have come about in interactional contexts. Typical of such changes are cases where the use of a form is not warranted by its canonical meaning, but rather by the rhetorical side-effects of that meaning. Discourse and modal particles such as English *well, like, you know*, Spanish *pues*, French *quand meme*, German *ja, doch*, and grammatical items like verbal inflectional morphemes seem to be particularly susceptible to such rhetorical uses and shifts in meaning. One of the aims of the colloquium is to test this hypothesis more widely.

The colloquium also aims to explore the role of language contact in such changes. Heine and Kuteva, 2005, argue that European languages are becoming more and more similar – has this come about through a process of semantic loan across languages or is it that similar rhetorical exploitations are made of core meanings in the respective languages? Finally, to what extent are convergent changes constrained by semantic features persisting from previous stages?
This colloquium addresses two fundamental questions related to the impact of verbal interaction on meaning: firstly, the way in which the meaning of a linguistic item changes through rhetorical side-effects derived from its source meaning, and secondly, it considers crosslinguistic influences and the extent to which changes are constrained by semantic features persisting from previous stages.

It is generally considered that language change has two main phases: actuation – how the change arises - and propagation – how the change spreads. In the field of semantic change, scholars (Sweetser, 1990; Traugott and Dasher, 2002) have, on the one hand, concerned themselves for some time now with cognitive aspects of actuation, such as metaphorical, metonymic and other rhetorical factors which appear to be universally implicated in the pragmatic ambiguity and lexical polysemy which may lead to semantic change. The propagation of new variants across genres and populations has, on the other hand, traditionally been the preserve of sociolinguists, looking at the spread of new forms across speech communities, generations, sexes, regions, and social classes.

Jakobson ([1952] 1963: 37) highlighted the connection between synchronic variation of a sociolinguistic or stylistic sort and diachronic change:

> Pendant un certain temps, le point de départ et le point d’aboutissement de la mutation se trouvent coexister sous la forme de deux couches stylistiques différentes...Un changement est donc, à ses débuts, un fait synchronique.

> ‘For a while, the start point and the end point of the change coexist in the form of two different stylistic layers… a change is therefore, at the beginning, a synchronic phenomenon.’

In this paper we look at variable pragmaticalisation and persistence crosslinguistically by comparing French *effectivement* and English ‘effectively’. The term ‘pragmaticalisation’, first coined by Erman and Kotsinas (1993) in their study of *you know* in English, is defined by Dostie (forthc.) as ‘a process of linguistic change in which a full lexical item (noun, verb, adjective or adverb) or grammatical item (coordinator, subordinator, etc.) changes category and status and becomes a pragmatic item, that is, an item which is not fully integrated into the syntactic structure of the utterance and which has a textual or interpersonal meaning’.
In her analysis of *coudon*, Dostie (forthc.) notes that pragmaticalisation is subject to regional variation; *coudon*, derived from *Ecoute donc*, has developed in Canadian French but not in European French.

Hansen (2008: 228) highlights the role of persistence in semantic/pragmatic change, noting that it is ‘certainly deserving of further investigation and here, close crosslinguistic comparisons of the polysemies of semantically related items... should turn out to be highly relevant’. Hansen draws attention to the need to investigate the propagation of new meanings, an exploit which requires ‘very fine-grained tracking of uses, not only across time, but – significantly – also across text genres and categories of speakers.’

In the present co-authored paper, Beeching’s quantitative, sociolinguistic, approach complements Hansen’s semantic analyses in the investigation of French *effectivement* and English ‘effectively’. Like *coudon/écoute donc*, the terms derive from a common etymon and yet appear to differ with respect to their degree of pragmaticalisation and the persistence of their source meaning. We hypothesise that a rhetorical use of French *effectivement* in dialogic verbal interaction progressively led to its development towards what Rossari (2007: 55) refers to as ‘une relation de confirmation’. The core sense of ‘effectivus’ persists to a much greater extent in English ‘effectively’, which cannot be used utterance-initially as a confirmatory device but only in a more strongly adverbial manner. Drawing on spoken interactional and other corpus data is advantageous in two ways: first, real examples of linguistic items in use in verbal interaction demonstrate the way that rhetorical side-effects of terms may gradually become coded, involving a shift from Particularised to Generalised Contextual Implicatures. Second, despite the paucity of attested spoken usage from earlier periods, coupling spoken with written corpus data, such as that contained in FRANTEXT, or in the BNC, is axiomatic in tracking usages across categories of speakers and text genres.

References
Dostie, Gaëtane (forthc.) ‘Discourse Markers and Regional Variation in French. A Lexico-Semantic Approach’. In Beeching, Kate, Armstrong, Nigel and Gadet, Françoise *Sociolinguistic Variation in Contemporary French*. Amsterdam: Benjamins.


How do variation and change relate to one another? To what extent would a difference between written and spoken language be an indication of future evolutions? The question is not new (Miller 2004), but needs systematic analyses. In this presentation, we explore the issue with a double comparison of the French discourse marker alors (‘then, at that time, therefore, so’). We first analyse its evolution from Old to Modern French, then elaborate on the divergences of its use in speech and writing in Modern French so as to compare diachronic evolution and synchronic variation and determine whether the latter “naturally follows” from the previous evolution. Our analysis involves both diachronic and synchronic data: Old, Middle and Classical French texts (novels from the Medieval French database BFM, electronic Champion, and Frantext); Modern French texts (1990-2000 novels from Frantext); Modern French speech (spontaneous conversations from the VALIBEL database).

A first analysis (650 randomly selected occurrences) gave rise to a number of interesting results confirming the expected evolution from temporal to causal/logical. In Old French, we found only purely temporal uses (1).

1)  

\[
\text{Et sachies que c'estoit une feste qu'il coltivoient alors mout hautement} \quad \text{(Tristan en prose, 13th c.)}
\]

And you should know that this celebration was alors [at that time] held in the highest regards.

From Middle French on, in one third of the cases, logical inferences also seem possible, but they are fairly varied: causal, consequential, concessive (2). At that stage causality is but one of the possible contextual inferences of a connective that is temporal in the first place.

2)  

\[
\text{[le roy] me dist que je deisse ce que j'avoie dit a messire Enguerrant de Servillon. Alors je deiz de mot a mot tout ce que lui avoie dit, pour abregier} \quad \text{(Jehan de Saintré, 15th c.)}
\]

[the king] told me to repeat what I had told messire Enguerrant de Servillon. Alors [So] I said word for word all I had told him.

In Classical French this semantic picture remains unchanged. During the same period, alors sees a steady increase in frequency (from 0.2 in Old French to 3.6/10,000 words in Classical French).
In Modern French the situation changes: frequency rises and *alors*’ uses change. In writing, we still find a majority of temporal uses (47%), but the causal (10%), conditional (17%), and especially metadiscursive uses – interjections, hedges, etc. – (26%) gain ground ($\chi^2 (3) = 90.52; p < .0001; \text{Cramer’s V: 0.491}$). In spontaneous speech, we witness a dramatic rise in the frequency of *alors* (from 10.32/10,000 words in writing to 39.28 in speech), going hand in hand with a radical change in its meaning distribution: the temporal uses drop to 2%, causal and conditional *alors* become slightly more frequent, while the metadiscursive use (63%) bursts in spoken language ($\chi^2 (3) = 63.81, p < 0.0001; \text{Cramer’s V: 0.565}$).

Two explanations could account for these results: the gap between written and spoken language can be viewed as (1) a mirror of the specificities of each mode (more metadiscursive uses in speech), or (2) an indication of an ongoing evolution, where today’s spoken language would be seen as tomorrow’s written language. Here, the contrast between spoken and written data allows us to speculate that *alors* is in the course of a semantic evolution from temporal to causal to metadiscursive (Traugott 1982); it remains to be seen, however, whether this evolution started off in previous stages from a diachronic point of view. A first element of answer comes from the contrast between reported and non-reported speech. A closer analysis of the modern written data reveals that the use of *alors* in non-reported speech does not diverge from the situation in Middle and Classical French, with two thirds of temporal uses (68.25%), and one third of non-temporal uses (causal, conditional, metadiscursive). On the other hand, *alors* in direct speech matches its use in spoken language. In other words, direct speech could be considered a (naturally, imperfect) mirror of oral speech ($\chi^2 = 6.082; p = .108 \text{ (NS)}$). This finding led us to investigate the use of *alors* in direct speech in the diachrony of French. Results show, however, that no significant divergences exist in the meaning distribution of *alors* in reported and non-reported speech from Old to Classical French. There is nevertheless a significant increase of the proportion of direct speech in the data. Lack of data might explain the lack of conclusive results. Therefore, we started to collect additional “oral-like” diachronic data (including plays and informal letters), in order to pursue our investigation of the possible correlation between synchronic speech vs. writing variation and diachronic meaning evolution, making explicit the influence of the context of situation on language evolution.

References
Ulrich Detges
University of Munich, Germany

Old French or and German jetzt: modal particles and discourse markers from a diachronic point of view

Keywords: discourse markers, modal particles, polyphony, subjectification, routinization

One of the main concerns of research on modal particles and discourse markers has been the problem of clear delimitation between both classes. I will show that new light can be shed on this question by taking a look at diachrony: discourse markers and modal particles arise from different mechanisms of change. My cases in point are Old French or and German jetzt, both of which can be traced back to temporal adverbs meaning ‘now’. In both languages, or and jetzt respectively can be used as discourse markers and as modal particles. As is widely accepted, discourse markers serve the purpose of coordinating the joint construal of discourse. As I will show, this is directly reflected in their diachronic evolution: as discourse markers, OFr or and G. jetzt are the routinized residues of negotiations concerning the next move in conversation. By contrast, modal particles function at speech-act level and typically make reference to the hearer’s attitudes concerning the validity of the speech-act. Thus, as modal particles, both jetzt and or can accompany questions, as in Est-ce or MP gas? ‘Is this MP a joke?’ Synchronically, modal particles typically are polyphonic (Ducrot 1984) in that they serve speakers to systematically make reference to the “voice” of the hearer. As I will show, polyphonic or and jetzt are the residues of dialogical negotiations concerning the relevance of questions.

Hans Geisler and Brigitte Schwarze
Heinrich-Heine-University Düsseldorf, Germany

On the evolution of stative dimensional verbs in French

Stative dimensional verbs like peser ‘weigh’ and coûter ‘cost’ serve to express so-called functional concepts, i.e. concepts which are describable in terms of a function $f(x)=y$. Accordingly, stative dimensional verbs specify a dimension or attribute (like WEIGHT and PRICE) of an object and allow for the external realization of the value the object acquires along this dimension; cf.:

(1a) L’ordinateur pèse 2 kilo.

(1b) L’ordinateur coûte 700 dollars.

Stative dimensional verbs (henceforth SDVs) are particularly relevant to scientific discourse and all kinds of expository texts which try to impart depersonalized, objective knowledge.

In the present paper we try to delineate the historical development of SDVs which evolve from verbs encoding sensory-motor concepts like, for instance, main body postures (2a) or elementary hand actions (2b):
The development of SDVs is propelled by associative processes such as metonymy and metaphor. These processes rely on gestalt principles of perception (figure and ground, similarity, proximity or contiguity, etc.) and can be specified for every step in concept development. For example, starting with a transitive Lt. verb such as ducere ‘drag’, the semantic changes motivated by metonymies consist in a gradient loss of agentivity through shifting the agent out of its canonical subject role and through profiling non-canonical roles, such as Instrument, Location, Source, Path and Goal, into subject position (3c). Metaphors, on the other hand, enable domain mapping of functional concepts (3d):

Unaccusative and unergative verbs denoting elementary movements, such as go, run, fall, transform in a similar way. Like with transitive verbs, less prominent roles in the original event frame become highlighted and one specific attribute is finally isolated. Starting from a complex event verb, the associative processes even allow to single out different attributes leading to different dimensional readings. For French descendre (< Lt. descendere ‘go down’ < Lt. scandere ‘jump up’/’climb’) at least three SDV readings can be distinguished:

- **ORIGIN**: Elle descend d’une ancienne famille./L’homme descend du singe.
- **GRADIENT**: La route descend fort.
- **DEPTH**: Le puits descend à 40 mètres.

The SDV reading given in (4a) is metaphorically motivated. The underlying conceptual metaphor is GENEALOGY IS A PATH. The relevant aspect of the descendre concept is that descendre is a movement that implies a change of location of the subject referent leading from a starting point A down to B. The starting point is overtly expressed when descendre is followed by a prepositional phrase introduced by de (e.g. descendre du grenier). Transferred to the concept of genealogy descendre de acquires a purely relational meaning. Since movement is lost, it serves to express the ‘starting point’ of the subject referent.

The SDV reading in (4b) arises out of a metonymical shift parallel to the one observed in (3c) above. In case of descendre the coding of the Path argument in the
subject position leads to the isolation of the downwards orientation (=GRADIENT). Accordingly, the adverb which in the underlying event frame would serve to express the manner of the downwards movement (e.g. descendre rapidement) turns out to express the value the object acquires along this dimension.

Finally, the reading given in (4c) is best interpreted as the outcome of a metaphorical transfer. Due to its downwards orientation descendre can be applied to subterranean vertical cavities such as wells and shafts. From the point of view of the observer, objects of this nature are essentially characterized by the directional dimension ‘down’ (or ‘having depth’). Now, descendre à which originally serves to express the endpoint of the downwards movement (e.g. descendre à la cave) allows specifying the value the object acquires along the dimension of depth.

That the meaning changes which lead to the development of SDV readings are bound to specific interactional contexts becomes most obvious in cases where the implicit contextual knowledge got lost. French coûter is a case in point here, since the development of the meaning ‘cost’ is rooted in the technique of fixing the price by means of a balance: the scales had to ‘stand together’ or ‘come to stand’.


Richard Ingham
Birmingham City University, UK

The illocutionary marker si in Anglo-Norman dialogic discourse: constraint-governed use as evidence for L1 transmission

Keywords: discourse, Anglo-Norman, transmission, illocutionary force

Illocutionary force markers can be subject to complex linguistic conditioning at both syntactic and discourse levels, as with the Old French discourse particle si (Marchello-Nizia 1985, Fleischman 1991). It was generally avoided in negative clauses, and in subordinate clauses (van Reenen & Schøsler 1992), and apparently functioned as an assertive illocutionary force marker.

In this paper we consider whether this constraint-governed use was observed by users of later Anglo-Norman, which by the 13th and 14th centuries was a language variety supposedly learned as a second language rather than a native language. On this approach, linguistically constrained transmission (Labov 2007) would not be expected. Dialogue was preferred as most revealing of speakers’ current knowledge ‘slates’ in interactive discourse. In Anglo-Norman the best example of this genre is the law Yearbooks from the later C13 onwards, which report court hearings, notably debates among lawyers.

A pilot investigation was undertaken, using the Herefordshire Eyre Yearbook of 1292; running to some 100 pages of text. Of 104 cases of particle si, 95 (91%) occurred in: (i) affirmative main clauses; (ii) subordinate clauses introduced by a verbum dicendi conferring illocutionary force on the subordinate clause. No examples occurred of si
in relative clauses, which cannot take illocutionary force from a higher clause. The etymologically cognate *issi* (‘thus’), an anaphoric adverb, was not subject to the constraints shown by *si*. The targetlike contrast between these elements is argued to support L1 transmission rather than L2 learning, at least among professional users of Anglo-Norman at this time.

Pierre Larrivée  
Aston University, UK

**Pragmatics, grammatical environments and the evolution of French negation**

*Keywords: diachrony, negation, activation, French*

The purpose of this paper is to evaluate the role of pragmatics in the evolution of grammatical systems. Pragmatics is assumed to intervene in the promotion of postverbal negative *pas* in early French. *Pas* would initially appear in activated propositions, which are accessible to the hearer according to Schwenter and Mosegaard Hansen. This hypothesised correlation finds as of yet contrasted empirical support. Clear evidence of an activated marker is however provided by declining preverbal negative *non*. In Old French, *non* attaches to vicarious verbs *be, have, do* that deny an immediately preceding proposition, which is explicitly activated. This pragmatic function seems to loose ground as *non* extends to infinitives in Middle French. As dependent events, infinitives do not have the foregrounded discourse status that allows them to deny an antecedent proposition. This leads in the 17th century to the loss of *non* that cannot gain default status against a well-established *ne ... pas*. The data demonstrate that the evolution of negatives is impacted upon by the pragmatic function of activation. The function is not unconstrained, as it is reliant on the syntactic status of the verb phrase it attaches to, a dependent infinitive not being conducive to the expression of activated denial. Activation intervenes not only for the emergence but also for the obsolescence of markers. Both rising and declining items constitute a marked option as compared to the default item in the category. The role of pragmatic functions for evolution is thus to support the marked, competing items, and contribute to the dynamics of marked and default that structures grammatical change.

Heike Pichler  
University of Aberdeen, UK

**Semantics, pragmatics, syntax: a synchronic view on the diachronic development of the discourse formula *I DON'T KNOW***

*Keywords: *I DON'T KNOW*, grammaticalization, semantic-pragmatic change, syntactic change*

Discourse analysts have emphasised the interactional role of the expression *I DON'T KNOW* but have represented as less important its role in signalling a cognitive state (see *inter alia* Beach & Metzger 1997, Scheibman 2000, Tsui 1991). Bybee &
Scheibman (1999) argue that the semantic-pragmatic development of \textit{I DON'T KNOW} from a referential expression of insufficient knowledge to a multifunctional discourse item is a result of its high frequency of use and repetition in interaction. This paper presents the results of an investigation into the functional and syntactic distribution of 600 tokens of \textit{I DON'T KNOW} in a cross-generational corpus of 36 speakers from the north-east of England. I propose potential semantic-pragmatic pathways of the expression's diachronic development, which, I argue, are inextricably linked to its syntactic development from a complement-taking referential expression to a free-standing and positionally mobile discourse formula.

The data contain bound tokens of the expression that are followed by a putative complement in object position (1), and unbound tokens that are not followed by an overt complementation (2). (\textit{I dunno} is a phonetically reduced form of \textit{I DON'T KNOW}. \textit{I divn't knaa} is a form of \textit{I DON'T KNOW} widespread in the north-east of England.)

(1) \textit{I don't know} if it's very much of an age thing and that.  
\textit{I divn't knaa} what else I would call the rain.

(2) \textit{I dunno}? It's just something ab- \textit{I dunno}? It's just only, I think only Berwick people can tell.

The qualitative analysis reveals functional differences between unbound and bound tokens. While unbound tokens perform a wide range of functions in the interpersonal and textual planes of discourse, bound tokens' pragmatic uses are confined to signalling epistemicity. It is argued that the expression's pragmatic strengthening into an epistemic phrase is accompanied by a syntactic reanalysis and an informational role reversal of \textit{I DON'T KNOW} and the following complement (Kearns 2007, Thompson 2002): an erstwhile matrix-complement construction developed into a single clause with a preceding epistemic phrase.

Because the data contain bound tokens of \textit{I DON'T KNOW} that have narrow scope over the following putative complement as well as a wider scope over the turn in which they occur, (3) and (4), it is suggested that unbound epistemic tokens of \textit{I DON'T KNOW} derive from bound epistemic tokens. Because in such contexts the erstwhile complement does not need to be explicitly stated in order for the expression to have broad epistemic scope, the bonds between \textit{I DON'T KNOW} and the complement over which it has local scope weaken, leading to the expression's reanalysis as an independent element with scope over preceding or following utterances. Consequently, \textit{I DON'T KNOW} gains positional mobility, widens its scope from over propositions to over discourse, and acquires functions beyond signalling epistemic stance on the interpersonal and textual planes of discourse.

(3) I d-- I'm no \textit{I dunno} whether I'm being (..) s-- funny here or no, but it's more of a social thing?  
(4) There's been a thing on the telly recen- well, I'm saying recently, it was (.) \textit{I divn't knaa} how long ago it was. Probably over a year. It was to do with Eyemouth.

Alternatively, the analysis suggests that textual uses of unbound \textit{I DON'T KNOW} may derive directly from bound tokens through omission of the putative complement. Utterances containing \textit{I DON'T KNOW} can be argued to perform functions beyond epistemicity, such as declining proffered topics (5) or terminating topical talk (6). It is
therefore possible that some textual functions performed by unbound I DON'T KNOW arise through omission in discourse of the putative complement in certain sequential and contextual environments.

(5) ((Following the interviewer's question whether the significance of the border has changed in the aftermath of Scottish devolution.))

   Glenn:  &lt;@ Can't remember. &gt;
   Cody:  Neither do I. °I dunno much about it.

(6) ((At the end of a lengthy discussion about the devolved powers of the Scottish parliament.))

   Interviewer:  Any other reasons why you would rather be governed by Scotland?
   Shannon:  I dunno anything else that they do?

A final possibility is, of course, that pragmatic uses of unbound I DON'T KNOW developed from unbound referential uses of the variable through conventionalization of conversational inferences. Since grammaticalizing material can evolve along more than one cline, it is possible that the diachronic development of the DM proceeded across several or all of the proposed pathways.

References

Corinne Rossari
*University of Fribourg, Switzerland*

The emergence of two types of parentheticals in sentence-final position in French: similarities and differences

**Keywords:** parenthetical clauses, evidentiality, diachronic perspective, grammaticalization, pragmatisiation

Our study aims at highlighting a new type of path in linguistic change leading from dialogical constructions to paratactic ones. We will focus our attention on the synchronic and diachronic analysis of the evidential parenthetical “faut croire” and the *verbum dicendi* “faut dire” in sentence-final position in French, as illustrated in (1) and (2):
(1) Les gens souffrent, […] On est sur terre pour ça, **faut croire**. (Boulanger, 1962) *People are suffering, […]. We are on Earth to suffer, [one should believe]*

(2) Les gens regardaient les notables qu’arrivaient un à un sans rien dire. On leur disait rien non plus, **faut dire**. (Queneau, 1948) *People were looking at the prominent citizens who were arriving one by one without saying anything. Nobody said anything to them either, [one should say].*

After highlighting the syntactic features showing that these expressions are at least partially grammaticalized, we shall identify the cognitive mechanisms that can explain their emergence, along with the semantic and pragmatic effects that distinguish the two expressions.

Our constructions are similar to those with a finite complement clause using the same verbs. They do indeed seem to convey the same kind of indications and can be analyzed as ‘recteurs forts’ according to the tests of Blanche-Benveniste (1989: 72).

(3) *Bin moi je fais souvent des knackis avec des pâtes au gruyère à mon chéri et il n’est toujours pas parti... Faut croire qu’il aime.* (Internet) *As for me, I often cook ‘knakis’ with cheese pasta for my lover and he is not gone yet.* [One should believe that] *he likes it.*

(4) *[…] les petites du dessus ont eu une montre volée. Maintenant il faut dire que ça ne m’étonne pas, avec le monde qu’elles reçoivent.* (Araland, 1929) *The girls living upstairs had a watch stolen. Now, [one should say] that it does not surprise me at all, given the kind of people they receive.*

Because the clauses with a finite complement appear chronologically before the clauses in sentence-final position, we could be tempted to explain the latter as deriving from the former by relying on grammaticalization and pragmatization processes, such as those that account for the pragmatic parenthetical use of the verbs *I think*, *I say*, *I guess*, etc. (Aijmer 1997, Brinton 2007). Nevertheless, we shall argue in favor of another explanation. We will consider the final position of these constructions as a trace of their possible dialogical use. This type of use explains the occurrences of predicative NP such as “la cause” (*the cause*), “la raison” (*the reason*) in sentence-initial position (*cf.* Rossari & Cojocariu 2008). It allows the speaker to construct her/his discourse step by step, by fictionally inserting an addressee into it.

In the case of “faut croire”, the speaker turns her/his assertion into a confirmation request. He/she gives an epistemic judgment on it. By contrast, the dialogical use at the origin of the sentence-final position of “faut dire” is quite different. The speaker uses it as a comment on her/his own discourse. The speaker takes the role of his/her addressee and emphasizes the illocutionary force of his/her previous assertion. However, the “real” addressee could not formulate such a comment, as the following dialogue shows:

(5)  A. - Jean est gentil. *John is nice.*  
     B. -  ??Faut dire! [one should say]

But the speaker himself/herself can do so in order to react to his/her own speech, by inserting into it a paratactic construction (added to the main utterance after a comma).
A diachronic corpus will allow us to confirm the hypothesis according to which both constructions derive from a pattern in which the speaker reacts to what he/she has just said. Their occurrence in sentence-final position is a trace of this dialogical structure. A further step of our study will consist in testing the universal value of a path leading from dialogical constructions to paratactic ones (cf. Bybee 2003 about standard grammaticalized items).

1 The translations given for “faut croire” and “faut dire” are word-to-word translations. They should in no case be considered as rendering the meaning of the French clauses.

References


Jeanette Sakel

*University of the West of England, UK*

Borrowing of discourse markers: evidence from Spanish loans in Mosetén and other contact situations

*Keywords: discourse markers, borrowing, Mosetén, Spanish*

This paper discusses the status of discourse markers in a framework of grammatical borrowing and borrowability. I will draw on data from the language contact situation between Spanish and Mosetén, in comparison to the borrowing of discourse markers in other languages.

Mosetén belongs to the small, unclassified language family Mosetenan and is spoken in the foothills of the Bolivian Andes by approximately 800 people. All speakers of Mosetén are bilingual and most of them are dominant in Spanish, the national language of Bolivia. Resulting from this contact situation, Mosetén has experienced a considerable amount of Spanish influence, both in grammar and lexicon (Sakel 2007a). There are particularly many (partially integrated) loans in the category of discourse markers, such as *pue* ‘well’, *nove* ‘right’, *osea* ‘that is’.
It is generally accepted that discourse markers are frequently borrowed in language contact situations (e.g. Brinton and Traugott 2005: 160; Matras 1998). There is less consensus as to the prerequisites for discourse markers to be borrowed, though it is suggested that they are borrowed relatively early on in a contact situation (Matras 2007: 63-64; Matras 1998).

I will compare the borrowing of Spanish discourse markers into Mosetén with other language contact situations, presenting my findings in a typology of grammatical borrowing (based on Matras & Sakel 2007a, 2007b). This typology distinguishes two types of loan: matter loans (MAT), which are loans of the morpho-phonological form and pattern loans (PAT), which are loans of structure, or calques (Sakel 2007b). MAT loans frequently appear in grammatical borrowing and are particularly common in a small number of categories, among them discourse markers. I will discuss why discourse markers are often borrowed as MAT, as well as why they are frequently affected by contact in various different situations, such as stable bilingualism and L2 acquisition.

References

Jacqueline Visconti
University of Genoa, Italy

The role of interactional contexts in semantic change

Keywords: semantic change, interaction

A rapidly evolving area of discussion in diachronic semantics and pragmatics concerns the refinement of the characterization of the contexts in which linguistic changes take place. In this respect a set of proposals have been advanced in the literature: cf. e.g. Heine’s (2002: 86) “bridging contexts” (see also Evans and Wilkins 2000: 549, Enfield 2005: 318) or Diewald’s (2002) “critical contexts”. An innovative element in the reflection on this topic has been the increasing awareness of the importance of taking interactional factors into account when defining the contexts for
change: thus dialogic and contesting contexts evoking multiple view-points, turn-taking and other interactional moves (cf. Traugott 2007 for an overview).

In this paper, a set of case-studies are discussed to highlight how properties of spoken language in interaction and properties of co-construed argumentational discourse act as driving forces in semantic change. The case-studies are drawn from a set of unrelated semantic domains: English conditional *supposing*, Italian scalar particles *addirittura* and *perfino*, Italian non-canonical negation *mica*. The consideration of interactional factors is shown to enrich accounts based on a more linguistic conception of “co-text”, such as the ones offered in Visconti (2004; 2005; 2006).

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Richard Waltereit
*University of Newcastle, UK*

**On the decline of the stressed reflexive in the history of French**

*Keywords: French, reflexive, binding, coreference, change*

In Modern French, the stressed reflexive *soi* is mainly restricted to non-referential subjects like *on* or *chacun*, including implicit ones; in other contexts it has been replaced by *lui/elle*:
(1) Il faut penser à soi-même.
(2) Pierre ne travaille que pour (lui / ??soi)-mêmeme.

In Old French, soi was productively used in most contexts, although lui/elle was far from uncommon:

(3) Devant soi voit ses enemis. ‘He sees his enemies in front of himself.’
(4) Il dona soi meismes por nos sauver. ‘He gave his life to save us.’
(5) Entour lui mete son mantel. ‘He puts his coat around his shoulders.’

This change raises a number of descriptive and theoretical questions: Brandt’s (1944) survey traces the progressive restriction of the use of soi in the history of French in a variety of context types. The change seems to proceed along a Silverstein hierarchy of decreasing specificity and animacy of the relevant subject, although this needs still to be ascertained in greater detail. Furthermore I will address the question what may have set off the change in the first place. The present study suggests that the key to finding a plausible motivation for the change lies in those contexts where speakers had a choice between soi (a “bound anaphor”) and lui/elle (an “unbound pronoun”). In Old French prepositional phrases, there was considerable variation between the bound anaphor and the unbound pronoun – similarly to Modern English himself / herself vs. him / her. In other words, speakers chose increasingly to use an unbound pronoun where they could as well have used a bound anaphor. Inspired by the pragmatic account of reflexive binding offered in Levinson (2000), I suggest that the unbound element, as in (5), was the marked alternative to the bound one as in (3), and I will explore the conditions of use that may have led speakers to favour the former over the latter.

On a theoretical level, the change promises to offer insights into the nature of binding systems. Same-subject reference was carried out with a bound anaphor in Old French (cf. (3) or (4)) and since then has increasingly been coded with an unbound pronoun as in (1) or (2). A comparison with Modern English suggests that the choice between bound anaphor and unbound pronoun is not only governed by the syntactic configuration but that it reflects different types of coherence in discourse. Bound anaphors turn out to be particularly suited to non-specific antecedents and unbound elements to specific ones.

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The aim of this colloquium is to discuss cutting edge research on corporate identity construction. We take the stance that identities are dynamic in nature, co-constructed and negotiated in discursive practices. We look at how interactants do identity work and how identity is indexed (often in subtle ways) in workplace discourse. As argued by De Fina (2007: 372), ‘individuals and groups build and project images of themselves that are not independent of and do not pre-exist the social practices in which they are displayed and negotiated’. We focus on the dynamic process of creating meanings in workplace interactions and in particular on the performance of identities in the said context. We aim at including work on personal and group identities.
‘OK one last thing for today then’: Constructing corporate identities in corporate meeting talk

Keywords: meeting talk, role of the chair, meeting as genre, Community of Practice, identity construction

The meeting is an interactional site in which many aspects of workplace communication are instantiated or “performed”. Whether it is evidence of power asymmetries or complex socio-professional relationships, meeting participants are constantly engaged in the on-going negotiation and co-construction of relevant norms and practices. In this context (as a specific genre of workplace talk) participants demonstrate their group membership, their role within the team, their expertise and status in the company; in short, meetings provide an opportunity for participants to perform and construct their professional identity.

The ways in which power and status are enacted has been researched in a range of different contexts, but the significance of the specific demands of the role of meeting chair is often overlooked. While the meeting can be considered a central communicative event in corporate workplace environments, linguistic and pragmatic research which takes into consideration the constraints and norms of this particular environment has only recently begun to gain significant attention. The importance of the role and function of the chair is arguably the most commonly perceived measure for distinguishing a meeting from other work-related communicative events, and as such is the focus of our analysis.

To explore the dynamic construction of professional identity (as one of many identities constructed within workplace talk), the discussion describes the ways in which the meeting chair discursively performs and negotiates their professional identity in the privileged role of meeting controller. The Chair is recognised, on the basis of the mutual understanding by participants of how meetings work to be in a powerful position which may or may not match their status outside this context. At the same time, however, the Chair is just one member of the team and their power is negotiated within the boundaries of specific communities. The analysis of our data suggests, that the same person acting as Chair in different meetings will enact their identity in very different ways depending on the local context.

We take a social constructionist stance, employing Lave and Wenger’s concept of Communities of Practice (CofP) as a theoretical framework. Wenger (1998: 73) identifies three dimensions of a CofP: namely a) what it is about – its joint enterprise as understood and continually renegotiated by its members; b) how it functions - the mutual engagement that binds members together into a social entity; and c) what capability it has produced – the shared repertoire of communal resources (routines, sensibilities, artifacts, vocabulary, styles, etc.) that members have developed over time. The latter is of interest to the present paper as research has shown that CofPs develop a specific discourse repertoire that distinguishes one community from others.
It would be inaccurate, however, to consider CofPs as means to study only the local context. In fact, CofPs “mediate” between the local and the global. As McElhinny argues, CofPs are “determined and constituted by their place within larger social structures” (2003:30). Hence, adopting a community of practice approach allows us to illuminate the link between micro and macro discursive practice and the interplay between local practices and the wider corporate business context.

We discuss here interactions where chair contribution is marked and unmarked. We analyse the contribution and role of the chair and we show how this is a) interactionally co-constructed but also b) related to a shared understanding of a ‘standard meeting format’. We take the stance that identities are dynamic in nature, co-constructed and negotiated in discursive practices. Accordingly we discuss how the chair performs, often in subtle ways “particular acts and display particular kinds of epistemic and affective stances” in doing identity work (Ochs, 1993:289). To these ends we focus on floor management and the handling of meeting agendas as a means of displaying power identities in an acceptable way within the corporate white collar meeting context.

Given the context bound nature of workplace talk we would reasonably expect differences between datasets reflecting the organisational and ‘cultural’ norms which influence interactions. Our comparative analysis calls on data sets of corporate meetings recorded in New Zealand and European organisations. Each dataset has been collected following similar methodological procedures and consists of audio (and where possible video) recordings of naturally occurring workplace meetings from a range of white collar organisations. Interestingly our analysis suggests that there are striking similarities in the ways in which Chair identities are constructed in meeting talk. In line with work by Orlikowski and Yates (1994:544) we close the paper by showing that the chair of the meeting can be seen as “structural device” that provide meetings with a distinguishable form.

References
Image-related sequence types in coaching interactions

Keywords: image work / face work, identity, analysis of spoken discourse, coaching, consulting

Examining the macro-level of image work, Goffman (1971) sketches out three sequence types which realise the co-construction of images in interactions. In this contribution, his concepts will be re-introduced, developed, and applied to the empirical analysis of coaching conversations.

The exploration of image work (or, traditionally: face work), has so far typically focused on the speech act level of interactions. Thus, a substantial bulk of research (often linked to the label “politeness”) addresses requests, apologies or compliments. Other researchers (e.g. Watts 2003), have emphasized the importance of larger textual and situational contexts of image-related communication; however, as yet, no corresponding theory of image work analysis has been established for wider stretches of talk.

One of the many competing analytical devices sketched out (and never systematically developed) by Erving Goffman covers precisely this phenomenon: according to Goffman (1971), image-related sequences are interactive patterns realising image work on a macro-level. These sequences play a major role in the co-construction of interactants’ images. Although Goffman never explicitly discusses conceptual relations, image-related sequences work in a similar way to the adjacency pairs discussed in Conversation Analysis. Thus, they consist of at least two corresponding, interrelated turns.

In fact, some image-related sequences are, in CA terms, prototypical adjacency pairs, such as, for instance, GREETING – GREETING. Such pairs are of the utmost importance to image work because of their phatic function. On the other hand, most image-related sequences would not be categorised as adjacency pairs due to their different set of conditions for first pair parts and second pair parts. A particular image-related sequence type can be realised by an infinite range of different speech acts, which does not hold true for adjacency pairs.

For example, if A mentions that s/he has sealed a difficult business deal, this communicative act can work as the first part of a confirmative sequence (Type I) of the pattern CONFIRMATION – CONFIRMATION. A confirms his/her own image, but s/he can perform the first pair part using one speech act only, by combining several speech acts, or by telling a colourful narrative, etc.

Likewise, his/her counterpart B might react in very diverse, but equally relevant ways: e.g. B might

(1) congratulate A
(2) praise him/her
(3) express his/her respect or amazement
All these responses complete confirmative sequences in favour of the initiator’s image.

Confirmative sequences generally constitute the most dominant and most unmarked imagerelated sequence type. In addition, Goffman has sketched out two other sequence types. Remedial sequences (Type II) function as repairing devices when images have been offended. Usually, they consist of four steps: INCIDENT, PRIMING ACTION, REMEDY, and GOOD WILL.

Afterburn sequences (Type III) can be characterised as special cases of remedial sequences. If an interactant gets the feeling that an image-related incident has not been resolved satisfactorily within the interaction, s/he might bring up the incident once more in a different setting with different interactants. The afterburn sequence is completed when someone has finally delivered the remedy.

In this talk, I will present the results of a study I have conducted on image work in business coaching interactions. The empirical evidence from my corpus suggests that image-related sequences fundamentally determine the structure of coaching conversations. Clients do enter coaching interactions for advice, but at the same time they attempt to present themselves in a positive way, they strive for appreciation, encouragement, and vindication. Therefore, much more than other interactive settings, business coaching constantly produces another complex sequence type that I have called feedback sequences (IV). These come in two different forms, either as

(1) REQUEST FOR FEEDBACK
(2) CONFIRMATION/CRITICISM

or as

(1) OFFERING FEEDBACK
(2) ACCEPTANCE/REJECTION
(3) (If ACCEPTANCE:) CONFIRMATION/CRITICISM

As I will further underline in my analysis, image-related sequence types are a key instrument to the understanding of the macro-level of image work. Thus, I will argue that this sequential framework is a crucial addition to speech act analysis, especially in the interpersonally sensitive context of coaching communication.

A systematic elaboration of Goffman’s ideas on image work from a linguistic perspective is provided in Holly (1979) and (2001).

References
The interactive construction of professional identity where there is not yet a profession: the case of person-oriented business coaching

Keywords: executive business coaching; lack of professional standards; topicalization of methodological and procedural issues

Coaching has become a buzz word in the modern (business) world. Yet, despite its proliferation, coaching still lacks clear-defined professional practices, specific training and licensing requirements, generally accepted and valid professional titles etc. For the time being, it is an umbrella term for often differing, more or less professional, counseling activities. Federations such as the Deutsche Bundesverband für Coaching (DBVC) and the International Coaching Federation (ICF) work on the necessary certification requirements and qualifications of executive coaches to finally standardize a field hard to survey. In view of such fuzzy conceptual underpinning, it is not easy to give a clear-cut definition of executive business coaching. The following broad description underlies this paper: Coaching is “a process of equipping people with tools, knowledge, and opportunities they need to develop themselves and become more effective” (Peterson & Hicks 1995: 41).

From the linguistic perspective applied here, coaching—despite its indeterminate professional status— is regarded as goal-directed talk at work and as an interactive project (Graf in prep.). As professional and institutionalized communicative interaction, coaching takes place between a professional and expert and a layperson, who occupy different interactive roles and carry different communicative responsibilities in line with the institution's requirements or goals. And although the emerging speech exchange in coaching— as well as in other formats of the helping professions— resembles ordinary conversations (Drew & Heritage 1992; Clark 1996), the asymmetry between the participants is interactively determined by the constraints on what, when and how to participate. This asymmetry primarily centers on the notions of ‘knowledge’ and ‘expertise’ with respect to the task at hand, how these are distributed and how much power is associated with their distribution. Knowledge and expertise in turn entail particular professional and institutional identities, roles and tasks as well as participants’ orientation to them. “In sum, these three dimensions of interaction – (a) orientations to institutional tasks and functions; (b) restrictions on the kinds of contributions to the talk that are, or can be, made; and (c) distinctive features of interactional inferences – are the primary features of talk that are focused upon here as evidencing distinctively institutional orientations in talk at work” (Drew & Heritage 1992: 25). However, neither knowledge nor participants’ identities and roles are preordained notions (Sarangi 2001; Güllich 2003). They do not exist in a vacuum, but need to be interactively and locally constructed in the particular interaction according to the respective institutional frame. Therefore, coaching is finally regarded an interactive or joint project (Clark 1996), which is realized in and through the concrete interactional communication process that evolves between coach and client.
In this paper, I will focus on the interactive consequences of the lack of clear-cut professional and institutional norms and standards in executive business-coaching. A special focus will be on how coaches and clients deal with the insecurities that surround ‘knowledge’ and ‘expertise’ in performing, negotiating and co-constructing their identities as professional and representative of the ‘institution’ coaching and as layperson, respectively. The data for the linguistic analysis stem from the person-oriented executive business coaching “Emotional Intelligent Coaching”, which is practiced in face-to-face one-on-one sessions of roughly 2.5 hours each time. A coaching process contains around 5 to 8 sessions. A multi-layered discourse analytic method is applied that employs concepts from Conversation Analysis (CA), Critical Discourse Analysis (CDA) and from the larger field of pragmatics.

A first analysis of the transcribed coaching sessions shows that coaches at one point or another during the process initiate a meta-discourse on how they understand coaching and their role and responsibilities as coaches. Such topicalization of methodological and procedural issues clearly represents a prominent task on which coaches’ professional identity rests. It is hypothesized that such topicalization stem from the lack of clear standards, definitions and procedures in coaching. As such knowledge with respect to methodology and procedure obviously cannot be assumed as coach and client’s common ground, the coach adopts a particular form of strategic management to establish this type of knowledge as common ground.

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Almut Koester
University of Birmingham, UK

Using small corpora to explore identity in workplace interactions

Keywords: identity, corpus, genre

Institutional identity has most commonly been examined through detailed qualitative analysis of stretches of discourse, for example using conversation analysis (Shenkein 1978, ten Have 1991, Greatbatch and Dingwall 1998, Benwell and Stokoe 2006). As institutional roles and identities are negotiated through talk, these can only be discovered through a detailed, turn-by-turn analysis of the discourse. Corpus-based methods, which examine patterns across a range of interactions therefore
would seem singularly unsuited to an exploration of institutional identity. However, recent studies using small, specialized corpora have shown that such corpora can indeed reveal insights into the contexts of use (Adolphs et al. 2004, Handford 2007, O’Keeffe 2007).

In a small specialised corpus, unlike in a large corpus, the language is not de-contextualised, as the corpus is usually carefully targeted to reflect contextual features, such as information about the setting, the participants and the purpose of communication. Therefore, analysis of small corpora can reveal connections between linguistic patterning and contexts of use (O’Keeffe ibid.). The patterns identified can be traced to local situational conditions, such as gender, power or discourse goal, and can therefore be linked to pragmatically specialised uses within that particular context of situation, including discursive practices and identities. O’Keeffe et al. 2007 (182) talk of a ‘signature use of language’ which marks group membership in a community of practice, for example through the use of in-group jargon, such as the term going forward within the business community.

A number of studies using small, specialised corpora have examined the ‘generic fingerprint’ of workplace discourse through an analysis of the most frequent and key words, phrases and collocations (e.g. Adolphs et al. 20004, Farr 2007). Such generic fingerprints are revealing not only of the linguistic characteristics of the genre, but also of the roles and identities taken up by the speakers in these workplace genres. Frequency or keyword lists generated by corpus software can provide a ‘systematic point of entry’ (Adolphs 2004: 12) into the data. Concordance searches for keyword collocations can then be carried out, and examination of the contexts in which these collocations occur may then lead on to exploring their pragmatic functions and the discursive practices to which they are linked.

Adolphs et al.’s (2004) examination of a corpus of telephone calls to NHS Direct, a telephone advice service provided by the National Health Service in the UK, provides a good example of this. The most salient lexical items in the telephone calls were identified through a keyword list. A qualitative examination of these items showed that many of them performed interpersonal functions which were used to elicit symptoms from the callers and give them advice. Moreover, they often related to particular phases of the interaction. Through an analysis of the frequently used lexical items in the different phases of the interaction, Adolphs et al. show how the nurses and advisors enact particular discursive roles linked to their professional identities. For example, the health professionals tended to depersonalize the advice by referring to external sources of authority, such as the British Medical Association’s guidelines, and the calls usually ended with the advisors summarising the discussion and trying to secure assent from the caller to adopt a suggested course of action.

This paper will examine identity in workplace talk in two small corpora of workplace discourse: The Cambridge and Nottingham Business English Corpus (CANBEC) and a Corpus of American and British Office Talk (ABOT). One of the themes to be explored is the influence of speaker relationship, and the discursive roles taken up in particular genres, on the use of various words and patterns. For example, in both CANBEC and ABOT, modals of obligation (have to, need to, should) are extremely frequent (Handford, 2007, Koester 2006). However, in both corpora, these modals, as well as their collocational patterns, are differentially distributed according to local
contexts, such as genre and speaker relationship. Differences in the relative frequency of these modals and the collocational patterns they enter into are intrinsically linked to the discursive roles and identities taken up by the speakers in particular workplace genres.

While this paper will argue that analysis of small, specialised corpora can provide a useful approach to examining identities linked to discursive practices, there are clearly limits to what corpus methods alone can reveal. Qualitative analysis of individual workplace interactions shows how identities are negotiated on a turn-by-turn basis, and may even reveal conflicting identities within a single encounter. Such issues will be addressed by examining individual encounters in which there is a discrepancy between the speakers’ institutional roles and the identities taken up within a particular encounter. Corpus methods and analysis of talk-in-interaction should therefore be seen as complementary approaches to the investigation of identity in workplace discourse.

References
(Forced) self-positionings in the workplace

Keywords: self-positioning, positioning of others, gender and professional identities, interviews, postsocialist workplaces

According to Positioning Theory developed by Harré and van Langenhove (1999), individuals emerge from the processes of social interaction, which are constructed through the various discursive practices in which they participate. Depending upon the positions made available within their own and others’ discursive practices, their identities shift (Davies and Harré 1999: 35). The notion of positioning can, therefore, be viewed as the constitution of speakers and hearers in particular ways as they engage in conversation through different discursive practices that are simultaneously resources through which both parties can negotiate new positions created in talk and through talk (Davies and Harré 1999:52). Thus, positioning is a discursive practice and within conversations, participants position themselves and the others as well as are positioned by others (van Langenhove and Harré 1999:22).

There are several different ways of positionings, which can be classified into tacit and intentional positioning. The latter is relevant for this presentation. Harré and van Langenhove (1999:24ff) distinguish between four distinct forms of intentional positioning: deliberate self-positioning, which occurs in every conversation where one wants to express his/her personal identity by stressing one’s agency or by referring to one’s point of view or to events in one’s biography; forced self-positioning occurs when the initiative does not lie with the person involved but with someone else. This form of positioning may be from a person representing an institution or from people within institutions (such as bosses, clients, consultants and colleagues) in order to classify people who are expected to function within institutions; deliberate positioning of others can be done either when the person being positioned is present or absent (gossiping); and forced positioning of others occurs when the person intentionally being positioned is either present or absent and its most dramatic form is a court trial. However, this form of positioning is not subject of this presentation.

This presentation deals with employees who resist and reject identities that are projected onto them by others in the workplace. Data from 16 semi-structured interviews, which were conducted with Croats and Serbs employed at international companies in their home countries, are used.

The setting is interesting insofar as Croatia and Serbia belong to the Eastern and South-Eastern European countries which entered the phase of transformation between 1989 and 1991. Considerable changes have occurred in the areas of the economy, politics and institutions in general, which have deeply affected and changed people’s everyday lives.

Due to the changes in the economic system and a large number of foreign companies entering the markets, new kinds of jobs have been introduced, so-called ‘postsocialist globalised workplaces’. Working habits and job requirements different from the ones before 1989/1991 as well as English being used as work language.
contribute to the fact that these workplaces are specific to the postsocialist transformation in the economic sector. It is also noteworthy to mention that people working in these workplaces are regarded to have prestigious jobs and earn quite more than the average salary in these countries.

The second important change is linked to the rejection of everything that could be connected with the state-socialist era. One of the communist ideologies and thus official politics was the equality of sexes, but traditional gender roles did prevail (Gal/Kligman 2000). The important change occurred right after the end of the state-socialist era when gender equality was almost immediately erased from the political agenda and traditional gender roles were advocated officially by state politics.

Women and men working in postsocialist globalised workplaces find themselves confronted with at least two aspects: on the one hand, they are faced with a capitalist work ethic and on the other hand, particularly female employees are confronted with insufficient support when they become mothers, resulting in clashes of multiple and conflicting identities in the workplaces.

This presentation provides such examples of clashing and conflicting identities. The examples taken from the interview data focus on gender and professional identities, more specifically what kinds of gender identities (instead of professional identities) were projected onto the employees, which they could or would not accept. The stories and/or conversations that are recounted by the interviewees show that the identities projected onto them, or rather how the employees were positioned by bosses, clients or colleagues, were resisted by different and differing forms of self-positionings. Thus next to deliberate self-positioning (positioning themselves in the interview setting when replying to questions and/or telling stories), the focus of the analysis is on forced self-positioning (as reaction to being positioned by their conversation partners) and deliberate positioning of others (positioning of their conversation partners). The specific workplace setting (‘postsocialist globalised workplaces’) is also taken into account.

References

Managers performing masculinities in business meetings: what we did 'last night'

Keywords: identities, masculinities, social talk, negotiation, narrative

This paper will explore the complex range of interactional strategies that are utilised by male business managers to construct their gender, sexual and professional identities in the situated context of corporate sales meetings. In keeping with the theoretical principles of this colloquium, interactants’ identities are conceptualised as fluid, dynamic and actively performed through discursive practices. Identities are also viewed as co-constructed within interaction with fellow interlocutors.

The data are part of the Cambridge and Nottingham Business English Corpus, a one-million word dataset of spoken business English. The interactions are from a regular meeting event which takes place between members of two manufacturing organisations. There are two main functions of these meetings: the first is for one company to sell its products to the other; the second is to review the sales progress between the two organisations. As the meetings bring together two groups of managers from different organisations, often with competing needs, the data provide an excellent opportunity to assess the enactment of both individual and group identities. The members of the two groups are identified as belonging to two different communities of practice.

In keeping with recent calls to combine quantitative and qualitative methods in gender and language research to advance the discipline, (Holmes and Meyerhoff 2003; Swann and Maybin 2008), the analysis commences with a quantitative, survey approach, utilising tools and techniques of corpus linguistics, combined with an analytical focus following Ochs’ (1992) work. Ochs (1992) argues that language and gender analysis should be composed of direct and indirect indexical relations. Direct indexicality refers to referential lexical items where gender is directly encoded, such as boy/girl, whereas indirect indexicality refers to speech styles which come to be indexicalised with specific gendered meanings, thus resulting in encoded gendered speech styles.

Whilst I believe that gender identities can be effectively analysed by examining both direct and indirect indexicality (see Mullany 2007), for the purposes of this paper I focus primarily upon direct indexing. This approach is closer to that taken by conversation analysts, where directly indexicalised gender terms are also further examined to see if gender actually becomes the topic of the conversation (Stokoe and Smithson 2001).

I examine word frequencies of lexical tokens which directly index gender, followed by a more qualitative, concordance line analysis. This reveals a recurrent theme: the topic of what happened “last night”, where the managers from both companies had gone out socially and there had been a ‘sexual’ encounter involving a woman and at least two males from the visiting company. This topic recurs at various stages during
the meeting discourse, pinpointed by the frequency analysis of the directly
indexicalised terms ‘she’, ‘girl’, ‘woman’ and ‘bird’.

The concordance analysis is broadened out further to include a more detailed
qualitative analysis of complete stretches of discourse. Managers from both CofPs
actively perform dominant hegemonic heterosexual masculinist discourses (Coates
2003; Saunston 2008) when interacting on this topic, enabling a range of
observations about their gender and sexual identities to be made. The ‘last night’
narrative, within which the directly indexicalised lexical items are located, occurs at
crucial points in the interactional sequencing of the meeting discourse. It is utilised by
members of both CofPs at strategic points in the sales negotiation. It is also used as
a tension releaser, and as part of the meeting’s opening and closing. The analysis
explores the consequences of these displays of gender and sexual identities and
how this intersects with professional identity performance. The paper concludes by
arguing that the identity performances within the ‘social talk’ of the “last night”
narrative is inextricably interlinked and strategically embedded within the core
business talk of the meeting.

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Bojana Petrić
University of Essex, UK

Workplace languages / workplace identities: identity construction of migrant
teachers of English

Keywords: workplace identity, English teachers, native / non-native

This presentation will focus on workplace identity construction of migrant teachers of
English, who are not native speakers of English, and who work in countries other
than their own. The debate about native and non-native teachers of English (see
Braine, 1999; Llurda, 2004; Medgyes, 1999; Seidlohofer, 1996) typically attributes
different kinds of professional expertise to the two groups of teachers: while native English-speaking teachers have an advantage in terms of language expertise and target cultural knowledge, non-native English teachers share the students’ native language and cultural background, and are thus in a better position to understand their needs. However, migrant teachers are native speakers of neither English nor their students’ language, which may suggest that they lack in important aspects of professional expertise. Yet their increasing presence in the global English language teaching profession suggests otherwise. The question therefore arises as to the ways in which migrant teachers construct their professional identities in the workplace (i.e., the classroom) through the use of the language(s) and cultural knowledge available to them. Exploring migrant teachers’ self-representation practices provides an opportunity to study professional identity construction in contexts where language practices function as an identity marker, as a professional tool, being both a medium and object of teaching, and as an indicator of professional expertise. While effective self-representation is important for any teacher (see, for example, Duff & Uchida, 1997) as a means of foregrounding those aspects of one’s identity and experiences that are both acceptable to students and useful in the teaching process, it seems to be an essential element of the migrant teacher’s expertise due to many possible ways their foreignness can be perceived in the workplace in the host country.

The theoretical framework of the study is based on recent approaches to language and identity (e.g., Norton, 1997, 2000; De Fina et al., 2006 Block; 2007), and language teaching and identity in particular (Duff & Uchida, 1997), which share the assumptions that individuals have multiple identities, reflecting their belonging to different social groups, and that identities are not fixed but rather negotiated in interactions with others. Discussing the situation of non-native teachers of English teaching in their own countries, Medgyes pointed to such teachers’ “double-barrelled nature”, i.e., the fact that “[b]y birth we represent our native language and culture, but by profession we are obliged to represent a foreign language with its cultural load” (1999: 37). The non-native teachers’ dilemma about the identity they should project in the classroom is even more complex in the case of migrant English teachers, due to the intricate network of both self-representation options and constraints on these options. How they present themselves may reflect various factors, including their professional credo (such as the views of their role as teachers), their linguistic and cultural affiliations, perceptions of students’ expectations and of the wider social environment, but also external factors relating to the workplace, such as the demands for ‘genuine’ native speaking teachers in the private language school sector or a preference for a particular type of teaching methodology. The study will investigate teachers’ self-reported classroom identities, their perceptions of the factors impacting on them and the ways they deal with these potentially conflicting factors.

The data for this study were gathered by conducting in-depth semi-structured interviews with four migrant teachers working in central Europe, in both public and private education sectors. The interviews explore their self-representation practices through the use of languages and cultural references relating to English, their own, and their students’ languages in the classroom. The analysis also takes into account teachers’ perceptions of how the workplace and the sociocultural factors shape their professional identities. The discussion will highlight the interplay of factors – personal
and interpersonal, institutional and sociopolitical - that impact on the ways migrant
teachers construct their classroom identities.

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Jan Svennevig
*University of Oslo, Norway*

**Topic introduction in business meetings**

**Keywords: topic, meeting talk, agenda, prefaces**

The paper presents an analysis of topic organization in business meetings. It discusses the relationship between local modes of topic negotiation and global constraints represented by the agenda and the chair’s introductions. It shows that agenda items may be introduced by reference to their known-in-advance status, and thus take the form of elliptical topic nominations. Topics not included in the agenda or scheduled for some other point in time are characterized by various sorts of turn prefaces that address their potential inappropriateness, and they are typically introduced as requests that require assent from the co-participants.

**Theoretical background**

In informal conversation, topic is negotiated by the speakers themselves on a local, turn-by-turn basis. In institutional encounters, topics are organized to a larger extent by pre-defined agendas or “scripts” and managed more hierarchically by various sorts of moderators. In meetings, the person responsible for controlling the topical progression of the talk is the chair. This role involves certain rights and responsibilities, such as introducing items on the agenda and closing topics by summarizing decisions and agreements reached. Furthermore, the chair keeps the discussion on track by moving the group back to the agenda topic during or after a digression (Holmes & Stubbe, 2003). However, also here there is large room for
variation in how strictly the chair will control the topic by reference to the agenda or allow the topic to be locally managed and possibly drift into adjacent matters. The degree of formality and leadership style will be decisive for this control, as noted by Holmes et al. (2007).

Topics introduced in meetings are most often planned in advance by being included in the meeting agenda and made available to the participants in advance of or in the beginning of the meeting. However, this plan for the meeting does not determine the development of the topics in the meeting in itself. The agenda has to be actualized and attended to by the participants in local turns at talk. As noted by Button and Casey (1988/89:87):

[…] the problem of providing for the warranted and legitimate initiation of talk on business-at-hand is solved by achieving for it a known-in-advance status which is then invoked and traded in at locally organised junctures within the talk.

It will primarily be the chair who has the responsibility to invoke and attend to the agenda, but also other meeting participants will in various ways display an orientation to the normative requirement of “sticking to the agenda”. These different practices for showing an orientation to the meeting agenda is the topic of this analysis.

Empirical analysis
The data analyzed comes from two corpora of videotaped meeting interaction. The first is a collection of various management and team meetings in an Inter-Scandinavian bank. The second is a corpus of management meetings in international subsidiaries of a large Norwegian manufacturing company. Most meetings include participants with various national and linguistic backgrounds and are conducted in lingua franca English, whereas some are national meetings conducted in a Scandinavian language.

The analysis shows that agenda items are introduced by the chair as already familiar to the interlocutors. They typically take the form of a short announcement of a keyword referring to a central referent in the agenda item (such as “Lotus Notes in branches”). This elliptical form of topic introduction relies on the supposed known-in-advance character of the agenda items. Furthermore, this form also serves to index this known-in-advance status, and thus to display to the participants the agenda-bound character of the topic.

Topics that do not occur as appropriately placed agenda items are introduced by other forms. These are topics raised by other participants than the chair or topics raised without being scheduled at that stage of the meeting. They are frequently introduced by metacommunicative prefaces and are formulated as requests or suggestions for raising topics rather than assertive announcements. The topics are thus presented as being contingent on acceptance by the co-participants. They are furthermore mitigated in various ways, which also serves to index and compensate for their potential inappropriateness.
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Atelier AFLS

Abstracts

L'Atelier AFLS a pour objectif:

1. de reprendre les thèmes principaux du colloque dans le cadre plus spécifique de la langue française ;
2. de créer un réseau de collaboration internationale ;
3. de publier un numéro spécial sur le thème « Sémantique et Interactions Verbales »
Abdelhadi Bellachhab  
*Université de Nantes, France*

*l’excuse, entre conceptualisation, représentation sémantique, et réalisation linguistique*

**Keywords:** *l’excuse, conceptualisation, représentation sémantique, FLE*

Notre étude soulève deux questions principales : elle s’interroge d’abord sur les liens qui coordonnent les représentations conceptuelles des apprenants d’une langue seconde/étrangère relatives à l’acte de l’excuse, leurs représentations sémantiques correspondantes et leurs réalisations linguistiques réelles. Elle essaie par ailleurs d’examiner l’implication de ces trois strates dans le processus de l’apprentissage d’une L2/LE.

Nous avançons à ce sujet deux hypothèses corollaires. La première présume que « les modèles cognitifs idéalisés » de l’apprenant d’une L2/LE propre à l’acte de l’excuse, manifestés au niveau des représentations sémantiques, malgré leurs différences de ceux des locuteurs natifs, se développent au fur et à mesure que sa compétence linguistique progresse. La deuxième prémisse suggère que les apprenants construisent des représentations conceptuelles intermédiaires et transitoires (de l’excuse) lors de leur expérience d’apprentissage. Pour se faire, nous avons adopté un modèle théorique de représentation, construction et reconstruction du sens lexical, à savoir la Sémantique des Possibles argumentatifs.

La présente étude se propose alors d’analyser deux types de corpus que nous avons collectés auprès de deux groupes d’apprenants du français langue étrangère (étudiants appartenant à deux années universitaires : licence 3 et Master 1 langue et littérature françaises). Le premier type de corpus a été recueilli au moyen d’enregistrement vidéo d’interactions simulées par des jeux de rôle ; le deuxième type se présente sous la forme d’un questionnaire écrit réparti en deux sections : une section consacrée au savoir déclaratif de l’apprenant vis-à-vis de la représentation de l’excuse, et une autre dédiée aux associations argumentatives produites par les apprenants.


Les valeurs affectives des marqueurs discursifs dans la zone illocutionnaire des actes « rassurants »

**Mots – clés : marqueurs discursifs, sémantique, interactions verbales**

Nous nous proposons d’étudier la signification et les fonctions « interactives » et textuelles des marqueurs discursifs dans la zone illocutionnaire des actes « rassurants », comme promettre, assurer ou remercier. Notre recherche exploratoire s’appuie :

- d’une part, sur un modèle argumentatif de la signification linguistique et du sens discursif, la Sémantique des Possibles Argumentatifs – la SPA, modèle susceptible de rendre compte du « cinétisme » des significations linguistiques et d’envisager « la pragmaticalisation » comme une forme spécifique de ce processus ;

- et d’autre part, sur une approche de l’acte illocutionnaire en termes de processus de modalisation discursive, activant dans les interactions verbales le potentiel subjectif et intersubjectif des significations des marqueurs discursifs.

Nous allons illustrer cette approche sur deux corpus :

- un corpus de « données élicitées » au moyen d’un DCT (Discourse Completion Task), ayant pour objectif l’analyse des réalisations linguistiques des actes « rassurants », recueilli auprès de 20 étudiants français ;

- un corpus recueilli auprès du même public au moyen d’un questionnaire écrit, comportant deux sections : une section visant à leur faire expliciter leur savoir déclaratif pragmatique : les représentations des actes « rassurants », et une section visant l’analyse de leur savoir déclaratif linguistique concernant les valeurs et la signification des marqueurs discursifs mobilisés.

Les Connecteurs et le balisage des parenthèses à l’oral

**Keywords: Connecteurs pragmatiques, parenthèse, corpus oraux, (rupture de) continuité discursive**

Le fait que certains connecteurs pragmatiques puissent fonctionner comme des procédés de balisage de parenthèse a été souligné par plusieurs auteurs. À quelques exceptions près, la plupart des études portent sur le rôle des marqueurs dans le rétablissement de la continuité discursive. Dans la mesure où signaler la connexion est leur caractéristique fondamentale, il ne semble pas étonnant que les
connecteurs soient aptes à fonctionner en tant que signaux spécifiques de raccrochage qui visent la construction d’un discours linéaire suivi.

L’analyse de corpus oraux amène pourtant à constater que certains marqueurs peuvent aussi baliser les parenthèses à gauche et s’avérer ainsi être des introducteurs du discours intercalaire. Dans de tels cas, ils se situent à un endroit de rupture de la continuité discursive. Dès lors, la question qui se pose est de savoir ce qui motive la participation de ces marques de connexion dans l’introduction d’une structure parenthétique.

A partir de l’étude de données empiriques, je montrerai que les connecteurs articulent le discours primaire interrompu et la parenthèse grâce à leur potentiel relationnel. Qu’ils balisent les parenthèses à gauche ou à droite, les marqueurs signifient toujours une relation – l’unique particularité est que, lors d’un balisage à gauche, la connexion n’est point évidente puisqu’elle se situe entre deux faits discursifs différents : un discours de premier plan, constituant la visée communicative principale du locuteur et un discours de second plan, décroché par rapport au premier mais singulièrement relié à lui par des processus mentaux dont les connecteurs sont la trace.

Références

Elodie Oursel
SyLED/CeDiscOr (Paris III) et ATILF (Nancy 2), France

A quoi sont dues les incompréhensions des non-natifs dans leurs interactions avec des natifs de la langue de communication? Les implicites mis en cause

Keywords : Communication exolingue; ratés de la communication; implicites

Nous nous proposons de présenter les premiers résultats d’une recherche de doctorat sur les interactions natifs – non-natifs en français. Nous avons débuté notre recherche avec l’idée que les interactions en langue étrangère avec un natif posent des problèmes particuliers du fait de l’inégale expertise et maîtrise de la langue de communication. Notre propre expérience nous a montré que les malentendus, incompréhensions et autres difficultés de compréhension sont nombreux et ont parfois des enjeux importants dans la communication. Notre regard se porte pour notre recherche sur les implicites de la communication qui peuvent bloquer la
compréhension. Nous nous intéresserons donc dans notre corpus aux différentes incompréhensions manifestes et nous verrons quels implicites posent problèmes.

Nous envisageons cette communication comme un rapport d’étape dans notre travail de thèse. Nous décrirons la constitution de notre corpus d’interactions spontanées regroupant natifs et non-natifs en nous focalisant sur les difficultés rencontrées au niveau méthodologique et humain, sur les stratégies que nous avons employées pour passer outre ces difficultés et sur les biais que cela implique dans nos résultats. Nous voulons également proposer une classification des types d’incompréhensions dans notre corpus, qui restera à faire évoluer lorsque le corpus s’amplifiera encore. Nous analyserons les interactions à travers les outils théoriques et méthodologiques nécessaires pour comprendre les mécanismes implicites qui ont été à l’œuvre lorsque les incompréhensions ont eu lieu (analyse des interactions : sémantique, pragmatique, énonciation, micro-sociologie, et psycholinguistique).


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Carmen Plesa  
National College Tudor Vianu, Roumanie

L’implicite – caractéristique foncière du discours

L’objet de l’étude que je propose est de présenter l’implicite comme stratégie de la négociation des identités dans le débat électoral et dans le discours littéraire.

Le cadre théorique de notre démarche est la pragmatique anglaise et américaine basée sur les notions de l’intention du locuteur et l’effet chez le récepteur qui reconnaît l’intention communicative. L’approche griceenne est basée sur la notion d’implicature et particulièrement sur les notions d’implicature conversationnelle et d’implicature conventionnelle.


L’implicite est une stratégie de la négociation des identités dans le débat électoral et dans le discours littéraire, mais les effets sont différents.

Je propose pour l’analyse deux fragments. Pour le discours littéraire, le fragment fait parti du roman Le monde en deux jours écrit par G. Balaita et c’est un dialogue entre le personnage central Antipa et un chat étrange, Murr. L’objet de l’échange verbale est la négociation des identités, à la fin duquel le matou déconstruit implicitement l’identité d’Antipa et la reconstruit en d’autre termes.

Pour le débat électoral, je propose pour l’analyse un fragment de la dispute électorale entre Chirac et Mitterrand (1988), où implicitement la négociation vise les identités et la relation.

Références
Minuit

**Ingrid Plivard and Brigitte Minondo-Kaghad**
*Université de Bourgogne, France*

**Interactions sociales entre médiateurs et populations défavorisées : émergence d’une culture tierce**

**Keywords:** culture tierce, médiateurs sociaux, population défavorisée, compétence de communication interculturelle, empathie

Cette étude s’intéresse à la construction d’une culture tierce dans le cadre de l’activité des médiateurs sociaux au cours de leurs contacts avec les populations de quartiers défavorisés.

L’action des médiateurs vise à recréer des interactions positives entre les différents acteurs (population et représentants des institutions notamment), à modifier les jeux de rôles convenus et les préjugés figés des uns sur les autres (Bondu, 1998). Il s’agit de restituer chez les individus médiés la capacité à se faire entendre et à échanger (Gaillard & Durif-Varembont, 2007). Le médiateur doit initier la constitution d’un univers commun de références, libérant ainsi un espace de parole.

La mise en œuvre de compétence de communication interculturelle rend possible l’émergence d’une culture tierce. Les capacités qui contribuent à cette compétence font l’objet d’une littérature abondante (notamment Gudykunst & Hammer, 1984; Hammer Gudykunst & Wiseman, 1978; Ruben 1976, 1977). Parmi les indicateurs recensés, nous nous attacherons plus particulièrement à trois d’entre eux :

- La connaissance d’autres cultures (familiarité et compréhension de l’histoire, des traditions, coutumes et valeurs d’autres cultures que la sienne propre).

- L’efficacité de la communication qui reflète la capacité à interagir avec succès, à résoudre les problèmes survenant lors de la communication et à être empathique avec les membres d’une autre culture.


L’étude consiste en une analyse des interactions recueillies lors d’actes de médiation, qu’ils aient ou non trouvé une issue positive. Une analyse de discours est utilisée pour déterminer les processus sous-jacents à la création d’une culture tierce. D’autre part, un « carnet de bord » a été tenu lors du recueil de données sur le terrain. Des informations sur le contexte et des observations complémentaires y ont été consignées afin d’apporter un éclairage supplémentaire à notre analyse.


Références


The aim of this round table is to address current debates on Intercultural Communication (IC) research. While studies in the field often attempt to correlate values and behaviours with different nationalities, constructivist approaches foreground the multivariate and formless character of culture and cultural identities. Emphasis is placed here on the discourse actors deploy and, in so doing, co-construct 'culture'. We aim at discussing dominant approaches and traditions and to problematise their strengths and weaknesses.
Jo Angouri
University of the West of England, UK

Going beyond national cultures: researching intercultural communication at the multinational corporate workplace

Keywords: intercultural discourse, intercultural training, ethnocentric approaches, communities of practice, multinational companies

The internationalisation of businesses now occurring is reshaping workplace settings and creating the need for large numbers employees to communicate with a wide range of interactants. Against this backdrop there has been an explosion of interest in culture, cultural diversity and intercultural (IC) training in the context of the multinational corporate workplace.

Studies in the IC field often attempt to correlate preferred values and behaviours (attributable to culture) with different nationalities. Accordingly IC literature is largely based on ethnocentric approaches where ‘culture’ typically refers to ‘national culture’. Barinaga (2007) has recently suggested that the dominant cross-cultural literature tends to conceptualise national culture as “a structure that precedes and constrains group members’ behaviour” (2007:316). However the view that national culture is constituted by a static cluster of characteristics has been repeatedly challenged in the literature. (e.g. Ailon-Souday and Kunda, 2003).

My aim is to problematise this paradigm and to discuss an alternative for the study of IC talk. Drawing on data from my research on seven multinational companies situated in Europe, I discuss how the Communities of Practice (CoP) framework and research on workplace discourse can provide an alternative for investigating how things are getting done in the multinational workplace. I close the paper by showing how such an approach can feedback into IC training and provide a powerful insight into the variation in practices and norms employees are likely to face at the multinational corporate workplace.

Adrian Holliday
Canterbury Christ Church University, UK

A critical qualitative methodology for getting to the bottom of cultural realities

Keywords: methodology, ethnography, imperialism, Self and Other

Communication is not just about what people say, but what is going on all around and on the peripheries and under the skin of society. It is precipitated by larger and often hidden narratives of interest. Given the manner in which powerful and sometimes chauvinistic discourses of cultural description get in the way of deeper understandings, both within the academy and in everyday ‘thinking as usual’, qualitative, ethnographic methods which are designed to ‘get to the bottom of things’ need to be employed. These should include

(a) classic ethnographic procedures for making the familiar strange, putting aside
easy answers found in existing models, allowing space for the unexpected, allowing thick description to emerge from all aspects of social life, not shrinking from uncontrolled richness and complexity,

(b) a critical analysis of discourses about as well as of culture,

(c) acknowledging the political, global, positioning of Self and Other, both in the researcher and the subject,

(d) using any means available to capture emergent complexity, to represent the blurred, shared, and unexpected (e.g. pictures, reconstructions, fiction), but accompanied by a close account of researcher decisions and a responsible and referenced narrative of what might be going on

Researchers need to develop personal disciplines for non-aligned looking, to be able to recognise the counter and the hidden. A key example will be used to demonstrate how this might work.

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Peter Sercombe
University of Newcastle, UK

Intercultural communication research: what seems to work?

Keywords: intercultural communication, research methods

Intercultural communication (ICC) mainly considers how people from dissimilar cultural backgrounds participate, at an interpersonal level, in communicative events. While ICC benefits from being a heterogeneous subject area (by drawing on and being informed by a number of disciplines, including Anthropology, Linguistics and Psychology, among others), we acknowledge much has been written about and within this field on the basis of misleading and untested assumptions, concepts and assertions (as articulately described by, for example, Holliday et al. 2004). General definitions of culture and communication seem largely redundant. What seems more appropriate is to consider specific contexts and practices. Blommaert (1998: n.p.) suggests ‘culture in all its meanings and with all its affiliated concepts, is situational.’ We endorse this view and propose there is a fundamental need to problematise concepts within intercultural communication (among students, as well as professional researchers), not gratuitously but as a fundamental requirement, to examine preconceptions and try to raise our own awarenesses of the complexities involved in undertaking informed research in such a multifaceted field. For this round table, we consider some of the methods employed and inferences made from data gathered through these methods; then consider the level of validity one might associate with these methods, their findings and inferences drawn.

References
Interculturality as Being vs Doing

Keywords: interculturality

Recent years have seen a growing use of the term interculturality not only in the field of intercultural communication, both also in various disciplines such as social psychology, education, anthropology, sociology, language teaching and learning, identity and ethnicity studies as well as in policy studies. This talk aims to highlight the differences in the way the term is used and their implications on the research approaches.

The first type of use takes the term interculturality as a state of being ‘intercultural’, i.e. a state or a fact that participants come from different cultures, and regards IC as a priori condition for interpreting social interaction and behaviours. This ‘being’ approach is a starting point of the works by many social psychologists and cultural anthropologists and shared by some earlier works in cross-cultural pragmatics and interactional sociolinguistic studies which assume that cultural differences determine speakers’ discourse strategies and are sources of intercultural miscommunication. Although some studies in business communication and training, and language teaching and learning continue to follow this traditional interpretation of interculturality, this approach is increasingly criticized for being essentialist (Holliday, Hyde & Kullman, 2004) and over-generalised (Scollon and Scollon, 1995, p. 125).

The second approach sees interculturality as doing and emphasizes the ‘inter’, ‘emergent’ and ‘discursive’ aspect of communication and treats ‘cultural differences’ as a dynamic process in two aspects. Firstly, cultural differences are salient only if participants make them relevant during interaction. Secondly, participants’ cultural and ethnic identities are not static entities. Instead, they are brought about in the interaction as a ‘situated, practical accomplishment’ (Higgins, 2007). Studies following this line of approach provide further evidence on how social-cultural identities of participants are negotiated and constructed through discourse and in some cases new social-cultural identities are brought about and created.
Papers and Posters

Abstracts
Sayaka Abe  
Vassar College, USA  

From clausal linkage to pragmatic markers: communicative interactions in form-meaning reconfiguration of Japanese verbal elements  

Keywords: diachronic, pragmatic, intersubjective, Japanese  

In semasiology, intersubjectivity is often associated with later stages of diachronic change under the term intersubjectification (Traugott and Dasher 2002). In this respect, the present study takes on a rather broad question ‘what is intersubjectivity?’, and investigates the role of communication in the course of the change of te linkage in Japanese, the history of which dates back to Old Japanese. The construction not only connects clausal-level constituencies, but also two independent verbs (V1te + V2), whereby V2 often becomes grammaticalized and syntactically subordinate to V1. (e.g. *kaku* ‘write’ + *miru* ‘look’ > *kaite-miru* ‘try writing’, *yomu* ‘read’ + *shimau* ‘put away’ > *yonde-shimau* ‘finish reading’ or ‘regret reading’). Furthermore, certain grammaticalized V2 verbs can undergo phonological reduction, positional change and development of a pragmatic function, while some do not. The present study investigates the patterns of form-meaning reconfiguration by focusing on the data of selected V2 types (including the examples listed above) in over thirty works of novels and play scripts as primary sources (mainly from Early Modern Japanese – Present Day Japanese, supplemented by secondary sources for older data) and proposes different types of mechanisms including: morpho-syntactic reanalysis, the stylistic replacement of the less-colloquial *i*- or renyo linkage (e.g. *kaki*- as opposed to *kaite*) (see also Shibatani and Chung 2007), analogical extension, and metonymic association. The study suggests that they are largely recursive in nature and not necessarily associated with intersubjectification.

Chie Adachi  
University of Edinburgh, UK  

Multi-functionality of Sugoi/Sugee among Japanese adolescents in the speech act of complimenting  

Keywords: speech acts, compliments, Japanese, multi-functionality of linguistic form  

This paper examines the multi-functional use of linguistic marker sugoi/sugee that is frequently detected in complimenting among young Japanese. In the use of sugoi/sugee among younger Japanese, this form seems to single out the meaning of “something amazing, something beyond ordinary”. This function is especially well-suited to speech acts attending to positive face wants. I investigate its use in spontaneously generated compliments in conversational Japanese. In a corpus of 154 compliment events, 44 compliments are marked with sugoi/sugee (28.5% of the entire data set). This represents a significant use of sugoi/sugee in Japanese complimenting behaviour, at least, among the younger generation.
However, although complimenting is one of the most obvious positive politeness strategies (Brown & Levinson 1978, Holmes 1995, Manes & Wolfson 1981), many speech acts are multi-functional and fulfil the binary functions of positive and negative politeness strategies. (Meyerhoff 1999, Mills 2003): “…it becomes extremely unlikely that a specific routine or gesture will ever be interpretable purely as a gesture of positive or negative politeness (Meyerhoff 1999: 229)"

We see this clearly with sugoi/sugee. This paper demonstrates the five primary pragmatic functions of sugoi/sugee: as a linguistic indicator for 1) praise, 2) surprise, 3) emphasis, 4) sarcasm and 5) silence-filler. The analysis is based on a corpus of more than 40 hours of recorded conversations, including sociolinguistic interviews and free-style conversations collected from Japanese university students from January 2007 to August 2008. Finally, further research of the current study looks into the pragmatic use of sugoi/sugee among older Japanese.

José Aguilar  
DILTEC - Université Sorbonne Nouvelle Paris 3, France  
HUM 619 - Université de Malaga, Spain

L2 teachers’ disaffiliation from learners’ actions as an indicator of decision-making processes

Keywords: L2 teaching, decision making, disaffiliation, conversation analysis, L2 teacher’s cognition

This paper presents the first results from a current research study that focuses on L2 teachers’ decision-making processes in classroom instructed teaching for adult learners. A combined use of conversation analysis and open ended and stimulated recall interviews is made to (a) locate instances of L2 teachers’ disaffiliation vis-à-vis learners’ interactive actions, and (b) elucidate their principles. The conclusions suggest that these principles are often of a pedagogical nature – namely the teachers’ observance of class-plans, and their concern to engage the most learners actively in class interaction. However, results also indicate that signs of emotion may intervene in the L2 teachers’ decision-making processes as situated action related elements. It is argued that a distinction may be made between the purely pedagogical principles and other principles that account for more emotional responses.

References
Candidates’ questions in televised electoral debates

Keywords: question, interaction, debate, television, image

The numerous and varied occurrences of questions mutually asked by the candidates to France presidency, S. Royal and N. Sarkozy, within the televised debate in 2007 (May, 3), make the object of the quantitative and qualitative research proposed by this paper. The above-mentioned actualization of the televised debate genre brings about important format changes, some of which triggered the increase of questions number.

This paper tries to demonstrate that questions have the potential of cumulating discourse functions that contribute, not only to the fulfillment of the candidates’ strategies, but also to the delineation of a new type of debate interaction.

The aim is to refine the existing characterization of the special and complex type of face-to-face communication constrained by the debate format.

The analysed debate format stimulates direct confrontation through permissive turn and intervention length control. Diachronic analysis of classic formats will reveal points of contrast.

The place, structure and local functions of the examined questions are seen to be determinant for the direct nature of the politicians’ verbal interaction.

Hierarchies of questions according to 4 criteria (place, form, respondent’s freedom to answer, semantic content) are inter-related and assigned degrees of impoliteness. Impoliteness is considered co-substantial with the conflict discourse stipulated by the communication contract. The paper shows the way it affects the candidates’ faces and the way candidates are trying to build new, favourable self-images through interaction.

Inferences are made about the relational component of the debate communication.

The individual discourse of the two candidates are only compared with a view to showing the way they contribute to the co-construction of the interaction meaning.

References (selection):
Doris Linda Borrero  
University of Salamanca, Spain

POSTER

Persuasion and religious discourse: a critical discourse analysis of an international Protestant church

Keywords: religious discourse, persuasion, rhetorical strategies, discourse analysis

This research project analyzes the rhetorical strategies used in the discourse of the Ministerio Internacional Iglesia Fuente de Agua Viva (The Fountain of Living Waters Church International) of Puerto Rico (FAV, its Spanish acronym)\(^1\) with the aim of identifying mechanisms that “legitimize the discourse and influence the thoughts and, indirectly, the actions of attendees” (van Dijk, 1993). Departing from the theoretical framework of van Dijk’s critical discourse analysis (1993) the research analyzes several aspects that shape part of this discourse. The theoretical framework proposes that discourse is not composed solely of verbal action, but also includes meaning, understanding, and interpretation. We also examined the non-verbal elements of the context (as clothes, music and decoration) in which the discourse is generated that influence the construction of the message. The results of this analysis enabled us to detail the contextual conditions that make this religious discourse effective.

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\(^1\) FAV is a protestant church with an international reach that has a total of 41 churches distributed among Puerto Rico (27), the United States (11), South America (2), and the Caribbean (1).
Co-constructing meaning through *ad hoc* grammatical constructions: a corpus-based cognitive linguistic account

**Keywords: interactive alignment, online syntax, construction grammar, intersubjectivity**

Recent years have brought about a rapprochement between cognitive linguistics (CL) and conversation analysis (CA), in the sense that (a) CA is gradually developing a cognitively plausible account of the grammatical repertoire of spoken language, using *construction grammar* (Günthner & Imo 2006; Fried & Östman 2005), and (b) CL is starting to draw attention to the interactional grounding of language, and is incorporating notions such as *intersubjectivity* (Verhagen 2005), *stance* (Du bois 2007) and *interactive alignment* (Pickering & Garrod 2004; Du Bois 2001). The present paper aims to strengthen this interdisciplinary approach by introducing a dimension of *online syntax* in multi-agent discourse (Auer 2007). We argue that in the process of interactional alignment, local or *ad hoc* constructional routines are established that produce a linear-sequential effect of resonance. At a theoretical level, the present paper develops a cognitive-linguistic model for the analysis of alignment phenomena, which describes the emergence of structural parallelisms between successive turns in terms of an *online* process of grammatical construction building. To support our theoretical claim, we present the results of a systematic analysis on the basis of a large-scale comparable corpus of different genres of interactional language use in German and Dutch. We propose a quantitative and qualitative analysis of (i) the *spectrum* of ad hoc constructional routines at different levels of linguistic organization, (ii) the *cognitive processes* involved in establishing cross-turn mapping relations, (iii) the *interpersonal* aims and *pragmatic* effects of interactional grounding strategies, and (iv) *genre differences* in the complexity and scope of local constructional routines. What emerges is an account of the dialogic shaping of grammatical constructions at the interface between usage-based cognitive linguistics and usage-oriented interactional linguistics.

Laura Camargo-Fernández
*University of the Balearic Islands, Spain*

**POSTER**

The role of quotations in the discussion about language context sensitivity: a corpus based approach

**Keywords: corpus linguistics, pragmatics, semantics, quotations**

In the last decade, quotations have become a revisited issue in the discussion about language context sensitivity (see Recanati 2000, 2004, and Cappelen & Lepore 2004, 2007). The special features of quotations have been used as an argument to
defend opposed theories regarding the non-autonomy of semantics. Thus, whereas for Cappelen and Lepore (2007) the “disquotational theory” proves the Semantics independence of Pragmatics, Recanati (2000) considers quotations to be “semantically innocent” metarepresentations and, as a consequence, highly context-dependent elements.

Despite the accuracy reached in this debate, these authors provide models that illustrate better the theoretical system than the actual use of language. This is especially obvious when we compare the examples given in their works —mainly based in introspection— with the current use of quotations in conversational interaction. The aim of this paper is, firstly, to provide evidence of conversational quotations in three different corpora of oral Spanish and, secondly, to show in what degree they differ from the theoretical generalizations given by the authors mentioned above. Finally, I will emphasize the importance of working with large corpora in order to empirically test the use of linguistic phenomena as a way of avoiding the existing gap between general linguistic theories and real language use.

References

Liz Chilton
University of Birmingham, UK

'Being' professional and 'doing' professionalism: an exploration of the situated language practices of Family Literacy practitioners

Keywords: situated language practices, discourse analysis, professional identity, family literacy

My research is located in the area of Family Literacy, Language and Numeracy (FLLN) programmes but more specifically explores the working and workplace relationship between FLLN practitioners as revealed through their socially situated language practices. I am particularly interested in how FLLN practitioners position themselves and are positioned in and through their discursive practices, and how this is made apparent in their working practice. Close analysis of situated language can provide distinctive insights into the mechanisms and dynamics of social and cultural production in everyday life (Rampton et al., 2004).

This paper draws on interactional data of two FLLN practitioners who were delivering a Family Literacy programme, taking place once a week over a 15-week period. Each teaching session and the ensuing post-teaching debriefing discussions between practitioners were recorded. The post-teaching discussions were transcribed. Ongoing member checking was enabled by a timely turnaround of transcriptions, which were returned to practitioners on a weekly basis.
One of the themes that interweaves through the interactional data is the practitioners’ conceptualisations of ‘professionalism’. Notions of what it means to be professional, how this has changed over time, and how identity and professionalism are bounded and interlinked as revealed in and through discursive practices will be explored in this paper.

References

Maria Christodoulidou
University of Cyprus, Cyprus

Complaints and responses

Keywords: “opposition-type” stories, reported speech, idioms, extreme case formulations, irony

This paper uses conversation analysis to investigate complaint narratives and responses in spontaneous Cypriot-Greek conversations. The theme of the complaint narratives examined here is the transgressions (Drew 1998) of non-present parties. Specifically, in my data, complaints are expressed through describing a non-present party’s misbehaviour, directly reporting the complained-about speech, recreating an “opposition-type” exchange (Schegloff, 1984). The special focus of this study is to reveal and analyse the distinctive features of complaints. The first feature examined is the description of the transgression. In agreement with Drew (1988), this study shows that one the central tasks of complaint narratives is to describe the other’s behavior...as having constituted a transgression. In the present study the description of the other’s behaviour and the complained about speech consist of extreme case formulations (ECFs) (Edwards, 2000; Pomerantz, 1986) and idiomatic expressions. In my study ECFs -described by Edwards (2000: 347-8) as “assessments that deploy extreme expressions such as every, all, none, best, least, as good as it gets, always, perfectly.."- are used to invite affiliation by attributing an extreme, offensive, unfair etc. behaviour/words to a non-present party. In addition, idioms which are formulaic constructions, use figurative and metaphorical devices in order to depict the nature and strength of the grievance (Drew and Holt, 1988). Furthermore a special role in the complaining examined has the employment of direct reported speech of the complained-about person which is placed at the climax of the complaint narrative (Drew 1988). The other’s misconduct is represented specifically to what they said to the complainant, this being reported through quoting what they said (id). Last but not least, the story recipient’s slot upon story completion is a structurally marked place where recipients much show appreciation of the telling (Schegloff 1984). Interestingly recipients respond to complaints with non-literal responses, including ECFs, idiomatic expressions, irony, and rhetorical questions.

References
Erika Darics  
Loughborough University, UK

"Hi honey, can I ask you a quick?": Discourse strategies and interactional norms in a virtual work environment

Keywords: computer-mediated communication; computer-mediated discourse; workplace interaction; community of practice; discourse analysis

Virtual teams, by removing the traditional constraints of time and space of the interaction, enable the participants of various (cultural and national) backgrounds from geographically distant locations to work together over the internet. The work processes are accomplished through conversation and communication practices, and because the participants do not share the same physical environment, all understanding must be achieved through linguistic exchanges. Communication is also the means of team formation and the means of the establishment of shared knowledge and shared practices, since the team’s and the organization’s culture and knowledge is transmitted through these interactions. The objective of this research is to investigate the discourse strategies used in the computer-mediated communication environment. The micro-level exploration of synchronous text based interactions of one particular virtual team will shed light on the emerging interactional norms of the community as well as on the linguistic practices of computer-mediated discourse. The examination of communicative practices includes the formulaic preambles of instant messaging, the mitigation devices and the negotiation of directive meaning (including unconventional orthography, visual representation of hesitation and interactionally functioning emoticons).
Maya K David  
*University of Malaya Kuala Lumpur, Malaysia*

**Switching and shifting codes: politeness markers in a GP’s language choice in Kuala Lumpur, Malaysia**

**Keywords:** code switching, code mixing, accommodation, politeness, face-saving, Malaysia

Politeness is manifested in many ways. In multilingual Malaysia one important way of manifesting politeness is by code switching and code shifting. Where in most studies code switching is limited and contained to informal settings research in Malaysia (see Jacobson, 2002, David et al in press) shows that it has moved on to formal domains including court room (see David 2003) and parliament.

This research examines the language choice of a general practitioner (GP) who examines children. Parents and even grandparents often bring their children to the clinic. The GP has to accommodate not only the child patient, but also the accompanying adults. She has to switch codes to cater to the language preferences of the patient, the patient’s mother and father or grandparents. This shift entails a knowledge of Malay (the national language of Malaysia), English (albeit a Malaysian variety of English), Mandarin (the language of education for those who attend Chinese medium schools) and the various Chinese dialects.

This research using recordings and transcripts will demonstrate the “agility” of the GP as she even within an encounter with one patient shifts from code to code so as to maintain the face of all parties concerned in the speech encounter.

Code switching must therefore be viewed positively in a multilingual context where interlocutors have a range of languages to select from. Code switching in fact is a strategy used to indicate politeness in such surroundings.

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Jules Dickinson  
*Heriot-Watt University, UK*  
Simon James Bristoll  
*University of Leeds, UK*

**'Want to hear the panic alarm? It doesn't affect Deaf people you see': The challenge of interpreting humour and small talk between Deaf and hearing employees**

**Keywords:** workplace, interpreting, culture, small talk, humour

Significant changes in the employment profile of Deaf people over the last 30 years have led to their increased presence in the modern workforce. As a result sign language interpreters (SLIs) are now working in a domain that presents considerable challenges. The social, cultural and linguistic conventions of hearing people are deeply embedded in the workplace, and are accepted as the norm (Turner at al 2002); Deaf people, faced with linguistic barriers from birth to adulthood, are
frequently denied access to these conventions. SLIs employed in workplace settings are at the interface between Deaf and hearing communication, not only responsible for negotiating a wealth of cultural differences between Deaf and hearing employees, but also for mediating their disparate perceptions of workplace norms and practices.

One aspect of workplace discourse that is vital to the integration of employees is small talk: it is essential to employees’ acceptance in the workplace. Humorous banter is particularly challenging to interpret and the consequences of failure are that Deaf employees may be ostracised and excluded, potentially to the detriment of their career progression.

Drawing on data from an ethnographic study of sign language interpreting within the workplace, and from a small-scale research project with Deaf employees, this paper will examine examples of interpreted small talk within the workplace setting and will highlight the effects that the interpreter can have on this type of interaction.

Olga Dontcheva-Navratilova
Masaryk University, Czech Republic

Interpreting modality markers in political speeches

*Keywords: coherence, epistemic modality, stance, political discourse*

Discourse coherence – the interpretative perception of the semantic unity and purposefulness of a discourse – may be conceptualized as a potentially variable cooperative achievement of interactants reflecting their communicative intentions and the situational, socio-cultural and pragmatic context in which the interaction takes place. In political discourse the interpretative process of assigning intentionality and creating meaning involves the (re-)construction and negotiation of identities, social roles and views, and the (re-)definition of participants’ interpersonal and institutional relations.

Drawing on the assumption that a political speech opens a dialogic space in which the speaker tries to build a coherent subjective representation of a discourse world, this contribution considers the resources available for indicating the speaker’s views and relations with the audience by investigating some markers of modality in diplomatic communication, namely in addresses delivered by the Director-General of UNESCO at the opening of international conferences and meetings. The analysis studies the functions of modal expressions for indicating epistemic judgement (such as modal verbs, adverbs of doubt/certainty, and mental verbs) as markers of the stance of the speaker and considers their potential to guide the audience towards a coherent discourse interpretation.
A number of studies have so far confirmed that learners’ second/foreign language pragmatic performance presents deviations from native usage in a number of dimensions. The learners’ strategy selection and the choice of external and internal modification of their requests are some of the areas which have been found to differ from native speakers’ performance irrespective of the learners’ proficiency level. The present study reports on the role and presence/absence of the discourse moves ‘you know...’, ‘remember’ and ‘actually’ in native and non-native requestive production. These addressee-oriented discourse moves which can be called ‘orientation moves’ (Woodfield, 2007, Woodfield and Economidou-Kogetsidis, forthcoming in 2009), externally modify requests by affecting the context in which they are embedded. Such orientation moves are particularly understudied in pragmatics studies to date despite being widely used in the discourse of native speaker requests.

‘You know...’, ‘remember’ and ‘actually...’ occur in sentence- initial position, and function as attempts by speakers to make things clearer for the addresses and invite them to metaphorically participate in the speech act. Importantly, they function not only to establish the focus of the request but also operate at an interpersonal level, serving to establish the extent of shared knowledge between the speaker and hearer and in doing so, decreasing the sense of social distance and increasing a sense of solidarity and involvement in the discourse. According to Georgakopoulou and Goutsos (2001:96), such phrases establish or reinforce a rapport between addresser and addressees. They also signal to the addressee the speaker’s attitudes towards what is talked about.

The present study examines the use of these orientation moves by American native speakers in a number of role-played requests and discusses the absence of these moves from the same oral requests produced by Greek Cypriot EFL learners.

References
Hilke Engfer
University of Southampton, UK

Conflict, self and persona: reflections on the 'migrant-in-the-family' care model and Alzheimer's disease

Keywords: 'migrant-in-the-family' model of care, Alzheimer's disease, embodied memory, emotional labor

INTRODUCTION: With regard to the so-called crisis in care that has provoked a complex discussion about the nature and quality of purchased care in Germany, today's increasing trend towards the “migrant-in-the-family” care model rises essential questions concerning the meaning and functions of the family ideology in home care. This paper reports on the findings of an ethnographic study on Alzheimer’s disease - related eating disorder in home care. It discusses the participants’ individual discursive and communicative means of constructing potentially conflicting care identities. METHODS: The oral data on which this paper is based were collected through ethnographic fieldwork. Over a period of 6 months care interactions involving one Alzheimer’s patient with neurogenic language disorder (“Wilma”), three different Polish live-ins, three of Wilma’s five children, and seven employees of a local nursing service were observed. Conversational Analysis is used to identify trouble-indicating behaviour and repair strategies. RESULTS: All members of the care network exhibit a variety of unique care identities and strategies. Interactions of these enacted roles display a spectrum of opposing, or synergizing combinations that construct familial care as a continuum of possible identities. CONCLUSION: Wilma’s home care is realised as a network of different interactive processes and roles which aim to create, and maintain family-like relationships. But the severe lack of communication and mediation, not only with regard to Wilma’s care, but also coping strategies and boundary setting of all individuals involved, causes cascading conflicts that can result in a complete breakdown and reorganisation of this network.

Leila Sadeghi Esfehani
Allame Tabatabaie University, Iran

Signifying and referential system in 'real' and 'virtual' name in electronic and non-electronic contexts

Keywords: virtual and real name, referential system, signifying system, iconic sign, symbolic sign

Within a nominational process, a linguistic sign may address a “real” or “virtual” person, but it does not have any meaning in decontextualized text, so E-name (Electronic name address) which could be real or virtual can have different pragmatic functions and roles. The purpose of the present article is to examine the essence and implication of real and virtual name, the relationship between E-name (electronic name address) and the notion of “self” as well as the individual and cognitive value of nomination phenomenon.
The result of the study showed that in the virtual world, there is an iconic relation between name and “self”, which reflects an individual's psychological profile. But, in non-virtual context, symbolic relationship effects identification by a referential system. To do so, an author's-made questionnaire was made which were obtained from 200 respondents and were analyzed by using theoretical and descriptive methods to study the different functions of real and virtual name as well as the similarity and differences of these two nomination process. Presumably, a person by choosing a name in virtual context refers to his/her standpoint of his/her Self and signifies partially his individual identity.

Furthermore, our results showed that the discourse system of the real name is a referential one where the virtual name has a signifying system through which one can draw the facets of the individual’s mind. Thus, the individuals’ personality, to some extent, can influence his/her ability to choose the virtual name. So, there are some differences in the utility of real and virtual names in the real worlds, in that, virtual names entail individual and social identity of the internet users.

Lucía Fernández Amaya
Pablo de Olavide University, Spain

Meaning in interaction: politeness in American telephone closings

Keywords: telephone conversation, politeness, closings, American English

This study investigates how American English telephone closings were realized between intimates. The corpus analysed consists of 23 American telephone conversations taken from Callfriend corpus (Linguistic Data Consortium). Few empirical studies of this subject exist in the academic literature, as telephone conversations have been used principally in conversational analysis (Schegloff and Sacks 1973, Hopper 1992, Schegloff 2002, Arminen 2005, Hutchby and Barnett 2005, among others). Nevertheless, I strongly believe it is necessary to bring both paradigms together - pragmatics and conversation analysis - to understand the mechanisms that operate in conversation. Furthermore, closings of telephone calls have not been as widely studied as openings.

After the analysis, it was shown that there were inherent threats to face and solidarity at the end of the conversation, which were dealt with through strategies of politeness. There were recurrent patterns that stood out notably: speakers seemed to cooperate not only to finish the conversation but also to not threaten each other’s face. The results suggested that the closing sequence not only served to end the conversation but also acted as a confirmation of the interlocutors’ relationships. So, the content and sequential organization of closings in American telephone conversation endings was shown to have to do not only with the turn-taking machinery, as discussed by Schegloff and Sacks (1973), but also with issues concerning the relationship between the participants and their societal roles.
Maryam Farnia, Raja Rozina and Raja Suleiman

University Sains Malaysia, Malaysia

Interlanguage pragmatic development: a study of Iranian EFL learners

Keywords: interlanguage pragmatic (ILP) development, expressions of gratitude, Iranian EFL learners, speech act

The present study is a cross-sectional study of interlanguage pragmatic development of expressions of gratitude, specifically after receiving a favor. Expression of gratitude is a common occurrence that arises in the speech of nearly everyone who speaks any language in the world and it is one of the few functions that most speakers can remember being explicitly taught as children. It is thus, often assumed that learners can successfully say thank you in the target language. However, studies show that even advanced learners have difficulty adequately expressing gratitude.

The objectives of the present study are to investigate the effect of proficiency in pragmatic development of L2 speech act behaviour of expressions of gratitude among Iranian EFL learners as defined by length of speech and use of strategies.

The data were collected through a discourse completion task questionnaire. Subjects’ responses were classified into eight thanking strategies. Descriptive and statistical analysis were conducted to identify the pragmatic differences that distinguished the behaviour of the two English learner groups, which varied according to their language proficiency.

The results show that Iranian and English native speakers have different preferences for thanking strategies in ten situations. They are significantly different in the length of speech and use of strategies. In addition, there is a positive effect of the language proficiency and English learners’ pragmatic development. The results also show evidence of pragmatic influence from L1 Farsi. Moreover, contextual variables, social status and familiarity have significant influence on the length of speech and the use of strategies for the subject groups.
POSTER

The ‘pragmaticalization’ process in the area of threatening illocutionary acts: a semantic approach of discourse markers

Keywords: pragmaticalization, discourse markers, illocutionary acts

This paper concerns some interactions between semantics and pragmatics in the definition and description of discourse markers for threatening illocutionary acts such as: to threaten, to accuse, to confess, to refuse or to apologize. The study is based on the approach of illocutionary act as a complex illocutionary modalization form (a specific configuration of modal attitudes for each illocutionary intention) and on a theoretical model for the representation and reconstruction of lexical meaning, “Semantics of Argumentative Probabilities” We make a double hypothesis on the pragmaticalization process in this semantico-pragmatic area:

- pragmaticalization process is constrained by the affective context of language threat and therefore it is very rich in forms that actualize not only less threatening elements of the modal configuration of each illocutionary act, but also the links between act and the situation that leads to the necessity of performing this act.

- pragmaticalization process induces a “semantic loss” at the level of values constituting the modal configuration of the act, but the meaning of these markers is enriched through the information that it brings on the “discoursive history” of the act performed: discourse markers are multifunctionary (illocutionary, meta-illocutionary and textual connectors).

We have used a “Discourse Completion Task”, to elicit and to compare linguistic performances of six threatening acts, by three groups of 20 NSs: of American English, French and Spanish.

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Cornelia Gerhardt
Saarland University, Germany

Negotiating the meaning of broader categories in talk: the case of patriotism

Keywords: media reception, talk-in-interaction, patriotism, intercultural encounters, multimodality

Negotiating the meaning of broader categories in talk-in-interaction: the case of patriotism

This paper illustrates how television viewers negotiate the meaning of an abstract field such as ‘patriotism’ as it is instantiated at the hinge between media texts and talk-in-interaction. It is based on the transcribed videos of football fans who are watching the World Cup on television.
The viewers use linguistic practices such as direct address of the players to signal, on the one hand, expertise in the game and, on the other hand, support of the English team. However, both identities may not always be compatible. What may be “meant” as a neutral reflection of a football expert may be interpreted as disalignment by the other viewers. The corpus allows the tracing of the interactional work needed to clarify such misinterpretations of each others utterances.

The commentators on television also index their more institutionally sanctioned version of patriotism. In the field of sports, the metaphorical equation /SPORT IS WAR/ is omnipresent. However, an example from Argentina versus England shows how the viewers resist being drawn into the reading of the game as an extension of the Falkland war (cf. the blurring it’s only a GA::ME.)

Finally, the multimodal nature of the television text also comes into play. The broadcast pictures and the commentary may at times be interpreted by the viewers as “sending mixed messages.” This highlights the importance of multimodal issues in the construction of meaning in everyday talk-in-interaction.

Ciler Hatipoğlu
Middle East Technical University, Turkey

Reconstructing challenged identities in computer mediated discourse in professional contexts

Keywords: computer mediated discourse, professional identities, professional contexts, Turkish

In the last few decades most of the interactions in academic institutions are done via e-mails. Important topics such as the number of the MA and PhD students to be accepted to the department, the new courses to be proposed and introduced to the program or the distribution of the new offices in the building are discussed via e-mails sent to all members of the department. Since computer-mediated discourse (CMD) does not have firmly agreed interaction conventions (Baron 1998) and since the e-mails written by the members of the department are read and scrutinised by the rest of the staff, sometimes interactions that are expected to go smoothly end up in conflict and well established identities and power relationships are overridden. What happens next?

The corpus examined in the study was collected between 2005 and 2008 at a university in Turkey and consists of various examples of ‘open electronic discussions’ in which the identities of participants with different characteristics (e.g., age, academic title) are attacked or challenged. The aim of the analysis was to uncover the strategies that the ‘offended’ parties employed when they found themselves in the described situations and whether or not the employed strategies changed when the characteristics of the ‘identity attackers’ changed (e.g., younger vs. older staff member).
The results of the study show that as Daly et al. (2004) claim in professional contexts, individuals acquire their identities via interaction with others in the group, therefore, even though the medium is relatively ‘unstable’ the members of the examined community are aware of the importance of the rules of interaction to be followed and attempt to reassure their already known and frequently used identities.

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**Eleni Kapogianni**
*University of Cambridge, UK*

**Strategies for the derivation of ironic meaning: the case of non-cancellable irony**

**Keywords:** ironic meaning, conversational implicatures, cancellability

The aim of this paper is to highlight some cases of verbal irony which cannot be classified as typical instances of conversational implicature (unlike what the Gricean tradition postulates) and to discuss possible methodologies for the derivation of ironic meaning. First, the Gricean criterion of cancellability is defended against recently expressed objections (Weiner 2006) and it is recognized as a safe test for implicatures. The above attempt will reveal the case of ironic interpretations that cannot be explicitly cancelled and, therefore, they cannot be considered as conversational implicatures. In the discussion that follows, different devices of ironic expression will be compared (data is drawn from Modern Greek and English) leading to the treatment of irony as a complex phenomenon with non-unified behavior. The next step is the investigation of meaning derivation strategies which should be able to explain the cases where the ironic meaning seems to be part of “what is said” (or the explicature) rather than “what is implicated”. The proposed model is based on assumptions that come from a Contextualist point of view which predicts pragmatic modulation, not only for the sentence meaning, but also for the word meaning (“ad hoc” concepts, cf. Carston 2002).

**References**
Sabine Kobela  
*Ludwig-Maximilians University, Germany*

**The construction of (professional) identity in coaching interactions**

*Keywords: coaching, identity construction, professional identity, private identity, self-presentation*

In recent years, coaching has become a new field of personal and professional development services that provides clients with guidance in their daily lives as well as at work. According to practitioners, coaching is an emerging field that takes the self and its reflexive capacities (self-perception, self-presentation, self-improvement) as its main objects (Ozkan 2008).

In aiming to improve the client’s professional performance as well as to increase his reflexive capacities in a one-to-one interaction, both professional and “private” identities become relevant in the coaching process. The main questions addressed in the PhD project presented include the following: Which identities become relevant for both the client and the coach and at what points? Which identities are attributed and negotiated in the coaching interaction? On which occasions and for which ends does identity become an issue for the interactants?

In this talk, I will provide insight into the local construction of identity as it emerges in coaching interactions as well as in the complexity of the techniques used by both the coach and the client to construct a professional identity in the context of the interaction. I will give an overview on the interactional strategies made use of by both coach and client in order to identify and present themselves in the coaching interaction.

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Andreas Langlotz and Miriam A Locher  
*University of Basel, Switzerland*

**Cognition, interaction and emotion: exploring their intersection in relational work**

*Keywords: relational work, im/politeness, interaction, emotions, meaning*

This paper addresses the link between research in the area of studies of relational work (politeness and impoliteness), research that studies the emotions which are involved in such interpersonal communication, and research that investigates frameworks for social cognition. It is suggested that the cognitive concept of a frame, i.e. structures of past experience, functions as an orientation for social norms and expectations and that these norms play a role when interactants judge the
appropriateness of relational work. Additionally, in this process emotions are evoked which may play an important role in determining the process of judging. The expression of emotions makes it possible for interlocutors to signal their evaluative stance towards the state of a given transaction as well as their social relationship. Emotional signals therefore support and channel the conversational management of relational work. However, more research is needed to explore in what ways and to what extent emotional reactions inform judgments on the relational aspect of interpersonal communication. This paper is grounded in interactional sociolinguistics and explores these issues with data derived from the Internet. It is particularly interested in the communicative strategies to manage the interpersonal dimensions of cooperation and conflict (flaming) through conceptual and emotional framing.

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Min-Hsiu Liao
Heriot-Watt University, UK

A corpus-based study of interaction in Chinese popular science writings

Keywords: corpus, popular science, Chinese

This paper investigates the way writer-reader interaction is achieved in popular science writings through a network of linguistic features in texts. A ten thousand word Chinese popular science corpus is compiled for the purpose of this study based on the Chinese edition of Scientific American (SA) published in Taiwan, and a science subcorpus from the Academia Sincia Corpus of Modern Chinese is involved as a reference corpus. The quantitative analysis investigates the frequency of four selected interactive features: deixis, personal reference, junctives and hedges, and the qualitative analysis further explores the co-text and context of the high occurrences of these features. The study concludes that compared with other Chinese science writings, the writers in the SA corpus use a higher frequency of the four selected interactive features. This suggests that the genre of popular science is evolving in terms of how writers interact with readers. In the SA corpus, the writers are more engaged in interaction with readers, and they more often share science-in-the-making with their readers, instead of presenting science discoveries as an authority. Also, readers are more often invited to participate in texts to question and even cast doubt on the statements made by the writers, rather than simply accepting facts as a passive role.

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Holger Limberg
University of Oldenburg, Germany

'I'm here because of my term paper': The sequential construction of students’ concerns in academic office hours

Keywords: academic office hours, opening, sequential organization of talk

The opening phase of talk in institutional settings is often considered as crucial in establishing an agenda for the encounter as well as in creating a basis for a
successful interaction. Within a restricted time, participants negotiate a task for the talk and, in doing so, they construct discourse identities and meanings that are specific to the institutional practice (Drew and Heritage 1992).

This paper analyzes and discusses the openings of office hour consultations in academia, in which students explain their reason for visiting their professor or instructor. Based on empirical data from German universities, the sequential organization of the opening phase is analyzed. Different sequential patterns of students’ presentations are revealed which have an effect on the overall structural as well as social organization of an office hour talk. The paper also shows how students can delay uttering the actual request until they have provided adequate background information regarding their concern. The sequential order of this activity is a coordinated achievement by both participants and it is subject to the contingencies of talk about a particular academic concern (e.g. homework, term paper, or grade).

Joanne McDowell
University of Ulster, UK

Gender, language and occupational roles: exploring men’s use of language within the female dominated environment of nursing

Keywords: sociolinguistics, gendered linguistic stereotypes, workplace discourse, non traditional occupations, nurses

Research has often centred on gender related patterns of discourse use, dividing men and women’s speech styles into two separate, homogenous groups. Developments in language and gender studies have began to argue against existing stereotypes of gendered linguistic behaviour, as linguistic behaviour is influenced by various factors, including a speaker’s surrounding context. The workplace and occupational discourse of women and men is one area that has received attention. Researchers have mainly investigated women’s linguistic experiences in male dominated occupations; few have examined how men behave linguistically when they are the minority gender in their workplace. This study addresses the notion of ‘stereotyped speech’ and the effect of communicative context by analysing the spontaneous speech of male nurses while at work. Through an explanatory case study, we provide a distinctive context for the examination of features typically associated with a particular gender. A qualitative analysis of the data indicates that the male nurses’ linguistic behaviour does not differ, regardless of audience gender, status or conversational topic, from what is classed as preferential female linguistic speech. The fact that men are using such language in this context challenges the applicability of gendered speech stereotypes. Exploration into these findings reveals that the Community of Practice approach (CoP) can best explain the men’s linguistic behaviour. Their linguistic repertoire fulfils discourse tasks essential to their profession, (dealing with vulnerable patients, being non assertive, forming a positive and collaborative relationship with other nurses), and could therefore be a result of the nursing CoP and the work roles nurses perform.
Golnaz Nanbakhsh  
*University of Edinburgh, UK*

**Persian pronouns of address in interaction: a case of relational practice**

*Keywords: politeness, Persian pronouns of address, face-to-face interaction, relational practice, meaning reconfiguration*

There has been limited sociolinguistic research on how politeness and face work is constructed in face-to-face interaction in Persian language. Research on Persian address forms (to the intimate ‘you’ and šoma the deferential ‘you’, historically plural but now also used as singular) has been limited to questionnaire data (Keshavarz 2001) with a simplistic analytical model. Moreover, Persian is a pro-drop language, so sometimes politeness is realised through verbal agreement, not pronouns. This research demonstrates the importance of this, documenting a hitherto unnoticed possibility of having V (šoma) with 2s (to) agreement.

This paper analyses empirical data collected from ten hours of recorded media interviews. The analysis reveals that there is a negotiated component to interactants’ use of address forms, which leads to a form/function reconfiguration. The use of V pronoun alongside 2s-agreement suggests that politeness in address forms could be defined within a flexible model, based on individual’s engagement in negotiating relationships with each other. The analysis of the data draws on politeness theory and relational practice (Holmes and Marra 2004) to explain the inter- and intra-speaker variation.

This study illuminates how norms of social and linguistic meaning are established in modern Persian and also revitalises the study of address forms and politeness by considering novel data from Persian.

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Pilar Ordóñez-López  
*Universitat Jaume I, Spain*

**The GENTT corpus of specialised genres: meaning and interaction within specialised translation**

*Keywords: Corpus, textual genre, specialised translation*

Textual genres, considered ‘conventionalised forms of texts’ (Hatim & Mason, 1990), reflect the interaction that takes place in particular social occasions in the framework of specialised communication and thus are a key instrument in the study of specialised discourse.
In the GENTT group’s approach, genre is defined as a dynamic category which changes according to the evolution of socio-professional and cultural parameters that confer meaning to specialised communication. Furthermore, genre constitutes an interface between the text and the context (Montalt, 2003), allowing translators to tackle the distance between their position as outsiders (García & Montalt, 2002) and specialised frameworks.

With this theoretical background, the GENTT group is developing a multilingual specialised corpus. On the one hand, this corpus is aimed at providing researchers with a comprehensive simple of texts for discourse analysis purposes. On the other hand, the corpus is intended as a useful and dynamic tool for specialised translators.

This paper examines the relevance of genre in specialised discourse by analysing the role of the corpus in the translating process performed by legal translators.

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Kyoko Otsuki  
*University of Edinburgh, UK*

**Patterns of ellipsis from an interpersonal point of view**

*Keywords: ellipsis, pragmatics, comparative description, systemic functional grammar, task-oriented dialogues*

Ellipsis is a phenomenon whereby constituents which are normally obligatory in the grammar are omitted in actual discourse, from everyday conversation to poetry. The omitted constituents can range from one word to an entire clause, and recovery of the missing item depends sometimes on the linguistic and sometimes on the nonlinguistic context. The contribution of ellipsis in the context is twofold. First, it is widely known that ellipsis serves to create cohesion in text, along with other types of cohesive ties, including reference, substitution, conjunction and lexical cohesion (Halliday & Hasan, 1976). Secondly, ellipsis contributes to communicative appropriateness determined by the type of linguistic activity, the mode of communication and the relationship between participants. Despite of the prevalent use, however, information relating comparative descriptions of ellipsis is scarce.

The paper will discuss how ellipsis is used to realise cohesion and how it is associated with interpersonal effects in the map task dialogues. In order to analyse ellipsis in relation of these two functions – textual and interpersonal –constituents which are left out in an utterance will be categorised and related to the type of move which the utterance realises within exchange structure.
The paper will present a description of functions of elliptical utterances in English and Japanese, based on a cross-linguistic analysis of dialogues. The findings could also contribute to language teaching.

Reference

Manuel Padilla Cruz
University of Seville, Spain

Teaching to overcome pragmatic failure and conversational misunderstandings in intercultural communication

Keywords: pragmatic failure, relevance theory, interpretation, cautious optimism, intercultural communication

Ever since Thomas (1983) defined it, pragmatic failure has been seen as the non-native speaker’s sole responsibility. As a consequence, some of teachers’ major concerns in the L2 class have been students’ selection of the right L2 linguistic strategies that convey the intended illocutionary force, avoiding transfer of L1 strategies that do not have the same meaning in the L2 or teaching linguistic behaviours that are adequate to the social contexts in which interaction takes place. However, pragmatic failure is also responsibility of the non-native hearer, as it may arise as a result of his processing specific utterances and/or fragments of discourse. Comprehension is a relevance-driven process in which the expectations of relevance generated by utterances may induce the hearer to opt for an expected and desired interpretation or, on the contrary, for an unexpected and undesired one (cfr. Sperber and Wilson 1986/1995; Wilson and Sperber 2002). This presentation will argue that teachers should also focus on learners-as-hearers so as to enable them to overcome pragmatic failures and conversational misunderstandings. Teachers should make learners-as-hearers aware that their interlocutors may not always be fully competent in the L2 and, more importantly, train them to resort to the interpretive strategy that Sperber (1994) calls cautious optimism when processing verbal messages. That strategy leads them to discard a first undesired or unexpected interpretation of an utterance that may appear optimally relevant to them and look for another alternative one that actually is the expected and desired one.

References
Rachel Panckhurst  
*Université Paul-Valéry, France*

**POSTER**

**Texting in three European languages: does the linguistic typology differ?**

*Keywords: SMS, texting, computer-mediated discourse, mediated electronic discourse*

We have conducted research on computer-mediated communication within a French University since 1996. Discourse appearing in email messages, forums, chat sessions is shaped in a particular way, precisely because one uses a computer. The computer becomes a tool, a sort of mediator, indirectly modifying the discourse. A new discourse ‘genre’ which we call *mediated electronic discourse* is created. Our research has recently included texting or SMS-type writing strategies either through computer or mobile telephone usage. Based on French and Belgian research, we have devised a new typology for French SMS writing (Panckhurst, 2008). Student corpora comparing French, Spanish and Italian allows plurilingual verification in order to reveal any variations. SMS and “dialogical interactions” are the next step for this research.

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Ingrid Persoon and Ted Sanders  
*Utrecht University, The Netherlands*

**Why do Dutch speakers use co-omdat in their conversations but not in their writings?**

*Keywords: Spoken discourse, corpus linguistics, connectives, subjectivity, causality*

Utterance (1) is taken from the CGN, a corpus of spoken Dutch. It expresses a coordinating *omdat* or co-*omdat* pattern: the connective *omdat* (“because”) is
followed by a coordinated clause. This pattern occurs in spoken Dutch only and is even considered ungrammatical.

(1) ‘t bedrijfsleven vind ‘k niks voor Carl omdat hij is veel te wisselvallig (…)
    “I don’t think business is Carl’s cup of tea because he is far too unstable”

In written Dutch omdat can only be combined with a subordinated clause like in (2). This subordinating omdat (so-omdat) pattern also occurs in spoken Dutch. Finally, the connective want (“because”) can be used to express backward causal relations in both written and spoken Dutch. This connective is combined with a coordinated clause like in (3). This is the coordinating omdat pattern (co-omdat).

(2) ‘t bedrijfsleven vind ‘k niks voor Carl omdat hij veel te wisselvallig is (…)
(3) ‘t bedrijfsleven vind ‘k niks voor Carl want hij is veel te wisselvallig (…)

At first sight, it might be concluded that co-omdat would be used by confusion of co-want or so-omdat. However, results of a comparison of co-omdat utterances with both so-omdat and co-want utterances lead to the assumption of a third connective pattern in spoken Dutch: Co-omdat is used because it has its own specific function. We will focus on characteristics of spoken, spontaneous conversations as reasons for this pattern to occur in spoken discourse.

Heike Pichler
University of Aberdeen, UK
Stephen Levey
University of Ottawa, Canada

General extenders in northeast England and that

Keywords: general extenders, grammaticalization, apparent-time, age, gender

Semi-formulaic constructions such as and that (1), and things like that (2), and or something (3) constitute a locus of rampant variability in contemporary English.

(1) You hear it on the telly and that
(2) There’s no sort of racial tension and things like that, you know
(3) They’d rather have pot noodles or something

In this study, we refer to these forms, which typically occur clause-finally, as general extenders. Following recent studies (Cheshire 2007), we foreground the functional polyvalence of these constructions, which may operate on more than one plane of discourse, often simultaneously, to serve referential, textual and interactional purposes.

Making use of a corpus stratified by age and gender, we carry out a systematic investigation of several hundred general extenders in the English of Berwick upon Tweed, in northeast England. Our results concur with recent studies (Cheshire 2007) in showing that speakers make use of a complex, multi-variant reservoir of forms. Operationalizing measures such as phonetic shortness, decategorization and pragmatic shift as diagnostics of grammaticalization, we find that several variants including and that, or something, and things are characterized by the loss of
compositionality concomitant with their reanalysis as autonomous units. The social conditioning of variant usage also reveals interesting inter-generational differences. Using overt contextual indicators in the ambient discourse, we explore the pragmatic trajectory of the evolution of productive variants in apparent-time.

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**Renata Povolná**  
*Masaryk University, Czech Republic*

**Interpreting meaning in spoken interaction: the case of *I mean***

**Keywords:** spoken interaction, negotiation of meaning, coherent interpretation, pragmatic function, academic discourse

Authentic spoken interaction can be characterized by permanent negotiation of meaning between all discourse interactants. In this ongoing cooperative process the current speaker can use some guiding signals often referred to as signposts in the communication (Aijmer 2002) in order to enable the current hearer to arrive at an interpretation which comes as close as possible to the current speaker’s communicative intentions. These guiding signals probably most frequently labelled as discourse markers in the literature (Schiffrin 1987, Aijmer 1996, Fraser 1999, Biber et al. 1999) enhance negotiation of meaning in spoken interaction and thus contribute to the establishment and maintenance of discourse coherence. In addition, they can become part of politeness strategies as recognized by Brown and Levinson (1987).

Based on the analysis of the texts taken from two different spoken language corpora representing academic discourse (LLC and MICASE), the author draws attention to the clausal form *I mean* and its possible pragmatic functions in spoken interaction. She exemplifies and discusses the importance of *I mean* in negotiation of meaning, in particular the advancement of the current hearer’s coherent interpretation and understanding of the message to be communicated in a given communicative situation.

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**Carrie Theisen, Jon Oberlander and Simon Kirby**  
*University of Edinburgh, UK*

**How interaction can change the relationship between forms and meanings: an empirical study**

**Keywords:** arbitrariness, systematicity, interaction

Languages use vast numbers of learned, arbitrary form-meaning pairings (such as words) but also many complex form-meaning pairings (such as sentences) that are not arbitrary, but rather systematically related to each other. We present an
experiment that explores how the interaction between users of a language can change how arbitrary or systematic the language’s form-meaning pairings are. Pairs of participants play a game in which, each trial, one has an item (such as “school”) and draws on a shared whiteboard, and the other guesses what the item is. Use of symbols is prohibited, so participants must invent their signs for the items from scratch. Participants are motivated to cut detail out of their signs, as they’re rewarded for quick guesses. Each item is drawn many times by each participant over the course of the game. Through this extended interaction, the sets of signs changed in two interesting ways. First, they became more arbitrary - the longer the pairs interacted, the less transparent the connection between their signs’ forms and meanings was to new participants. Second, some sets of signs became systematic – there were elements shared across drawings for similar items, as if the participants had established signs for semantic features. As whole drawings lost detail, the meanings of the parts of the drawings that remained presumably changed. Further experiments probed the transmission of these sign systems to new participants.

Irene Theodoropoulou
King’s College London, UK

Stylistic meaning in interaction

Keywords: style, semi-structured conversation, social meaning, variation

Alluding to the third wave variation studies, this paper aims to investigate the ways native Athenians employ speech style (Coupland 2007) as a resource for constructing social meaning in interaction (Eckert 2005: 24). Departing from the descriptive mapping of individual variables onto variation of social factors, such as class, this study wishes to interpret the social meaning of stylistic variation as it is constructed strategically and jointly by the people, who are involved in its negotiation. More specifically, the focus will be on data elicited through semi-structured conversation (Alim 2004: 26-8). The participants are all native Athenians with a range of educational backgrounds (university and non university title holders) from a stereotypically seen as working class suburban area, Peristeri. They discuss the unofficial, i.e. culturally rooted, rivalry between their own area and the culture associated with it and the traditionally seen as posh northern suburban Athens. The data analysis will be based on interactional sociolinguistics (Gumperz 1982; Schiffrin 1994) of the use of specific variables (the ke/ki, the ia/ja and the Verb Phrase +/- Prepositional Phrase) informed by a variationist sociolinguistic analysis of these variables on the basis of social, internal and interactional factors. While the former analytical approach can afford us the fleshing out and subsequent understanding of the nuanced meanings of the interaction, the latter provides the microanalysis with the big picture of how these variables behave throughout the interaction, i.e. not just in the fleeting moments analyzed at the micro level.
Interaction as usage in an exemplar-based approach to phonological variation and change

*Keywords: sociolinguistics, exemplar theory, phonology, usage-based linguistics*

The usage-based approach to phonology (Bybee 2001) is increasingly being employed in the analysis of data collected in the variationist sociolinguistic tradition. Major tenets of this approach, such as the crucial role played by frequency in the trajectory of diachronic change, are now routinely tested against the findings of particular studies of speech community linguistic variation. Frequency counts, however, are not always taken from the interactional event from which the variable data are collected, but are rather extracted from external corpora. A small number of studies (eg. Barras, Honeybone & Trousdale 2007) have explicitly compared external corpora and interactional frequency counts and found differing correlations between each type of frequency and the production of the variable under consideration. This paper aims critically to evaluate the role that interaction might play in processes of phonological change by explicit reference to an exemplar-theoretic approach to phonological representation. In doing so, a shift of focus from production to perception is generated, thus departing from much mainstream work in variationist sociolinguistics. The paper details results from an experimental study of the perception of a particular phonological variable – the NURSE-SQUARE merger (Wells 1982) – in the urban north west of England. The study gathers its data from reaction time based perceptual tests. The key variable under consideration for the purposes of the current study is whether the perceptual stimuli are sourced from interactional or lexically-isolated contexts. The implications of these results for an exemplar-theoretic approach to linguistic variation will be discussed.

Mabelle P Victoria
Open University, UK

POSTER

Reflexivity, subjectivity and cultural context in interpreting meaning of spoken discourse

*Keywords: reflexivity, methodology, context, Philippines*

It has been claimed that fieldwork is a “deeply personal as well as a scientific project,” where the subjective and emotional experiences are bound up with the interpretative process (Emerson 1983, p.184). Indeed, researchers cannot help but bring their own biographies and subjectivities to their field of inquiry (Hammersley and Atkinson 2007). In this presentation I will argue for two things: first, the importance of researcher reflexivity and biography as legitimate concerns when interpreting meaning; second, I will argue for a culturally context-sensitive interpretation of discourse that not only takes account of who said what, how to
whom but also when and where. I will draw from my own qualitative study of higher education discourse in Philippine classrooms. In this investigation, which sought to analyse how lecturers and students ‘do’ social relations in the classroom, I observed different classrooms, made audio recordings of lessons and interviewed teachers and students.

References

Gordon Wells
University of California, Santa Cruz, USA

Instructional conversation in the classroom: can the paradox be resolved?

Keywords: instruction, conversation, inquiry, learning

Derived from Vygotsky’s writings about instruction and the zone of proximal development, Instructional Conversation constitutes a paradox. “‘Instruction’ and ‘conversation’ appear contrary, the one implying authority and planning, the other equality and responsiveness. The task of teaching is to resolve this paradox” (Tharp and Gallimore, 1988, p.111). The major problem arises from the typical imbalance in participants’ understanding of the purpose of the IC and hence in their differential ability to control its progress in a collaborative and productive manner. When the teacher acts as both the initiating authority and the manager of an IC, it is very difficult for students to be truly equal participants.

Here I report the results of collaborative action research in a grade four classroom. Videorecordings of teacher-whole class interaction during the same science project in four successive years were analysed at two levels: the constituent organization within topics in terms of the form and function of participants’ moves; and change over successive years. At each level, attention was given to: if and how connections were made with students’ practical investigations; who initiated new segments; and how evaluations were offered.

The results, illustrated by representative extracts, are discussed in terms of the IC paradox identified by Tharp and Gallimore. The discussion is then broadened to consider the larger paradox of teachers attempting to enact a sociocultural vision of education in institutions controlled by antithetical assumptions about the goals and means of education.

Reference
**Jules Winchester**

**Methodological choices for the study of intercultural communication: form and function in evaluations of linguistic politeness**

*Keywords: intercultural communication, methodology, form and function, linguistic politeness*

In outlining the methodological choices available in a study of intercultural communication, this paper takes account of the fact that any research which explores the relationship between culture and individual behaviour must avoid the potential pitfalls of stereotyping whereby perceived characteristics of a group are assumed to apply to all individual members within that group. Thus intercultural communication can be viewed as both cultural and individual, involving a combination of intergroup factors (encompassing cultural norms, attitudes and beliefs) and interpersonal factors (including interpersonal goals and sociopsychological orientation). A study of linguistic politeness undertaken in this light foregrounds the importance of context in evaluations of expressions of politeness as they emerge in the course of social interaction. In this way it is possible to avoid the criticism levelled at a traditional view of politeness that can be regarded as equating linguistic forms with an (inherently) polite function. This paper argues that, whilst ‘there can be no inherent structures of linguistic politeness’ (Watts 2003: 200), nor rigid (cultural) patterns of politeness style, reference to a taxonomy of politeness styles in evaluations of linguistic politeness is valid if not used prescriptively. This paper proposes that a revised version of Lakoff’s theory of politeness (2004) is an appropriate reference tool to be used in conjunction with an evaluative approach in the study of linguistic politeness.

**References**


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**Tony Young, Peter Sercombe, Ming Dong and Lin Lin**

*University of Newcastle, UK*

**Naming practices and their significance among Chinese students in the UK**

*Keywords: naming, nicknames, context*

This paper explores the use of personal names, by mainland Chinese students at institutions of higher learning in the UK, and the significance these names have in interaction and relationships with others, particularly UK nationals. Some Chinese students adopt English or English-type names, at some point during the period they (begin to) learn English through to when they arrive or have begun studying in the UK (or another English language-predominant country). It has been suggested that students adopt English-type names, or eschew them, as tokens of acquiescence or resistance, respectively, in the face of studying English or through the language (Edwards 2006). We suggest that the picture is less clear-cut; and based on
discussion of relevant literature as well as an investigation of student practices, in Newcastle, we propose the following: ‘new’ personal names are adopted, or not, for one or more of several reasons; and, that, while acquiescence or resistance may be relevant, there is a more general issue of names reflecting aspects of a student’s life that are salient in specific temporal and spatial contexts. It is these contexts that shape and are, themselves, shaped by these practices, as we intend to demonstrate from our data.

Reference

Elisabeth Zima
University of Leuven, Belgium

POSTER

Modelling discourse dynamics: a cognitive linguistics approach towards intersubjective meaning coordination

Keywords: discourse dynamics, intersubjectivity, grounding, viewpoint

Models of intersubjective meaning coordination as well as of discourse dynamics have recently received increasing attention in cognitive-functional linguistics. On the one hand, the concept of intersubjectivity states that speakers who engage in interactional language use, model their interlocutors’ subjective viewpoints (Verhagen 2004, 2007) and construe their discourse contributions on the basis of what they assume to be common ground between discourse participants (Clark 1996). On the other hand, models of discourse dynamics and more specifically Langacker’s Current Discourse Space (CDS) model (2001, 2008) deal with discourse coherence as a matter of conceptual updating in a series of interdependent usage events. In this contribution, I present an integrated approach towards interactional discourse meaning that combines the strengths of both models: the dynamic orientation of Langacker’s CDS model and the intersubjective dimension of Verhagen’s model of cognitive coordination. We specifically focus on how interlocutors express and share perspective as well as ground their utterance by means of the construal operations of viewpoint, subjectification/objectification and/or deixis. Our approach is strictly corpus-based. The data stem from a self-composed multimodal corpus of interactional sequences extracted from French and Austrian parliamentary debates. In interruptions and reactions to interruptions, MPs consistently echo, play with and exploit the meaning potential of their interlocutors’ discourse contributions as a rhetorical strategy (Carbó 1992; Chilton 2004; Author et al., 2008; Author et al., submitted) and thereby give an inside view on the intersubjectively constituted construal configuration. The combined approach we present allows for a mutual theoretical refinement of both models of intersubjectivity and models of discourse dynamics and may ultimately lead towards a better understanding of how speakers in unfolding discourse coordinate (inter)subjective perspective.